

# GOOD PRACTICE PRINCIPLES GUIDE

## FOR WORKING WITH REFUGEE COMMUNITIES



A project of  
MACARTHUR DIVERSITY  
SERVICES INC



## **Acknowledgement**

Macarthur Diversity Services Inc gratefully acknowledges the Victorian Settlement Planning Committee's permission to use of their "Good Practice Principle for Working with Refugee Young People" in the development of this Guide.

**DISCLAIMER:** Whilst all due care has been taken to ensure the content of this report is accurate and current, there may be errors or omissions in it, as such no legal responsibility is accepted for the information and opinions in this report. Macarthur Diversity Services Inc, its employees and agents shall not be liable for any loss or damage incurred as a result of any reliance on the information.

**MacArthur Diversity services Inc**  
**PO Box 525**  
**Campbelltown NSW 2560**

# **CONTENTS**

## **INTRODUCTION**

What is a Good Practice Principles Guide?

Who can use this Guide

Globalisation - War & Famine lead to mass migration

Who and What is a Refugee

The Refugee Experience

Adolescence as Refugees

The African Experience

The Impact of Settlement

What informs Good Practice principles?

## **GOOD PRACTICE PRINCIPLES**

Understanding

Trust

Social Justice and Access & Equity

## ABBREVIATIONS

CRC	Community Relations Commission
DIMIA	Department of Immigration
IDP	Internally displaced persons
MDSI	Macarthur Diversity Services Inc
MRC	Migrant Resource centre
NGO	Non-government organisations
Proposer	An Australian citizen, permanent resident of Australia or eligible New Zealand citizen who agrees to provide a level of support to a refugee or humanitarian entrant to Australia. An organisation that operates in Australia may also be a proposer.
SHP	special humanitarian people
STARTTS	NSW Service for the Treatment and Rehabilitation o Torture and Trauma Survivors
THV	temporary Humanitarian Visa
TPV	Temporary Protection Visa
UNHCR	United Nations High Commissioner for Refugees

## INTRODUCTION

### What is the Good Practice Principles Guide and why was it developed?

This Good Practice Principles Guide is a tool to assist services with limited experience in working with refugees, to provide responsive and consistent services. This Guide is not prescriptive but recognises the uniqueness of the experience of refugees and how this might impact on them when accessing services. This Guide identifies three core values 1) understanding, 2) trust and 3) social justice and access and provides practical action plans and case studies to demonstrate why Good Practice Principles are important to all service providers.

### Who can use the Good Practice Guide ?

This Guide is especially relevant for those working with refugees or refugee communities in government, non-government organisations (NGO's) or educational institutions. The Guide can help ensure service provision is responsive to the needs of refugees, assist organisations in service planning and formulation of policies, procedures or allocation of resources.

*This guide will use "refugee" to describe all people from refugee background, including humanitarian entrants and migrants who had refugee-like experience before they arrived in Australia*

### Globalisation

**War and Famine Lead to Mass Migrations:** Most refugees have lost or abandoned their homes, have no support from their home country and are at the mercy of strangers. No one country agrees to take responsibility for the protection, health care, education and feeding of this group, this role usually falls to the international community, and particularly the United National High Commissioner for Refugees UNHCR.

**A refugee** is someone who has, under international law, been granted a humanitarian status and temporary protection by an international organization or a country outside the person's home country. Someone who has applied for this kind of refugee protection is known as an *asylum-seeker*.

**Internally displaced persons (IDP's)** refers to those people that have been forced from their homes, but are still somewhere within their own country. In special cases the UNHCR grants protection to IDP's.

The UNHCR also monitors refugees and IDP's who have recently been returned their homes since they are often at great risk. Because of changing political conditions, these people face great risk of becoming displaced again. Taken together, these refugees, IDP's and returnees are termed "people of concern" to the UNHCR.

**Humanitarian entrants - In Australia, this means refugees and other people at risk of serious human rights violations.** Australia's permanent immigration program has two components – **Migration (non-Humanitarian)** for skilled and family migrants and **Humanitarian** for refugees and others with humanitarian needs. A major component of

Australia's Humanitarian Program is resettlement of people in humanitarian need for whom re-settlement in another country is the most appropriate available option.

***Special Humanitarian People*** (SHP) are people who are outside their home country and have experienced substantial discrimination amounting to a gross violation of human rights. SHP entrants have proposers in Australia who are expected to provide support and assistance

**A proposer** is an individual who is an Australian citizen, permanent resident of Australia or eligible New Zealand citizen who agrees to provide a level of support to a refugee or humanitarian entrant to Australia. An organisation that operates in Australia may also be a proposer.

Refugees and IDPs are the by-product of war, oppression and famine. Forcing people across neighbouring borders which can be more devastating than a military invasion, because the neighbouring country is then obliged to feed and house this mass of humanity.

Refugees can also breed resentment inside a host country. In many instances people inside a particular refugee camp may have more food and health care than poor native residents living just outside the camp's fence. Finally, refugee camps are tempting targets for troublemakers. Rebels have been known to hide themselves (and their weapons) inside the relative safety of a refugee or IDP camp. Military units have been known to set up their guns and other launchers just outside a camp, making it difficult for their opponents to retaliate without inflicting harm on the refugees inside the camp.

## **WHO IS A REFUGEE?**

According to the 1951 Convention Relating to the Status of Refugees (the Refugee convention) a refugee is legally defined as:

"any person who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country".

This definition is used by the Australian Government to determine whether Australia has protection obligations towards an individual claiming the status of refugee. If a person is found to be a refugee, Australia is obliged under international law to offer support and to ensure that the person is not sent back unwillingly to his/her country of origin.

The United Nations body responsible for protecting refugees and overseeing adherence to the Refugee Convention is the United Nations High Commissioner for Refugees.

## **ASYLUM SEEKER OR REFUGEE?**

Asylum seekers are people who have applied for protection and are awaiting a determination of their status. Not all asylum seekers will be determined to be refugees.

## **REFUGEES or MIGRANT**

Migrants choose to leave their countries to seek a better life. They choose where they migrate to and they can return whenever they like. They have not necessarily experienced torture and trauma.

Unlike migrants refugees are forced to leave their country and cannot return unless the situation that forced them to leave improves or changes. Some are forced to flee their country with no warning, large numbers of refugees have suffered torture and trauma. The concerns of refugees are human rights and safety, not economic advantage.

Because refugees and migrants are different groups of people, with different pre-arrival experiences, it is important to make a distinction in the services provided. Refugees have different needs and face many challenges additional to those of migrants, when settling into their new country, particularly in relation to torture and trauma counseling, secure housing and health needs either mental or physical.

## The Refugee Experience<sup>1</sup>

"Refugee experience is essentially an experience involving loss. Loss of what is obvious, tangible and external such as possessions (e.g. a house), of a role in the work-place, status, a language, beloved members of the family or other close relatives); also a loss which is less obvious, internal and subjective: loss of trust in oneself and others, loss of self-esteem, self-respect and personal identity. You are suddenly stripped of things, which link you with your community. The absence of all these links brings on stress, anxiety, depression and disorientation"

According to the definition of the World Health Organisation (WHO) health is " a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity".

Refugees can suffer from a range of health problems relating to their experience of political persecution, imprisonment, torture and the conditions of flight from their country of origin. Once in the country of asylum, refugees' health can also be affected by a serious decline in their standards of living (housing conditions, unemployment or underemployment, social isolation and low income). Other external factors in the settlement phase such as insecurity of the asylum application, fear for the safety of family members, legal and bureaucratic difficulties in family reunification, adaptation to the new environment (e.g. new language, habits and culture) and hostile attitudes within the country of asylum might have an impact on refugee health, especially mental health.

The 'Refugee experience' has been defined as: exposure to political, religious or inter-cultural violence persecution or oppression, armed conflict or civil discord that incorporates the following basic elements:

- a state of fearfulness for self and family members,
- leaving the country at short notice,
- inability to return to the country of origin, and
- uncertainty about the possibility of maintaining links with family and home. <sup>2</sup>

When families are forced to run, women are often left to cope on their own. Their husbands and fathers may have been killed or imprisoned; their protection, their legal status and their property rights may have been bound closely to the men in their families. In refugee' settings, women face a different set of problems than men; they are usually at a greater risk than men

Not all refugees enter Australia with a refugee visa (appendix 2). A person sharing refugee-like experiences may enter under other streams of migration. Consideration of the uncertainty experienced by refugees without permanent status must also be taken into account.

Statistics on refugees NSW, Campbelltown, Camden and Wollondilly and their origins are contained Appendix 1

---

<sup>1</sup> Good practice guide to the integration of refugees written & compiled by ECRE taskforce p-5

<sup>2</sup> Coventry, L., Guerra, C., Mackenzie, D., & Pinkney *Wealth of All Nations* National Youth Affairs Research Scheme Hobart 2002 p.15

## **Adolescents as Refugee's**

Adolescence and young adulthood are times of transition with many changes taking place. Young people are often confronted with challenges, relating to:

- identity formation
- gaining independence
- finding their place in the community
- religious beliefs
- developing relationships with peers and family
- determining life goals, and
- discovering their sexuality

All these factors play a pivotal role in the development of the young person. 'The process of identity formation which is part of adolescence may be particularly complex for young people being affected by the overlay of the refugee experience, cultural adjustment and the practical demands of resettlement.'<sup>3</sup>

Adolescent girls face many of the risks that adolescent boys face in refugee settings, often they are not given the same rights as male members such as access to education, and they can be sexually exploited, abused, sold or bartered for marriage or servitude.

## **The African Experience**

The majority of refugees from Africa in NSW have arrived under the Refugee and Humanitarian Program. Most refugees had fled their country because of civil wars or political crisis in neighboring countries.

Refugees from Africa settling in NSW represent a wide range of countries with different language, ethnic groups, languages, and religion and tribal factions. Some share the same culture while others have great differences.

Many refugees believe that settling in the new country will end their fear and insecurities. After arriving in Australia the realities and challenges of resettlement and adjustment to living in a new country emerge. Some of the new challenges faced include language, cultural and financial difficulties; family disruption; accommodation for larger families; difficulties with health; unfamiliarity with the Australian system as well as the fear and loss for the loved ones left behind.

## **The Impact of Settlement**

When refugees settle in Australia, they often have a diverse range of needs because they have suffered the trauma of persecution and displacement. Their pre-settlement experiences may include:

---

<sup>3</sup> United Nations High Commissioner for Refugees 2002. *Refugee Resettlement – An International Handbook to Guide Resettlement and Integration* p.264

- denial of human rights
- forced separation from families
- witnessing family members being tortured or killed
- exposure to violence
- physical and sexual abuse
- illness and exploitation

The inherent lack of stability arising from these experiences presents many challenges especially during the difficult times of adolescence and young adulthood.

During the settlement process refugees report a range of resettlement difficulties related to language, previous torture and trauma, unemployment, language, poor health, cultural and system differences, education problems, isolation and anxiety

There is a diversity of experiences among refugees and how well they settle in Australia. Experiences can vary between individuals and between different ethnic groups.

## **What informs good practice principles?**

### **Domestic Commitments**

The Good Practice Principles Guide has been drawn from a number of sources. Examples of practice principles were sourced from professional bodies such as:

- The Australian Association of Social Workers Code of Ethics
- Charter of Public Service in a Diverse Society’ and A Good Practice Guide – For Culturally Responsive Government Services’. Both documents are produced by the Department of Immigration and Multicultural Affairs and outline strategies for ensuring that services are culturally responsive
- The Good practice principle for working with refugee youth

It is recommended that this Guide be read in conjunction with broader multicultural service guidelines such as those mentioned above

### **International obligations**

Consideration should also be given to Australia’s international obligations. Australia is a member of, and adheres to several Human Rights Treaties. Allowing people to exercise their human rights are integral to Good Practice Principles, particularly as refugees’ human rights have been oppressed/violated pre-settlement.<sup>4</sup>

---

<sup>4</sup> *Local Action/Global Change* and the Minnesota Partners in Human Rights *Resource Notebook*.



# GOOD PRACTICE PRINCIPLES



## UNDERSTANDING

The value of understanding involves making an active attempt to learn about what is important for refugees and what their life experiences mean for them.

Understanding involves both intellectual and emotional processes and requires sensitivity. Understanding includes an appreciation of the needs of a refugee as well as what the implications are for service delivery (the service as well as for the individual). It is critical to recognise the intersection of the following principles when working with refugee people.

### PRINCIPLE 1:

To understand and acknowledge that the qualities of strength and resilience of refugees have developed during their journey, and how these qualities developed.

#### What you can do:

- Focus on the strengths of refugee.  
Help refugees identify skills and abilities that they have gained as a result of their unique experiences
- Recognise that refugees have similar social, emotional, spiritual and financial needs to everyone else.
- Develop culturally appropriate programs that bring refugees together and foster a sense of belonging eg. Gender based swimming programs, soccer clubs.

### PRINCIPLE 2:

To understand the importance of being sensitive to the diversity of backgrounds and experiences of refugees.

#### What you can do:

- Develop a working knowledge of refugee experiences by accessing information from lead agencies.

Links to relevant Web sites:

- [www.mdsi.com.au](http://www.mdsi.com.au)
- <http://www.refugeecouncil.org.au/>
- <http://www.unhcr.org.au/>
- <http://www.immi.gov.au/>
- <http://www.amnesty.org.au/>
- <http://www.crc.nsw.gov.au/>

- Provide training for workers and service providers on the experiences of refuge and settlement issues.
- Provide flexible services to accommodate refugee past and present experiences, ages and life stages.
- Identify the barriers that refugees experience in getting access to services and programs, and develop strategies to overcome them.

### **PRINCIPLE 3:**

**To understand the issues and circumstances that may affect a refugee's sense of well-being.**

**What you can do:**

- Avoid making assumptions about a refugee's stages of life, roles within the family, connections to community and religion
- Understand the way in which differing visa status affects the wellbeing of refugee refugees. (appendix 2)
- Understand the way in which media depictions and events happening in a refugee's country of origin, poverty, and the consequences of formal education policies and practices, income support and employment can affect a refugee
- Develop and maintain a dialogue with refugees on a range of issues, not only issues driven by service providers

### **PRINCIPLE 4:**

**To understand the best ways to negotiate with refugee family and community.**

**What you can do:**

- Find out about various roles and responsibilities that a person may have in their family
- Find out how decisions are made in the family/community
- Identify how to engage and build trust with a refugee if your client is a refugee person
- Balance the refugee young person's need for independence with their family and cultural connections
- Recognise that refugees, especially refugee young persons may be balancing varying understandings/levels of familiarity with their cultural heritage and community while also having to negotiate host cultures

Identify the specific needs of refugee young people who do not have family in Australia or have tenuous connection to their family

## Case Study ( Understanding)

20 year old female refugee arrived to Australia in January 2005 with her mother, father and 5 younger siblings. She is literate in her language but hasn't been attending school for 5 years prior to coming to Australia. She has just finished her studies at the Intensive English Language School when the family moved to Macarthur. Though she spoke some English, she still needed language and social support. She had witnessed violence and seen a family members killed. She is very withdrawn and concerned about continuing her education.

The community worker was experienced and skilled at working with refugees including young refugees; she had the training and had previously worked with a large number of refugees from many different backgrounds. She also has a good understanding of the issues they the impact faced by the young woman and her family as they settled in the area (principle 3).

The worker discussed with the young woman identified needs and study options including special language support and TAFE studies. The young woman had heard some racial comments about her Hijab and was worried that she might receive comments if she attended TAFE. She was worried that she might not be able to continue if she felt unaccepted. The worker contacted TAFE and passed the young woman's concerns.

TAFE was willing to meet with the worker, the young woman and her parents to discuss any issues of concern. (Principle 1 & 2). After discussing the concerns of the family and young woman, the worker (after a request from TAFE) forwarded a variety of culturally relevant information regarding refugees from African backgrounds. She also gave TAFE contacts of a worker who would be able to run some cultural orientation sessions for both TAFE students and teachers.

The worker (after consulting with the young woman) contacted the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to access proper counselling.

Throughout this process, the information provided and discussions held with the young woman were conducted in a culturally sensitive way.

The woman was assisted in identifying her strengths though ongoing. She was also linked to a group of young people who came from refugee backgrounds. Information sessions and activities were conducted to assist the group in identifying their strengths and their needs.

## TRUST

**The organisation is committed to establishing an environment that engenders trust from the first point of contact when working with refugees. This value is in recognition of the fact that refugees have experienced before arriving to Australia pre settlement traumatic life circumstances where they have experienced loss.**

A refugee requires support to settle successfully and to deal with the results of traumatic experiences such as the loss of family members, friends, community and homes, witnessing or being the subject of persecution and torture and trauma by, police or government and/or being socially and economically uprooted.

The refugee experience can severely impact on the person's capacity to trust; therefore it is important to actively rebuild trust through interactions with the refugees.

**PRINCIPLE 1: The trustworthy nature of the agency is reinforced in the way in which you provide your service to a refugee.**

### **What you can**

- Become aware of appropriate greetings according to age, gender, religion and culture of the refugee people and their families.
- Maintain confidentiality and be clear about what you plan to do, as this establishes the appropriate conditions for engendering trust.
- Be aware where your support and advocacy may be necessary, even if the refugee may not sufficiently trust you to ask for help. Actively engage and consult the refugee person in the planning process.
- Clearly explain what you can and cannot offer the refugee client by being aware of your organisation's boundaries and limitations.

**PRINCIPLE 2: The organisation integrates the refugee's experience and settlement needs into their service policies and procedures.**

### **What you can do:**

- Ensure that the consequences of the refugee experience are included in program planning and resource allocation.
- Ensure that your organisation recognises the connection between the experiences of the refugee, their settlement needs and their confidence in the organisation.
- Ensure that the organisation is sensitive to the possibility that the refugee may fear authority figures and systems of authority. (i.e. police)
- Build and maintain trust and be clear about the ending of your contract, and ensure that the refugee is aware of alternative referral points.

**PRINCIPLE 3: When using an interpreter you cannot assume that a climate of trust exists.**

**What you can do:**

- Provide posters and pamphlets in community languages which may be used to help identify the language spoken by the individual. Multilingual language identification cards shown to individuals would get the same results
- Do not assume that the refugee person will immediately trust the interpreter. You may have to spend time with the client and interpreter to build a climate of trust
- Ensure the refugee client is aware of the interpreter's role and how the session will be conducted
- Ensure that the interpreter is clear about his or her role and boundaries when communicating with the client
- Stress the importance of confidentiality as the refugee client may come from a small community and know the interpreter in a social context.

**PRINCIPLE 4: The organisation offers the refugee direct support and advocacy to access relevant services.**

**What you can do:**

- Your organisation should offer the refugee client practical and active support. For example: accompanying the client to an appointment and introducing them to a service provider. Never assume that your verbal instructions will be all that is needed
- Ensure that your organisation recognises that if refugee people are more inclined to trust you and your service if they felt that they were in a safe/familiar and comfortable environment
- Your organisation should consider resource time allocation required to provide direct support and advocacy to a refugee who may be at risk
- At the first meeting, ensure that your organisation clearly articulates to the refugee client (and family members if appropriate) what type of direct support and advocacy it can offer them

## Case Study - Trust

Mrs K is a 29-year-old woman; she arrived in Australia as a refugee 20 months. Her husband came to Australia as one of the boat refugees in 2000 and was then given refugee status in 2004.

Ms K has a young child and is expecting another baby. The community worker met Ms K whilst talking to an Adult Migrant English class about services provided by her service. Finding out that the worker spoke her language Mrs K made an appointment to see the worker regarding concerns she had about her daughter.

Meeting Ms K the worker outlined the types of services and activities offered at the Centre. Ms K mentioned in her appointment that she had concerns about domestic violence in the home and that she needed to discuss this but was hesitant to do so. Client privacy and confidentiality was explained, the worker and Ms K signed a confidentiality agreement.. (Principle 1)

Mr K is threatening his wife by telling her that he can send her back to her country of birth. He withholds money from her and uses abusive language.

Mr K is threatening his wife that he can send her back home; he withholds money from her and uses abusive language, according to Mrs K, he had never been physically violent and he doesn't abuse her in front of their daughter. Nevertheless, she was afraid that he might turn to physical violence and wanted to know her options. The worker explained the laws in Australia about domestic violence and her legal rights and responsibilities, especially regarding keeping children safe from witnessing violence in the home. After listening to her options Ms K wanted to think about things further. Ms K was provided with emergency contact numbers and agreed to the worker contacting her periodically to see how she was.

In situations of domestic violence and people from culturally and linguistically diverse backgrounds it is important for the worker to gain an understanding of the cultural traditions and expectations faced by the client with regards escaping DV. Talking to someone who spoke her language established trust and provided comfort which gave her the opportunity to be open about her problems. Trust develops slowly, through ongoing interaction and sensitivity to cultural and social issues of the refugee person.

It is also important to explain to the refugee person that solutions take time and that a variety of services may be involved in the process of keeping her safe. (principle 1 & 2)

## **SOCIAL JUSTICE and ACCESS**

**The value of Social Justice and Access means refugees are able to exercise their right to fully participate in mainstream society. Refugee clients are provided with the necessary services and resources to enable them to achieve equitable outcomes.**

**The injustice of the refugee experience is redressed to enable refugees settle and reach their full potential.**

**Ensuring access and equity involves breaking down a number of barriers, such as**

- ◆ **physical**
- ◆ **organisational & communication**
- ◆ **cultural**
- ◆ **personal**

Refugees often do not know that services exist to help them. They often come from countries with no community services, or where the types of services provided are very different from those in Australia.

Making services and programs fully accessible to, and inclusive of, refugees ensures their basic social justice rights are being met. It is crucial in breaking down refugee isolation and connecting with the support they require to assist in the re-building of their lives.

Social Justice and Access are integral to all aspects of service provision: broader policy, cross sector planning, resource allocation, service planning and evaluation, organisational guidelines and procedures, customer service, community work, provision of education and individual care and assistance.

**PRINCIPLE 1: Refugees have the right to be provided with accurate information that is communicated in a way that is accessible and sensitive to their needs.**

**Refugees must not be considered as a homogenous group. Information needs to be communicated in a way that is suitable to their age, gender, education and cultural and linguistic background. In addition to this communication and information aspects of services need to be well resourced and allocated appropriately.**

**What you can do:**

- The first step is to improve the accessibility of your service is knowing the make up of the local community. You may need to compile an up-to-date demographic profile of which communities live in your area
- Train staff in effective cross-cultural communication and anti-discrimination issues and techniques.
- Use effective and appropriate language and translation services. see Appendix of interpreting services
- Use appropriately trained and suitable (in terms of language, ethnicity and gender) interpreters and bi-lingual workers.

- Use appropriate channels for linguistically assisted communication (by phone, in person). Give the refugee client the option of a telephone interpreter or an on-site interpreter.
- Ensure that your agency, through information and data, has the knowledge of current issues relating to and affecting refugee clients. A lack of awareness of their rights and the service options available need to be addressed
- Provide and promote information to refugee clients in appropriate ways and in accessible formats.

Ensure two-way communication (including consultation), is maintained between relevant agency workers, the refugee client in the development and implementation of services.

- When appropriate, involve client's family members and community in the communication/consultation process.
- Make refugee clients aware of the limitations of your service.
- If you have bilingual staff or volunteers, ensure that there is no conflict of interest when dealing with potential refugee clients. (i.e. if the worker/volunteer is related to the refugee client there may be and to refer the client to another worker or work together to ensure all ethical issues are considered)

**PRINCIPLE 2: Involve refugee clients in decision-making processes about the planning for and, delivery of, services to ensure the agency's practice is informed by them. Ensure that services and programs are delivered in a flexible and appropriate manner, to provide young people with preferred service options and frequency.**

This principle acknowledges that refugee client's lives have been profoundly disrupted and that each individual needs personalised assistance in order for equity to be achieved. Service and program design must therefore take into account each person's complex and dynamic needs.

**What you can do:**

- Encourage refugee client's participation and provide them the opportunity to be represented at an organisation management or in an advisory level capacity. For example, conduct client satisfaction surveys.
- Ensure services are provided at convenient, appropriate locations and at suitable times (eg. after-hours). It is important that refugee clients receive a service in venues where they will feel secure and welcome.
- Consider the need for gender-specific, ethno-specific, faith-specific or other specific services.
- Advocate and establish ways to adequately resource services that meet specific needs of refugee clients. Provide tailored responses.
- Establish methods within the agency to enable training in, and planning for, appropriate and responsive resource allocation.
- Find realistic ways in which refugee clients can actively participate in the decision-making process.

**PRINCIPLE 3: Agencies and organisations are committed to working in coordinated and collaborative ways.**

This is to ensure that refugee clients do not become disoriented and further destabilised as a result of being assisted in a system where services are uncoordinated and inconsistent. This also ensures that scarce resources are expended in a more planned and efficient manner leading to more equitable service outcomes.

**What you can do:**

- Develop cooperative relationships with other agencies to ensure that services are provided in a more all-encompassing way, and that secondary consultation and referral protocols are established. (Appendix 3 - MIGRANT RESOURCE CENTRE list)
- Establish ways to obtain information and data on the needs of refugee clients and share this with other agencies provided you have ensured refugee client has signed an authority to share information form.
- Encourage inter-agency training and staff support (eg. mentoring) amongst organisations working with and for refugee clients
- Encourage agencies to work cooperatively and not competitively to overcome funding limitations to continued service delivery. Ensure that resources are shared and targeted to ensure sustained service delivery. Engage agencies in cross-agency and cross-sector advocacy and planning to obtain resources and utilise these resources efficiently.

## **Case Studies – Social Justice and Access & Equity**

A consultation with an increasing number of newly arrived African families from refugee background resulted in several issues being identified and raised including English language, childcare, housing, schooling and racial issues. (Principle 2)

A large number of young people were attending local public and high schools. Translated material (Principle 1) was given to the students and their families explaining the educational system in Australia. The bi-lingual worker worked together with the schools to establish a support system for the students and parents.

The worker let the families know that they can always contact her if they had questions or needed information. She referred the families to appropriate services in the area. She also found that she needed to explain to some of these services about culturally sensitive issues that might arise. She became the point of contact between the families and services. (Principle 3)

The bi-lingual worker encouraged the mothers to attend her service's playgroup with their young children where they can meet other women from their own cultural background and widen their support system.

The families continue to contact the worker for assistance with settlement issues that still face them. They are usually referred to appropriate agencies such.

## References

Refugee Council of Australia

DIMA – Department of Immigration

From Horror to hope Kit: Office for women NSW Premier's Department and The Centre of  
refugee Research UNSW

Working with Refugee families and Children: NSW Refugee Health Service

Working with Refugees: A guide for Social Workers: NSW Refugee Health Service.,(NSW  
Service for the Treatment and Rehabilitation of Torture and Trauma Survivors

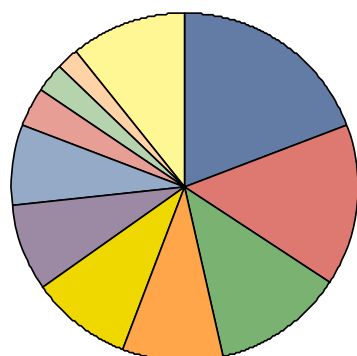
Migrant resource Centre in Newcastle & Hunter Valley(n.d), African Refugee  
Resettlement in NSW, Pabek S

Community Relations Commission - Interpreting with Sexual Assault

Women's Refuge resource centre, policies and procedures "Making services Accessible to  
all women"

## Appendix 1

Top 10 countries of birth for Migration Stream : Humanitarian - Refugee;  
 Ethnicity: All Settlers  
 State / Territory: New South Wales;  
 Sex : All Settlers  
 Settlers Arriving from 30 Jul 2000 to 30 Jun 2005

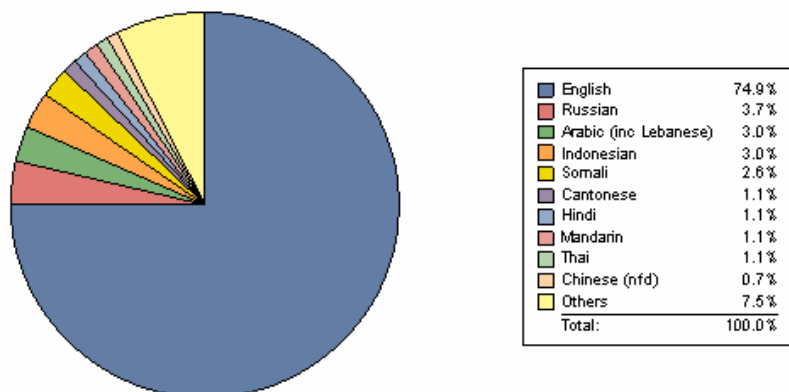


Iraq	19.2%
Sudan	15.1%
Iran	12.2%
Afghanistan	9.5%
Former Yugoslavia not further defined	9.5%
Croatia	8.0%
Other Central and West Africa	7.5%
Sierra Leone	3.5%
Bosnia-Herzegovina	2.8%
Egypt	2.0%
Others	10.8%
<b>Total:</b>	<b>100.0%</b>

<i>Country of Birth</i>	<i>Number of Settlers</i>
Iraq	975
Sudan	765
Iran	619
Afghanistan	481
Former Yugoslavia not further defined	481
Croatia	407
Other Central and West Africa	383
Sierra Leone	179
Bosnia-Herzegovina	142
Egypt	103
Others	547
Total Birthplace Known	5,082
Birthplace Unknown	0
Total	0

Source: Department of Immigration & Multicultural Affairs Settlement Database.

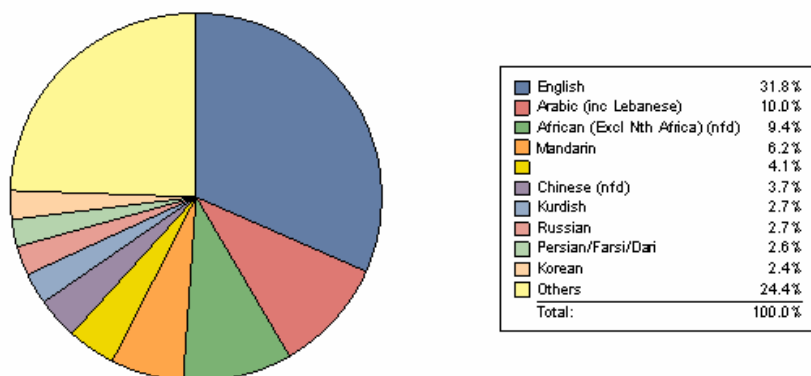
**Top 10 Languages for**  
**Migration Stream : All Settlers**  
**Ethnicity: All Settlers**  
**Local Government Area: Camden (A);**  
**Sex : All Settlers**  
**Settlers Arriving from 1 Jul 2000 to 30 Jun 2005**



<i>Language</i>	<i>Number of Settlers</i>
English	200
Russian	10
Arabic (inc Lebanese)	8
Indonesian	8
Somali	7
Cantonese	3
Hindi	3
Mandarin	3
Thai	3
Chinese (nfd)	2
Others	20
<b>Total Known</b>	<b>267</b>
Religion Unknown	74
<b>Total</b>	<b>341</b>

**Source: Department of Immigration & Multicultural Affairs Settlement Database.**  
**Data extracted on 09 Apr 2006**

**Top 10 Languages for**  
**Migration Stream : All Settlers**  
**Ethnicity: All Settlers**  
**Local Government Area: Campbelltown (C);**  
**Sex : All Settlers**  
**Settlers Arriving from 1 Jul 2000 to 30 Jun 2005**

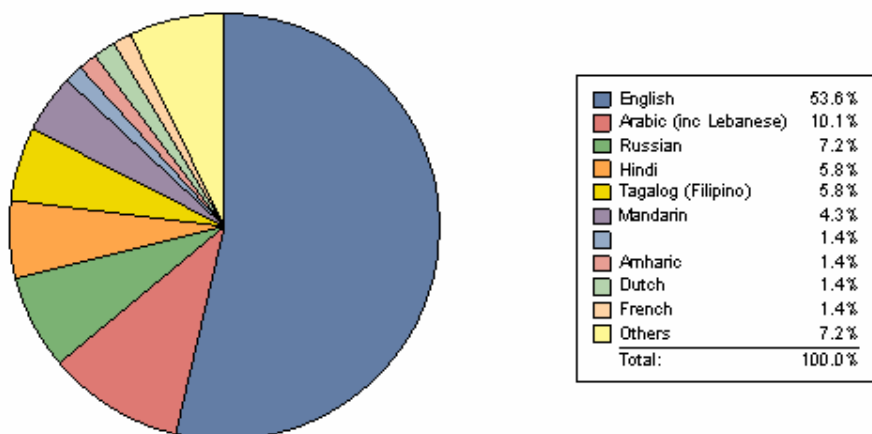


Total

<i>Language</i>	<i>Number of Settlers</i>
English	333
Arabic (inc Lebanese)	105
African (Excl Nth Africa) (nfd)	99
Mandarin	65
	43
Chinese (nfd)	39
Kurdish	28
Russian	28
Persian/Farsi/Dari	27
Korean	25
Others	256
<hr/>	
Total Known	1,048
Religion Unknown	274
<b>Total</b>	<b>1,322</b>

Source: Department of Immigration & Multicultural Affairs Settlement Database.  
 Data extracted on 09 Apr 2006

**Top 10 Languages for**  
 Migration Stream : All Settlers  
 Ethnicity: All Settlers  
 Local Government Area: Wollondilly (A);  
 Sex : All Settlers  
 Settlers Arriving from 1 Jul 2000 to 30 Jun 2005



<i>Language</i>	<i>Number of Settlers</i>
English	37
Arabic (inc Lebanese)	7
Russian	5
Hindi	4
Tagalog (Filipino)	4
Mandarin	3
	1
Amharic	1
Dutch	1
French	1
Others	5
<b>Total Known</b>	<b>69</b>
Religion Unknown	29
<b>Total</b>	<b>98</b>

Source: Department of Immigration & Multicultural Affairs Settlement Database  
 Data extracted on 09 Apr 2006

## APPENDIX 2 – Top 10 Languages of Birth

### TOP TEN LANGUAGES

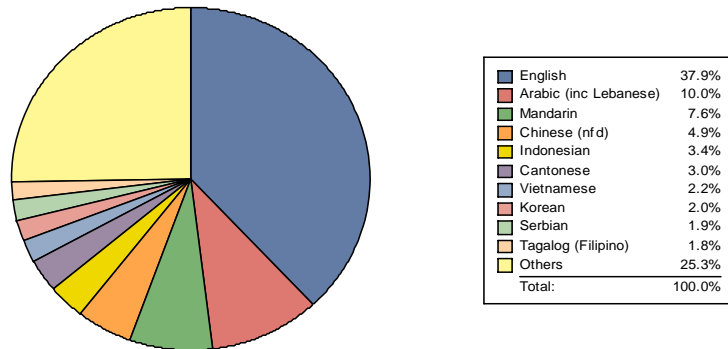
Migration Stream : All Settlers

Ethnicity: All Settlers

State / Territory: New South Wales;

Sex : All Settlers

Settlers Arriving from 1 Jul 2000 to 30 Jun 2005



### *Number of Settlers*

#### **Language**

English	48,360
Arabic (inc Lebanese)	12,729
Mandarin	9,739
Chinese (nfd)	6,309
Indonesian	4,386
Cantonese	3,791
Vietnamese	2,750
Korean	2,541
Serbian	2,368
Tagalog (Filipino)	2,298
Others	32,211
<b>Total Known</b>	<b>127,482</b>

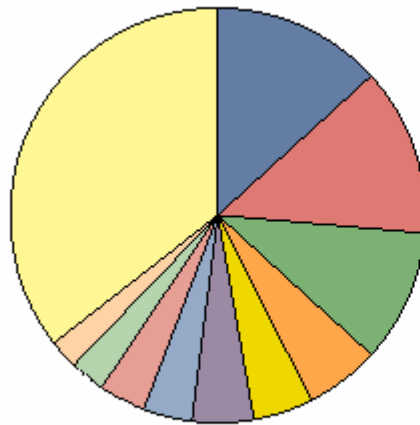
Religion Unknown	69,590
<b>Total</b>	<b>197,072</b>

**Source: Department of Immigration & Multicultural Affairs Settlement Database.**

**Data extracted on 09 Feb 2006**

## Top 10 Countries of Birth

Migration Stream : All Settlers  
 Ethnicity: All Settlers  
 Local Government Area: Campbelltown (C);  
 Sex : All Settlers  
 Settlers Arriving from 1 Jul 2000 to 30 Jun 2005



Philippines	13.3%
India	13.1%
Fiji	10.3%
China (exc Taiwan and SARs)	5.8%
Bangladesh	4.7%
United Kingdom	4.7%
South Africa	3.9%
Pakistan	3.7%
Lebanon	2.9%
Indonesia	2.3%
Others	35.5%
<b>Total:</b>	<b>100.0%</b>

<b>Country of Birth</b>	<b>Number of Settlers</b>
Philippines	341
India	338
Fiji	265
China (exc Taiwan and SARs)	148
Bangladesh	121
United Kingdom	120
South Africa	100
Pakistan	95
Lebanon	74
Indonesia	58
Others	912
Total Birthplace Known	2,572
Birthplace Unknown	54
<b>Total</b>	<b>2,626</b>

Source: Department of Immigration & Multicultural Affairs Settlement Database.  
 Data extracted on 09 Apr 2006

## Top 10 Countries of Birth

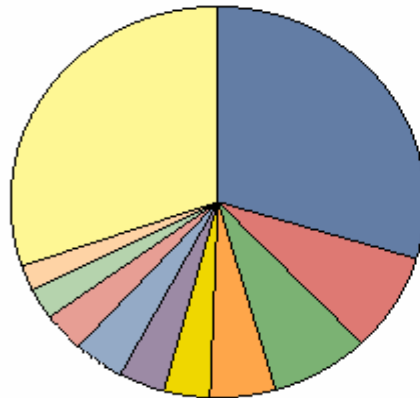
Migration Stream : All Settlers

Ethnicity: All Settlers

Local Government Area: Camden (A);

Sex : All Settlers

Settlers Arriving from 1 Jul 2000 to 30 Jun 2005

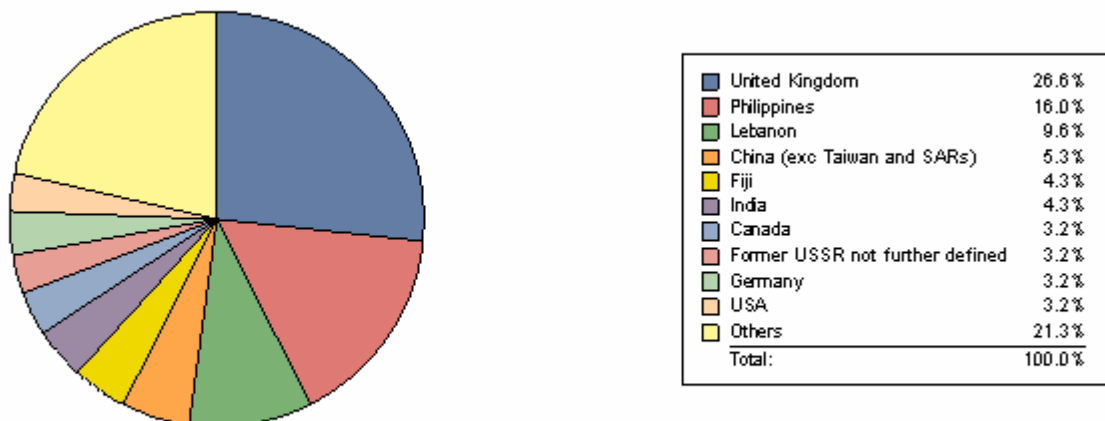


United Kingdom	29.8%
South Africa	8.0%
USA	7.7%
Fiji	4.9%
India	3.7%
Indonesia	3.7%
Philippines	3.7%
Ireland	3.4%
Former USSR not further defined	2.5%
Singapore	2.5%
Others	30.2%
<b>Total:</b>	<b>100.0%</b>

<i>Country of Birth</i>	<i>Number of Settlers</i>
United Kingdom	97
South Africa	26
USA	25
Fiji	16
India	12
Indonesia	12
Philippines	12
Ireland	11
Former USSR not further defined	8
Singapore	8
Others	98
Total Birthplace Known	325
Birthplace Unknown	16
<b>Total</b>	<b>341</b>

Source: Department of Immigration & Multicultural Affairs Settlement Database.  
Data extracted on 09 Apr 2006

Top 10 Countries of Birth  
 Migration Stream : All Settlers  
 Ethnicity: All Settlers  
 Local Government Area: Wollondilly (A);  
 Sex : All Settlers  
 Settlers Arriving from 1 Jul 2000 to 30 Jun 2005



<i>Country of Birth</i>	<i>Number of Settlers</i>
United Kingdom	25
Philippines	15
Lebanon	9
China (exc Taiwan and SARs)	5
Fiji	4
India	4
Canada	3
Former USSR not further defined	3
Germany	3
USA	3
Others	20
Total Birthplace Known	94
Birthplace Unknown	4
<b>Total</b>	<b>98</b>

Source: Department of Immigration & Multicultural Affairs Settlement Database.  
 Data extracted on 09 Apr 2006

## APPENDIX 3

### Visa Categories

#### Offshore resettlement

- Permanent humanitarian visa categories
  - Refugee Visa
  - Special Humanitarian Program
- Temporary Humanitarian Visa category
  - Second movement relocation - valid for 5 years
  - Second movement offshore entry - valid for 3 years
- Woman at Risk
- Children under 18
- Temporary protection visa (TPV)
- Temporary Humanitarian Visa - THV
- Spouse visa
- Family reunion
- Migration
- Skilled migration
- Student Visa

**Refugees** – Visa Subclasses 200 (Refugee), 201 (In-Country Special Humanitarian), 203 (Emergency Rescue) and 204 (Woman at Risk).

Refugees are people who are subject to persecution in their home country and have a strong need for resettlement. Many do not have any family or friends in Australia.

**Special Humanitarian Program (SHP) Entrants** – Visa Subclass 202 (Global Special Humanitarian).

SHP entrants are people who are outside their home country and have experienced substantial discrimination amounting to a gross violation of human rights. SHP entrants have proposers in Australia who are expected to provide support and assistance.

**Permanent Protection Visa (PPV) Holders** – Visa Subclass 866 (Protection).

PPV holders are people to whom Australia has protection obligations.

In most cases PPV holders have already spent some time living or staying within the Australian community. As such, their need for intensive initial settlement assistance is generally less than Refugees and SHP entrants.

**Temporary Protection Visa (TPV) Holders** – Visa Subclasses 447 (Secondary Movement Offshore Entry *Temporary*), 451 (Secondary Movement Relocation *Temporary*), 785 (Temporary Protection) and 786 (Temporary *Humanitarian Concern*).

TPV holders are also people to whom Australia has protection obligations. Due to the temporary nature of their visas, TPV holders are provided with assistance to meet their immediate needs, but can not access settlement services.

## APPENDIX 4

### Migrant Resource Centres

- Macarthur Diversity Services Inc (MDSI) (02) 4627 1188
- Auburn Migrant Resource Centre (02) 4649 6955
- Baulkham Hills/ Parramatta Migrant Resource Centre (02) 9687 9901
- Blacktown Migrant Resource Centre (02) 9621 6633
- Canterbury/ Bankstown Migrant Resource Centre (02) 9789 3744
- Fairfield Migrant Resource Centre (02) 9727 0477
- Illawarra Migrant Resource Centre (02) 4229 6855
- Liverpool Migrant Resource Centre (02) 9601 3788
- St George Migrant Resource Centre (02) 9597 5455
- Migrant Network Services (North Sydney) (02) 9987 2333
- Sydney Multicultural Community Services (02) 9663 3922
- Newcastle And Hunter Region Migrant Resource Centre (02) 4969 3399
- Integrated Humanitarian Settlement Strategy (02) 9749 3320
- NSW Refugee health Service (02) 8778 0770
- STARTTS (Service for the Treatment of Torture & Trauma Survivors) (02) 9794 2900
- WILMA Women's Health Centre (02) 4627 2955
- The benevolent Society – Centre for Women's health (02) 4627 2792
- Campbelltown Family Support Services (02) 4628 7233
- TIS – Translation & Interpreting Services 131 450

## Interpreter services available for service providers

Agency	Interpreter Service to use	How to make a booking
State Government agencies and state based non-profit community groups (except Health system)	The Community relations Commission for a Multicultural NSW (CRC) – Language services  CRC provides A telephone Typewriter (TTY) service for people with hearing impairment	Phone: 1300 651 500 or (02) 9716 2248
Health Professionals in NSW public health system	Health care Interpreter Service (HCIS)	Book through Area Health Services – 24 hours a day Western Sydney: (02) 9840 3456 Illawarra: (02) 4274 4211
Federal Government Agencies	Translating and interpreting services (TIS) Department of Immigration and Ethnic Affairs (DIMA) On site interpreting	On-site interpreters Phone: (02) 9258 4732 Fax: (02) 9258 4698
All Agencies and emergencies	24 Hour telephone interpreting	Telephone interpreters: 131 450 from anywhere in Australia. Telephone interpreters can be pre-booked