CULTURALLY AND LINGUISTICALLY DIVERSE YOUTH NEEDS ASSESSMENT REPORT
“I feel happy, very happy. I am out of a dangerous place and feel safe now”
ABOUT THE PROJECT

This report presents the findings from the Geelong Culturally and Linguistically Diverse (CALD) Youth Needs Assessment, conducted over a 10 month period. The project was funded by the Victorian Multicultural Commission's (VMC) Strengthening Multicultural Communities Grants Program and the City of Greater Geelong (COGG). Further support and resources were contributed through the Multicultural Youth Network Geelong (MYNG).

The MYNG is representative of the following agencies: Victoria Police, Centrelink, Department of Human Services (DHS), Department of Education and Early Childhood Development (DEECD), Glastonbury, Time for Youth, Barwon Youth, Bethany, Headspace – Barwon Medicare Local, Centre for Catholic Care, Diversitat, MacKillop, Gordon TAFE, Barwon Community Legal Service, Barwon Health, Bellarine Community Health and local secondary schools.

The City of Greater Geelong employed eight youth consultants to conduct the Research and Development project relating to the needs of Culturally and Linguistically Diverse young people, with a focus on refugees and newly arrived young people living in the Geelong region.

The Research and Development project was comprised of five components:
1. Establish the commitment from the MYNG members
2. Engage eight Youth Consultants for 40-60 hours each
3. Designing consultation tools with Youth Consultants, young people and MYNG
4. Situational Analysis
5. Develop Youth Consultants (Training and Workshops)

OUR AIM

The aim of this Research and Development project is to:

Identify the key priority needs of refugee and newly arrived young people living in the Geelong region in such a way that recommendations for action will lead to the co-ordinated development of a range of services for these young people aged 12 to 25 years. A collaborative approach through the membership of the MYNG to future planning regarding organisational training, programs, activities and events.

OUR OBJECTIVES

- To provide young CALD refugees and asylum seekers an opportunity to have their voice heard and presented to key youth agencies, organisations and schools
- To understand the immediate needs of young CALD refugees and asylum seekers when first arriving in Australia (between 0-5 years)
- To investigate the extent that the following topics impact on a young persons sense of belonging: Racism, Culture, and settling into Australia, Health, School/Education, Work/Employment/Centrelink and Friendships and Social needs
- To determine the strategies and resources that young people think are required to support them best, related to the topics above.

OUR SAMPLE

The research was undertaken by the youth consultants who held focus groups, one to one interviews and distributed individual surveys over a period of 10 months. They completed 64 individual surveys, each having 51 questions, they facilitated four focus groups with the Karenni Church group, Deakin International Students, the Sudanese community and fOrT Drop In participants.

The Youth Development Officer conducted a further three focus groups with students from Northern Bay, students from North Geelong Secondary College and a young women’s only Drop In.

Further supporting anecdotal evidence was gathered through interviews with members of the MYNG. The findings are comprised of commentary, perceptions of the focus groups, quantitative and qualitative information from the surveys and will be summarised under core themes.

The findings will be represented under five headings/topics.
1. Racism, Culture, and settling into Australia
2. Health
3. School/Education
4. Work/Employment and Centrelink
5. Friendships and Social needs

The youth consultants were from Burma, Thailand, Afghanistan, Pakistan and The Congo. The majority of participants in the consultation were aged between 12-25 years and had been in Australia between 0-5 years.
FAMILY LIVING IN AUSTRALIA

- Mother: 63%
- Father/Stepfather: 31%
- Sibling(s): 58%
- Extended family (cousin, aunt, uncle, grandparent): 14%

LANGUAGES SPOKEN

- Karen: 31%
- English: 28%
- Dari: 27%
- Karenni: 22%
- Pashto: 13%
- Hazaragi: 13%
- Urdu: 11%
- Persian: 11%
- Burmese: 11%
- Thai: 6%
- Farsi: 6%
- Nuer: 5%
- Paku: 3%
- Kayah: 3%
- Toraja: 2%
- Indonesian: 2%
- Auslan: 2%
- Arabi: 2%
“They should not be racist because they are also refugees”
As a group the older people (18yrs-25yrs), were unsure about how racism should be responded to. They questioned a punishment or education only approach and believed that education of multiculturalism, with warnings and fines for racist behaviour is the best method. Cultural education should occur by having more celebrations of cultural events, as in Melbourne. This group felt that Geelong only has Pako Festa which is once per year.

The younger participants (12yrs-14yrs) thought racism should be handled by telling the teacher if you are at school, ignoring them and making good choices by walking away.

The participants aged (14yrs-18yrs) thought racism should be handled by using the following strategies:

- Report to the police and have them charged
- Provide more information for them and teach them about other cultures
- Provide information to them about how to not be racist
- Tell them that we are all refugees, including every Australian
- Ignore them because some people don't care
- Ask for help
- Principals make it a strict rule against racism in schools
- Make strict laws against racism
- Stand up for one another against racism
- Give them a fine

In Summary – the majority of this age group all supported the idea of educating the whole community about different cultures, religions, food and celebrations and felt that this strategy would make a significant impact in addressing Racism.
CULTURE

The older participants in the focus groups highlighted that culturally, food and communication were barriers to socialising and should be included in the education approach. They felt that people are often unaware that some of the students are vegetarians and so those students sometimes cannot eat the food at university gatherings, which socially isolates them.

English isn’t an issue but the students agreed that cultural ‘habits’ can make conversation with Australians difficult eg. One student expressed this as: ‘when I think I am being polite, other Australian students think I am being the opposite. I feel like I need to learn how to talk like them and wish they were more open to the way that I talk’. This refers to general elements of communicating such as phrasing of words, body language and facial expressions.

The individual surveys highlighted that culture is very important and that there is a strong desire for the broader community to understand and experience this. The common areas identified were food, dance, traditional dress and prayer.

Results demonstrated that 55% of respondents were still celebrating their culture here in Australia, however some indicated that there was less opportunity to do so. Broader discussions that have taken place with members of the MYNG and the MAPAC have also indicated the lack of multiculturalism in Geelong compared with Melbourne.

SETTLEMENT

The survey asked questions relating to arrival in Australia focused on the following: did you feel welcome, first feelings on arrival, immediate needs, do you feel settled now and what was it that helped you feel settled.
TYPES OF SUPPORT NEEDED

Participants were asked to rate the most important supports that were required when first arriving in Australia.

These findings demonstrate the importance of education and the high aspirations that many refugee young people have for their education, future training and employment.

ASPIRATIONS

CULTURALLY AND LINGUISTICALLY DIVERSE YOUTH NEEDS ASSESSMENT REPORT
“I feel settled in Australia because it is a free and peaceful country”
HEALTH

The majority of respondents to the survey indicated the main health service required is a General Practitioner. Further comments suggested that other health services weren’t very well known and a Doctor would only be consulted as a last resort. The respondents also highlighted alternative methods to maintaining good health as a preference to seeking medical assistance, including exercise and healthy eating.

The focus groups identified that physical fitness, playing sport or exercise were the main factors related to good health. Emotional health reflected feelings and issues, however these would only be addressed and discussed with close friends and family, either in Australia or in their countries of birth. A common issue identified by the focus groups was the feeling of homesickness, missing family and friends.

One of the focus groups which included international university students indicated that there had been no need to access any health services since being in Australia, that they were aware of the services available through Deakin and would use them if needed. This was an agreed upon consensus.

Commentary taken from the individual surveys provided a key theme in relation to health services. It identified that family issues/conflict, personal problems and finances were all topics that were definitely not able to be discussed with professional health workers. Professional health workers included: doctors, social workers, case workers and councillors. Further exploration of this demonstrated that if there was a relationship developed first, trust established and enough time spent developing a connection, then these topics would be ok to explore with a professional health worker.

The survey then aimed to explore the respondents understanding of a health service, topics that are culturally sensitive, client confidentiality, accessibility and the term ‘mental illness’.

MENTAL HEALTH

Respondents to the survey were asked specifically if they understood the term mental illness and if yes, what they thought it meant. The purpose was to highlight where further education, awareness raising is required and identify the perceptions that are held.

Anecdotal evidence has been gathered throughout the 10 month consultation process from local secondary schools, predominantly well being staff and councillors. This evidence has highlighted the main factors presenting for CALD young people within these environments. The five key areas are: financial support, mental health, peer relationships, family stress/relationships and general health.

School staff reported that in regards to students mental health issues, each young person they see requires at least five contact visits before they are able to engage with a councillor/case worker at a youth service/agency. They will often attend once and then don’t return because the crisis has passed but then want to be re-referred when the next stressor occurs in their life and they need support. Peer relationships online and in person are presenting a number of challenges for the young people and exposing issues such as self harming, inappropriate contact between males towards females both CALD and Australian born. These issues are hard to monitor and then manage due to the reluctance of the young people to seek professional support outside of the school environment.

Family stressors have seen an increase in parents with serious health issues which then places the responsibility for the family on the young person. This in turn affects their own personal health and schooling. Other presenting issues have included domestic violence, boundaries and family separation. General health issues addressed by the school nurses have included referral or education around everything from acne to diabetes.

REFERRALS - WHERE SHOULD THEY GO?

Case Study 1.

A serious situation was identified and presented to the wellbeing team at a local secondary college. After the situation was assessed, the team began contacting a range of support agencies within Geelong to identify the appropriate source to support the family and student. They didn’t fit into any of the categories identified by the agencies and therefore access to the support they required was not available. The wellbeing staff expressed that if it were that difficult and challenging for them to try and navigate the current service system, then what is the experience like for the families and young people?

Further anecdotal evidence has expressed a concern that exists amongst CALD families, young people and organisations about whether youth services/agencies in Geelong are culturally sensitive, have participated in cultural awareness training and are able to service this cohort of young people appropriately. These concerns then delay the work taking place with the families/young people, impacts on young people attending initial appointments and then if these young people fail to attend or continue with appointments, the service assumes the young person has disengaged and closes the contact. Waiting lists also impact on service delivery as the young person is supported during the referral process, then must wait sometimes weeks or months for an appointment, the crisis may pass but they are still vulnerable.
**HEALTH SERVICE NEEDS**

- **Doctor**: 26%
- **Nothing**: 21%
- **Counselling**: 11%
- **Healthcare Card**: 9%
- **Dental**: 2%

**TOPICS THAT ARE CULTURALLY SENSITIVE TO TALK ABOUT OUTSIDE OF FAMILY**

- **Personal / Family**: 29%
- **Nothing**: 15%
- **Relationships**: 13%
- **Culture**: 9%
- **Friends**: 6%
- **Religion**: 6%
- **Financial**: 6%
WHAT YOU THINK MENTAL ILLNESS MEANS

- Worried/Upset: 22%
- Mental Problem: 22%
- Brain is sick: 20%
- Sad/Depressed/Unhappy: 20%
- Crazy: 10%

FEEL UNCOMFORTABLE MEETING IN UNFAMILIAR BUILDING

- Yes: 33%
- No: 42%
- Not sure: 2%
- Don't care/Doesn't matter: 8%
- Not specified: 1%

UNDERSTAND CONFIDENTIALITY REQUIREMENTS OF HEALTH SERVICE WORKERS

- Yes: 48%
- No: 38%
- Not sure: 7%
- Don't care/Doesn't matter: 8%
- Not specified: 9%

FEEL COMFORTABLE ANSWERING PERSONAL QUESTIONS

- Yes: 64%
- No: 38%
- Not sure: 1%
- Don't care/Doesn't matter: 4%
- Not specified: 1%

UNDERSTAND THE TERM ‘MENTAL ILLNESS’

- Yes: 64%
- No: 27%
- Not sure: 9%
- Don't care/Doesn't matter: 1%
- Not specified: 1%

ALTERNATIVE SITES TO MEET PROFESSIONAL WORKERS

- School: 10%
- Anywhere: 9%
- At home: 8%
- The IoT: 7%
- In office: 6%
- Public place: 5%
- Coffee shop: 4%
- I don’t mind: 3%
- Not specified: 2%
- Don’t care/Doesn’t matter: 1%

CULTURALLY AND LINGUISTICALLY DIVERSE YOUTH NEEDS ASSESSMENT REPORT
One of the focus groups with participants aged between 14-18 years expressed the following strategies for increased support at school:

- School could offer more ESL classes and more support in class
- Access to tutors to help us settle in to school more easily
- Those of us who are newly arrived need interpreters in class sometimes

We would like the teachers to know that the work we do in class can be very difficult to understand:

- Science, Maths and S.O.S.E are our hardest subjects
- We want to ask the teachers for more help with these subjects, Homework club (but at Belmont High, there is no homework club)
- We go to Homework club, the library or our friends’ houses for help with school work
- Our teachers are not always understanding of the help we need
- If our test results are bad, then the teacher knows that
- Usually once the teachers know we need help, then they help us
- Teachers do listen and pay us attention, but with so many students it is very hard
- Most of us definitely want to go to University or TAFE but things that could stop us doing this include: ATAR scores, our English skills, financial status, family support because they don’t understand much about the system, our health and family issues.

The focus group with the International students provided a more in depth insight into further education beyond high school. University in Australia is expensive, more focussed on practical knowledge than theory, graded on assignments and presentations rather than exams. They have much better facilities and requires self learning. The majority of participants agreed that when making the decision to study in Australia, they were told that they would easily find work in Geelong to support themselves, this has not proven true. They feel that work will be difficult to gain after graduation, especially in Australia and they can’t get basic experience because industry projects (work internships) are limited to domestic students.

All but two of the participants said that given the chance again, they would not study in Australia and that they were brought here on ‘a bad marketing strategy’. They identified the quality of life is much better in Australia, there are more resources available to support studies. If you study in Australia, it is easier to get permanent residency and an international degree will give them a huge advantage when applying for work in their countries of birth.

The main reason the participants chose Deakin University was due to bursaries (scholarships), staying in Geelong gets 5 points to PR (Regional Living).

“Education is an important part of any young person’s development, and attending school can provide both the social skills and cognitive knowledge required to further a young person’s opportunities in life.

This is why school is perceived as highly important for CALD young people. 88% of respondents attended school prior to arrival in Australia, and education/schooling was rated the most important factor for these young people who now reside here, which strongly suggests the importance of education to respondents. The largest year level cohort surveyed (at 18%) was in year 8, but the survey covered all year levels from year 1 to Year 12, with this mindset reflected across all year levels.

It was widely accepted in the survey that school would help these CALD young people ‘settle in’ better. The key reason provided for this related to learning English, which had perceived benefits for making friends, gaining employment and ‘living a better life’ in future.

Most of the surveyed young people also highly regarded education as a future pathway. 86% expressed a desire to attend either university or TAFE after completing high school. This is despite all respondents reporting that they ‘need more support’, both in clarification of classwork and in homework or home tutoring. 45% of respondents stated that they understand the work they do in class, whilst the majority (62%) believe their teachers can help them when required. The issue lies in the language barriers between student and classwork, and a lack of more personal, one-on-one assistance when required.
TEACHERS UNDERSTAND HELP NEEDED

UNDERSTAND THE WORK DONE IN CLASS

HOW SCHOOL COULD HELP SETTLE BETTER

LEARN ABOUT AUSTRALIAN CULTURE

LEARN ENGLISH

HOMEWORK CLUB / SUPPORT
Afghanistan is a country in the Middle East with a rich and deep history. Today, it is known as a land of terrorists, as a country where Islamic extremists rule and innocent people and children are sacrificed daily.

I cannot expect my government to provide security, to give me safety. This is certainly not our choice. Afghanistan is my homeland and they are my people.

Afghanistan has more than 4 million refugees worldwide today. There are approximately 20,000 Afghan refugees living in Australia with permanent visas, and about 3,500 Afghans with temporary visas who can be sent back any day.

I fled my Afghanistan and came to Australia for refuge. I came by boat, as an asylum seeker. I left all of my family behind. I was 16.

In the journey from my homeland to where I’m standing right now, there were some moments that I could never forget. If you could put yourself in my shoes, if you could see the world through my eyes and if you could experience what I did, you would understand more about people like me.

I travelled first in a small car designed to carry 4 passengers, there were 11 people. I had to be quiet for 10 hours without stopping or having a rest. I waited at an airport with a false passport, where if any person gazes at you for some seconds, you feel your heart beating faster than a million times a minute but you have to try to be as calm as you can be.

I was put in a small boat, which at the first look, you think surely cannot carry you even 10 meters, however it has to carry 65 people, when it is only supposed to be 12 people, referring to what the people smuggler has told you. Floating in a huge ocean where the only things you can see are an endless ocean and a dark and gloomy sky. At night time, when the sea and sky became aggressive, there are huge waves, probably 3 times bigger than your boat. Every now and then you see one of the massive waves and you whisper to yourself, “this is gonna be it.” You are remembering the smuggler’s lie, who has told you “life jackets are provided for you on the boat to ensure you be alright, but you see there is absolutely nothing that resembles a life jacket and you feel completely disappointed. It makes you aggravated when you realise that your boat’s Captain doesn’t have any map or GPS. At nights, he finds the direction by reading the stars and in days he is worse than you. It is really gruesome.

After 4 days of feeling that death is just next to you, arriving at Christmas Island is just as weird. You have been told that once you have reached Christmas Island, everything is going to be alright, but you realise soon enough that you were wrong. Now you have a bigger task to do. You must convince the immigration officers that your life was in confirmed danger in your country and you must make everything clear to be trusted that you are telling the truth. Literally you are sitting on a chair in an interview room but in your vision you are standing under a hanging rope and they will decide, whether you live or die. You feel weak because you can’t control your hands from trembling.

I was taken to the detention center same as other people on the boat. It took 8 months for the decision to be made. Everyday seems like a week and after this long waiting, your refugee application gets rejected, you feel like you are about to give up on everything some time soon. You have 2 more chances for applying to gain Australian’s protection visa, but you feel like you can’t suffer much more pain, pressure and tension. Your family is missing and their memories make your wound even worse. It is a real torment, but you keep whispering “you have to survive.”

Desperation and the hardship of separation from my family were some of the reminders of living in limbo for me, from then till now. It’s been nearly 3 years that I’m living in Australia with a permanent visa. However I still find myself struggling to believe that one day Australian people count me as a part of Australia too, as a small part of this new country.
FOCUS GROUP RESPONSES:

One of the younger focus groups expressed a strong desire to gain part-time employment to support their families. They identified two major fast food outlets as the key places to find potential part-time employment but also felt that there were significant barriers that prevented this from happening. The barriers identified included English as a second language, not knowing where the jobs are or how to apply for them. Further discussions identified a strong desire to pursue a career in the areas of community work, the army, the police force and as interpreters.

Another focus group identified the difficulty in finding employment in Geelong and that local businesses tended to prefer employing local young people. The international students found it easier to find employment in Indian shops or restaurants, those owned by foreigners. This also meant that they were paid far less than Australian-born people, some receiving only $10 per hour or less. Another challenge for the international students is that most employers request previous work experience, this is difficult due to lack of opportunities and the requirement for individuals to have permanent residency.

As a whole, this group was very concerned about their job prospects after graduation, especially because they require permanent residency to work in Australia.

In summary, the findings from the individual surveys indicated similar barriers were identified by the respondents in seeking employment. It also highlighted that education, university and other avenues of study were seen as a high priority to lead to subsequent employment and careers in desired positions such as doctor, teachers and police. This is seen as being achievable if the individual works hard and tries their best.

All of the respondents were asked if they received Centrelink benefits and the majority do receive some kind of financial support for themselves and their families. There was also an agreement across the responses and focus groups that Centrelink was good at providing interpreters when needed.

"I want to be an educated person and work for the United Nations and then I can help my people back in the refugee camp"
TYPE OF EMPLOYMENT DESIRED

- Doctor/Dental/Nurse: 21%
- ANY: 16%
- Builder/Trade: 13%
- Police/Army: 10%
- Child Care/Kindergarten/Teacher: 10%
- Social Work: 8%
- Chef: 7%
- Lawyer: 3%
- Aged Care: 3%
- Beauty: 2%

THINK IT POSSIBLE TO GET EMPLOYMENT THEY WANT

- Yes: 77%
- Maybe: 9%
- Don't Know: 5%
- No: 3%
- Not Specified: 6%

DO YOU WANT PART TIME EMPLOYMENT WHILST COMPLETING SCHOOL?

- Yes: 75%
- No: 19%
- Not Specified: 6%

RECEIVE CENTRELINK SUPPORT

- Yes: 72%
- No: 17%
- Unsure: 2%
- Not Specified: 9%
My name is Mu Thein Chri.

I was born in Karenni Refugee Camp 2 called Mea Su Rin and it is in Thailand.

Mea Su Rin is a very special place to me because I spent my whole childhood life there but it is such a pity that the place doesn’t exist in a map because it is too tiny and it is located in a jungle.

Life in a Refugee camp is like being a pet in the garden because you are surrounded and not allowed to go outside, plus you only get to eat when you are fed, so imagine even though you are terribly hungry you won’t get to eat unless you are fed. The main food that we eat is white rice. We have rice for breakfast, lunch and dinner and there is no such thing as dessert or snacks. There is no electricity because just as I mentioned earlier, it is located in a jungle.

When I did my homework or study at night, I used a candle or a lamp. We had to carry wood to make a fire for cooking. We also had to carry water and then we had to boil it before we drink. Our house was made out of bamboo and wood, and our roof was made out of thatch. It is not a concrete house that lasts forever so once a year we always had to rebuild it.

We waited for such a long time to come to Australia, we went to a lot of interviews and medical checks. We were extremely happy when we had the opportunity to come to Australia. Especially my mum, she was beyond happy because she knew that if she came to Australia, her four kids would get a better education, have enough food to eat and have a better life.

When I left Mea Su Rin, I was so happy but also a bit sad because I had to leave everything behind. I had to leave my childhood friends, my teacher but I just tried to stay strong waiting for what would happen.

I was so excited and also a bit scared to get on a plane because it was the first time that I had seen a real plane.

When we arrived in Australia, the environment was totally different, there were a lot of cars, tall buildings and birds. It was hard to settle in Australia with no English at all but time has helped me to improve my English.

I didn’t know that I was a refugee when I was in the Refugee Camp because I thought that was how life is. I only realised I was a refugee when I came to live in Australia because I’m free to go to the place that I desire and plus there is a lot of opportunities.

Now I’m in Year 11 and I try to work hard at school so that one day I can fulfill my dream job, which is to become a doctor and work for the United Nations and help refugees.
Weekend activities for these groups were diverse, depending on nationality also: soccer, Karen school, shopping with friends, family, hang out with friends, church / mosque and volleyball. Some of the young people in the focus groups expressed a desire to work, however encountered the following barriers, which prevents this as an option:

- The law doesn’t let me
- My parents won’t let me
- My English isn’t very good
- Aussie kids get picked over us for jobs because they are better than us

During the week, many of us visit the fOrT Youth Centre and have been there before. We go there to do:

- Guitar lessons/ table tennis and other fun activities
- Read books
- Practice hip hop

And in the future we would like to:

- Play more instruments because they are too expensive for our parents to buy
- Do different activities eg. Volleyball, badminton, soccer, homework help
- Have boys only and girls only soccer and volleyball (because girls need freedom for themselves)

Sometimes we can’t go to the fOrT because we have other things to do like soccer training and homework club.

In summary, the results from the surveys, focus groups and one to one interviews demonstrate similar findings. There is a strong focus on sports, shopping, going to the movies and other socially-active activities. The majority of respondents and participants preferred to socialise with friends from their countries of birth, however had made new friends in both their country and Australia since arriving. School plays the most important role in supporting these friendships to develop.

FAMILY SUPPORT

One of the key themes that was threaded throughout the findings of the surveys and the focus groups was the high level of responsibility placed on the young person in regards to supporting their family members. It is a common occurrence for them to act as an interpreter for their family, negotiate difficult forms that need to be completed, earn extra money to support their family here in Australia or to send back home to the family members remaining in their country of birth. This places a huge burden on the young person and directly impacts on their schooling, social connections and mental health.

“I want to play soccer for Australia”
**Weekend Activity Types**

- Friends: 36%
- Homework / Studying: 10%
- Home Duties: 6%
- Nothing / Stay Home: 12%
- Church / Cultural School: 8%
- Sport: 28%

**Type of After School Activities**

- Sport: 31%
- Homework / Studying: 28%
- Friends: 20%
- Library: 19%
- The Fort: 5%

**Have Visited the Fort**

- Yes: 92%
- No: 5%
- Not Specified: 2%

**Aware of the Fort**

- Yes: 64%
- No: 31%
- Not Specified: 5%

**Would Like Boys / Girls Only Nights at the Fort**

- Yes Boys Only: 12%
- Yes Girls Only: 1%
- Not Specified: 11%
- No: 41%
- Don't Know: 1%
- Yes: 30%
RECOMMENDATIONS

The following recommendations are based on the empirical findings of this project, quantitative and qualitative data and anecdotal evidence. These recommendations are aimed at identifying the key priority needs of refugee and newly arrived young people living in the Geelong region and highlight actions that will lead to the co-ordinated development of a range of services for these young people aged 12 to 25 years. An opportunity for further collaboration between youth agencies, schools and local government.

<table>
<thead>
<tr>
<th>Providing young people from CALD backgrounds with a voice</th>
<th>Creating opportunities for refugee and asylum seeker young people to have their voice heard in relation to their own needs. This report seeks to be a platform for this to occur regularly with youth agencies, schools and local government.</th>
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<tr>
<td>Improving mentoring opportunities for CALD young people</td>
<td>Mentoring has proven to be a successful method of engagement and ongoing support. It has provided the continuous support required in the areas of study, employment readiness and skills and emotional support.</td>
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<td>Developing Youth leadership qualities</td>
<td>Leadership programs designed to develop the young persons self identity, self confidence and peer to peer mentoring.</td>
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<td>Ensuring all youth agencies in Geelong are culturally sensitive to the needs of CALD young people and their families</td>
<td>Link agencies to Diversitat to provide Cultural Awareness training to all staff within the youth agencies, schools and local government. The MYNG to develop training specific to the changing needs of youth agencies and source from alternative organisations eg. CMY</td>
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<td>Inclusive school environments</td>
<td>Advocate for the state and federal governments to provide resources to schools to ensure there are culturally sensitive programs, initiatives and events to foster a more inclusive school environment for CALD young people.</td>
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<td>Service Provision</td>
<td>Teaching staff to attend professional development on cultural awareness and teaching strategies.</td>
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<td>Increase volunteers to support existing homework clubs.</td>
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<td>Increase volunteers to act as ‘helpers’ in classrooms</td>
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<td>Community Connectedness</td>
<td>Ensure Geelong youth agencies are members of the Multicultural Youth Network Geelong. This acts as an information source, consultation tool and training support.</td>
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<td>Create opportunities for staff from Geelong Youth agencies to develop and build relationships with CALD young people to improve access to services.</td>
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<td>Advocate for constant use of interpreters as required, especially with GP’s to remove the pressure from the young people</td>
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<td>Ensure that sporting activities are accessible including transport, uniform costs, registration costs as this was a main social activity highlighted.</td>
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<td>Seek many and various funding opportunities through collaboration to increase cultural celebrations. This would provide an opportunity for Australian born people to embrace diversity, provide the young people with an opportunity to celebrate their culture and increase Geelong’s sense of multiculturalism. These strategies would directly impact on any racist views by increasing knowledge of the broader community through participation.</td>
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The Culturally and Linguistically Diverse Youth Needs Assessment Report is presented by the City of Greater Geelong, along with the Multicultural Youth Network Geelong.

Research undertaken by:
The City of Greater Geelong Multicultural Youth Team Leader, COGG Youth Activity Officers and 8 CALD Youth Consultants

In partnership with:
MYNG
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