



Australian Research Alliance
for Children & Youth

**Multicultural Youth in Australia:
Settlement and Transition**

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Australian Research Alliance
for Children & Youth

ABOUT ARACY

The Australian Research Alliance for Children and Youth (ARACY) was founded by a group of eminent experts and organisations in reaction to increasingly worrying trends in the wellbeing of Australia's young people.

ARACY is a national organisation with members based across Australia.

ARACY asserts that by working together, rather than working in isolation, we are more likely to uncover solutions to the problems affecting children and young people.

ARACY is a broker of collaborations, a disseminator of ideas and an advocate for Australia's future generation.

ARACY has two primary goals:

1. To promote collaborative research and agenda setting for children and young people
2. To promote the application of research to policy and practice for children and young people.

This paper is one of a series commissioned by ARACY to translate knowledge into action. This series of papers aims to convert research findings into practical key messages for people working in policy and service delivery areas.

The ARACY topical papers may also be the focus of workshops or seminars, including electronic mediums. These papers have been supported by funding from the Telstra Foundation.

Multicultural Youth in Australia: Settlement and Transition

prepared by

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Centre for Multicultural Youth Issues

Commissioned by the Australian Research Alliance for Children and Youth
(ARACY)



The Australian Research Alliance for Children and Youth (ARACY) commissioned the Centre for Multicultural Youth Issues (CMYI) to prepare two national papers in multicultural youth issues. These papers review and summarise the evidence on the needs of this group of young people, as well as examine the current policy and program responses to these needs.

The Centre for Multicultural Youth Issues (CMYI) is a community based organisation that advocates for the needs of young people from migrant and refugee backgrounds. The Centre has a priority focus on culturally and linguistically diverse (CLD) young people from refugee and newly arrived communities. CMYI combines policy development and direct service delivery within a community development framework. This approach gives CMYI strong connections with young people and their communities while enabling positive change on a local, state and national level (www.cmyi.net.au).

This paper, **Multicultural Youth In Australia: Settlement and Transition**, addresses the particular issues facing multicultural youth highlighting differences in experiences and needs among the groups of 'multicultural youth' - migrant, refugee and second generation young people from culturally and linguistically diverse backgrounds.

A second paper, Working with Multicultural Youth: Programs, Strategies and Future Directions identifies:

- successful strategies and programs operating across Australia;
- identify gaps in programs and their distribution; and
- suggests strategies and programs that offer solutions to these issues.

Both papers have a national outlook and have benefited from consultation with state based reference groups in each state/territory. Convened by CMYI, through the support of members of the National Multicultural Youth Issues Network (NMYIN) and in liaison with the Federation of Ethnic Community Councils (FECCA), the reference groups had comprised representatives from a range of government departments, community organisations and service providers working with refugee, migrant and second generation youth from culturally and linguistically diverse backgrounds.



DEFINITIONS

Youth

Youth is defined by various age criteria in different contexts: services commonly use 12-25, 12-18 or 12-21; academic studies, statistics and international policy often use 15-24; Department of Immigration & Citizenship statistics use 'under 30'; and the legal sector commonly uses 18-24 (or 17-24)[1, 2]. In this paper, youth will refer to 12-25 unless otherwise noted. Youth is understood differently across cultures in relation to life stages, family roles and social expectations. Many cultures have no concept of youth as a transition phase characterized by leisure and limited responsibility. Instead, adulthood may be culturally defined from puberty or related initiations, or when a person leaves the family home for marriage[1, 3]. The concept of 'youth' will be imposed on new arrivals so this will affect them, as it is an introduced, arbitrary category.

Migrant

Migrants leave their country for a range of personal, social and economic reasons, have usually been able to prepare for their departure and are usually able to return to their country of origin. However, young people who migrate with families may have had little choice in the decision to migrate. Further, distinctions between 'migrant' and 'refugee' may be blurred as many migrants have had similar experiences to refugees but accessed other migration processes (e.g. Family Stream migration) [4, 5].

Refugee

The United Nations 1951 Convention Relating to the Status of Refugees, to which Australia is a signatory, defines refugees as those who are "outside their country of nationality or their usual country of residence; and are unable or unwilling to return or to seek the protection of that country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion..."[1]. Young refugees have often been exposed to extreme violence, lost family members, and spent significant periods in camps or displaced in transition [5]. Throughout this document 'refugees' refers to those with 'refugee-like experiences' regardless of visa classification (e.g. those who have come on Family Stream visa)[5].



Humanitarian Entrant

Humanitarian Entrant refers to a number of visa categories including refugees, asylum seekers (TPV/THV), Women at Risk, and Special Humanitarian Program Visa holders. Asylum seekers have arrived in Australia without recognition of refugee status, and are placed on interim visas. SHP visas are for those who have experienced 'discrimination amounting to a gross violation of human rights' but have been sponsored instead of applying for refugee status. Both asylum seekers and SHP visa holders have reduced access to government support. In 2005, 66% of Humanitarian youth entrants were SHP visa holders[6]¹. In these papers, 'refugee' refers to all those with refugee-like experiences regardless of visa classification.

Newly arrived young person

A 'newly arrived young person' is a young person (12 to 21, or sometimes 25) who was born overseas and has lived in Australia for a short period (defined by Federal Government as up to five years, but some extend this to up to ten years). It includes both refugee and migrants.

Unaccompanied Minors

Unaccompanied Minors are young people (under 18) who have arrived in Australia with no close adult relative able or willing to care for them. They usually become wards of the state through the Refugee Minor Program. Detached Minors are those who came with extended family or unrelated guardians. Both of these groups will be likely to require additional support especially around family and community connections [1].

Second Generation

Second generation young people have at least one parent born overseas. They share some of the experiences of refugee/migrant young people, especially in relation to identity and racism and family and community, but also have unique needs and concerns. Later generations of young people from culturally and linguistically diverse backgrounds may continue to experience similar issues, especially around identity and racism.

¹ For detailed definitions and service ramifications see CMYI's definitions sheet www.cmyi.net.au/AllCMYIPublications#R, or information from the Refugee Council www.refugeecouncil.org.au



'Multicultural' or CALD

A common term in this area is Culturally and Linguistically Diverse Backgrounds (CALD/CLD/CLDB), including those born overseas (refugees or migrants) and second (or later) generations. 'Multicultural' similarly covers this range of people, and will be used in this way for this paper. In some cases 'multicultural' includes Indigenous Australians, however that is not the intention with this paper.



SUMMARY

Multicultural Youth in Australia: Settlement and Transition is the first of two papers produced by the Centre for Multicultural Youth Issues for the Australian Research Alliance on Children and Youth. It outlines the needs of multicultural youth, particularly newly arrived refugee and migrant young people, in a range of key areas. A second paper, *Working with Multicultural Youth: Programs, Strategies and Future Directions*, outlines programs available across Australia addressing these needs. Both papers benefit from the contributions of state and territory reference groups made up of service providers and government representatives.

Section One presents statistics regarding multicultural young people and their location within Australian society as well as the methodology employed in the development of the papers.

Section Two provides an outline of relevant theoretical concepts. The concept of *need* is valuable for highlighting the difficulties experienced by multicultural young people and framing policy and program responses. However, *need* is best considered within the context of a 'rights-based approach'. Risk and resilience are useful in highlighting the effects of external stressors on positive outcomes for young people's while recognising their strengths. Finally, *integration* is a useful concept in conceptualising successful settlement.

Section Three outlines the needs of multicultural young people in key areas including: settlement, income and housing, education and employment, health, identity and racism, family and community, and justice and law. This discussion particularly highlights areas where additional support is necessary to ensure successful settlement and transition for newly arrived young people. Section Three is informed by research in this area, reference group feedback and the knowledge and experience of the Centre for Multicultural Youth Issues.



SECTION ONE: METHODOLOGY, STATISTICS AND SIGNIFICANCE

Methodology

This paper is based on an extensive review of the literature and is informed by the experience of CMYI through its service delivery, policy and advocacy work with multicultural youth. The paper also draws on consultations conducted in each state or territory, with representatives from a range of government, community and service organisations who are experienced in working with multicultural youth. This paper is accompanied by a second paper that focuses on programs available for multicultural youth in the areas identified within this paper.

Statistics

The 2006 Australian census enumerated a total population of 20 million of which 2.7 million people (14%) were 15-24. Of these young people, 310,832 were born overseas in a 'non-main English speaking country' (ABS classification). The census does not record migration categories, but notes 128,000 young people who were born overseas in 'non-main English speaking countries' arrived in Australia between 2002 and 2006. Australia's young people speak over 200 different languages, and in 2006, 330,000 young people spoke a language other than English at home, with common languages including Mandarin and Cantonese, Vietnamese, Greek and Arabic [2, 7].

The Department of Immigration & Citizenship's Settlement Database records all arrivals to Australia, and so provides useful information on countries of origin and migration categories of young arrivals. In 2005, 31% of Australia's Humanitarian intake were 12-24 years [6]. More broadly, between 1997 and 2007 there were 109,000 humanitarian settlers (including refugees, special humanitarian program and temporary protection visas) of which 72,000 (65%) were under 30.² Recently there has been an increase in the settlement of young people from Sudan, Iraq and Afghanistan. For example, in 2005, 70.2% of Victoria's humanitarian youth entrants were from Africa (50% from Sudan) and 20.3% were from the Middle East [6]. Due to protracted conflict in these regions, many newly arrived young people have had little or no formal schooling and have spent extended periods in refugee camps [6, 8].

² DIAC Settlement Database accessed April 2007



Significance

Australia's cultural diversity is the foundation of a cohesive community. It is essential however that this is supported through acknowledging the value of difference and fostering community partnership. Young people from migrant and refugee backgrounds demonstrate high levels of strength, resilience, resourcefulness and understanding. At the same time, refugee and migrant young people experience particular marginalisation in relation to housing, health, education, employment and access to social and recreational opportunities. These result from community structures that do not take account of their needs. This undermines the basic human rights of these young people as well as their capacity as individuals to reach their full potential. This, in turn negatively impacts on the capacity of Australia to reach its full potential.

A strong and healthy society is a socially cohesive society. Social cohesion includes a "common vision and a sense of belonging for all", where diversity is recognised and valued, people from diverse backgrounds and social circumstances form positive relationships and everyone has similar opportunities [9]. As a concept, social cohesion is similar to social inclusion (and is contrasted to social exclusion) [10]. The Laidlaw Foundation defines social inclusion as incorporating: "the basic notions of belonging, acceptance and recognition. For immigrants and refugees, social inclusion would be represented by the realisation of full and equal participation in the economic, social and political dimensions of life in their new country" [11].

For refugee and migrant young people, a socially cohesive society would include: a welcoming environment where they can form trusting relationships, participate in community activities, and feel supported by peers and family. It would also allow them to formulate achievable goals for their life. They would be able to retain their cultural heritage while also feeling connected to the broader society. Finally, they would have full and equal access to the various institutions (such as education and employment) and benefits of their society (material benefits such as housing and income, and social benefits such as decision making and community support) [8, 12, 13].



SECTION TWO: THEORY

Defining Need

As a theoretical concept, 'need' requires some clarification. Need is used to refer to a range of categories: biological needs, basic human needs that vary across time but are similar (meaning, identity, social interaction), and culturally or historically specific 'needs' (e.g. 'need' for a refrigerator) [5]. Its definition also depends on who defines need and to what it is compared. For example, Bradshaw conceptualises "comparative need" as need relative to other groups, whereas "felt need" is what individuals want, and "normative need" is what others define as the needs of an individual or group [5]. Needs are individual and vary among refugee and migrant young people. Factors affecting needs include "age on arrival, gender, ethnicity and cultural background, English language proficiency and education, the degree of familial and community support on arrival, and the network of services available in the area of settlement.", as well as socio-economic factors and the response of the host community, particularly experiences of racism ([5], p15).

Ideally, young people should be fully consulted in defining their needs and the strategies to address them [14]. Young people may experience barriers in expressing their needs, for example due to limited experience in advocating for themselves, lack of knowledge of what is available and cultural expectations around 'need' (e.g. attitudes of acceptance and emphasis on community rather than individual need) [5]. Newly arrived young people may have particular difficulties due to language skills, and reluctance to be 'difficult'. In keeping with the United Nations Convention of the Rights of the Child organisations and workers should consult with multicultural young people and advocate for their needs, while also encouraging young people to advocate for themselves and their peers.

Needs and Rights

There is debate within the social work sector about the use of the concept of 'needs', noting this can present social workers as 'experts' who define client's needs and can construct needs as objective and as independent of social context. This relates to advocacy for a 'rights-based' approach that sees community work as not "the assessment and meeting of human needs" but "the defining, realising and guaranteeing of human rights" [14]. At the same time, 'need'



represents an important conceptual framework for advocacy, and can be particularly useful for targeting scarce resources. For example, refugee and migrant young people have complex and multifaceted needs. As such, they are justifiably a priority group for policy and practice initiatives [5]. For the purpose of this paper, we will use the concept of 'need' but do so critically and within a social context. Furthermore, in this paper need is intended to reflect advocacy for the recognition of young people's rights to full participation and access to the services and benefits of their society, as protected under international instruments such as the Convention on the Rights of the Child.

Risk and Resilience

It is useful to see needs within the context of risk and resilience. 'Risk' allows us to see broader dimensions and implications of each problem, while recognising that external factors influence young people's outcomes. This ensures that difficulties experienced by young people are not seen as intrinsic to them as individuals, but as linked to their social context and experiences. 'Resilience' "emphasises the positive resources that individuals use to take charge in changing their lives." ([5], p42). Policy and practice with refugee and migrant young people should start from the recognition that they have unique experiences and knowledge. Resilience can only be enhanced by supporting young people to strengthen their social and community connections and to develop the skills to respond to challenges and reach their full potential [15].

Adolescence

Adolescence is a key period of physical and psychological development. These developmental changes are given meaning differently across cultures, and manifest in different roles and expectations. The physical and psychological changes young people are experiencing during this time will affect identity formation and will impact on many other areas of their life. Consequently, when discussing young people it is important to recognise this context and how this may affect their experiences. Similarly, early intervention may prevent problems that arise during this period from having significant negative consequences in the long term [5, 16].



Continuum of Settlement and Integration

Discussions of 'good settlement' commonly refer to 'integration' of newly arrived refugees and migrants. While 'integration' is a useful concept, it is also problematic and needs further explanation. Castles noted that culturally diverse societies can evidence three different models of integration:

- *assimilationist* requiring settlers to be subsumed into the mainstream;
- *pluralist* which recognises diversity while encouraging equal participation;
- *differential exclusionist* where settlers are included in some sectors of society but remain excluded from others (e.g. integrated into the labour market yet excluded political rights) [17].

A pluralist approach is necessary to promote a healthy, socially cohesive society. In a pluralist framework, integration refers to the full participation of new arrivals without having to relinquish their identity and culture or simply be absorbed into the mainstream [8]. On an individual level, integration can be contrasted to assimilation, which involves relinquishing cultural identity; separation or withdrawal, where requires a rejection of the new society while preserving or exaggerating the previous culture; and marginalisation, where individuals lose connections to both the original culture and the new society [18].

The United Nations High Commission for Refugees (UNHCR) Integration Handbook: Refugee Resettlement (2002) outlines internationally accepted goals for the integration of resettled refugees:

- To restore refugees' security, control, and social and economic independence;
- To promote the capacity for refugees to rebuild a positive future in a receiving society;
- To promote family reunification;
- To promote connections with volunteers and professionals able to provide support;
- To restore confidence in political systems and institutions, human rights, and the rule of law;
- To promote cultural and religious integrity and restore attachments to community and culture;
- To counter racism, discrimination, and xenophobia and build welcoming communities;



- To support the development of strong, cohesive refugee communities;
- To foster conditions which support refugees of different ages, family statuses, gender, and past experience [19].

These goals should inform initial settlement support and continuing work with refugee and migrant communities. Environmental factors have impacts on settlement, including: economic factors such as employment and housing availability; social factors such as community attitudes and racism; and political factors such as government responses to multiculturalism and migration [8, 20]. It is these environmental factors that this paper will focus on in discussing the needs of refugee and migrant young people.



SECTION THREE: NEEDS OF MULTICULTURAL YOUTH

This section will outline the needs of multicultural young people in key areas including: settlement, income and housing, education and employment, health, identity and racism, family and community, and justice and law. While each individual has unique needs and experiences, there are some common themes across the broad group of 'multicultural young people' and within specific groups (e.g. newly arrived young people).

Access and Equity

There is evidence that refugee and migrant young people are under-represented in both mainstream and culturally specific support services. In particular, many young refugees do not access the services they require [5]. It cannot be assumed that generalist services are sufficient for meeting the needs of marginalised groups such as newly arrived young people [5]. Both government and service providers need to commit to access and equity in all services – through strategies, timelines and performance indicators [5]. This issue is discussed at length in the second paper, *Working with Multicultural Youth: Programs, Strategies and Future Directions*.

Settlement Needs

Newly arrived young people may have been exposed to extreme poverty, conflict and violence in their country of origin. Further, many will have spent extensive time in transit in other countries or in refugee camps where life is unpredictable, physically difficult and often violent. They will continue to feel the impact of these experiences while settling in their new country [8]. These experiences have dramatic effects on psychological wellbeing, family relationships, and on adapting to a new environment. At the same time, refugees and migrants experience similar concerns as other young people around education and employment, lack of recreation opportunities, and family and peer relationships. For newly arrived young people, these 'everyday' issues are complicated by their histories of upheaval and process of adaptation to their new environment.

CMYI recently reviewed the literature on settlement and young people, and consulted with service providers and young people to identify key aspects of 'good youth



settlement'. This review concluded that good settlement should include the following elements:

- stable housing;
- access to appropriate health services;
- stable income or appropriate education and training;
- living in an environment free from discrimination;
- having a sense of hope for the future and solid support networks;
- having a positive sense of self and identity;
- feeling a capacity to shape their future; and
- having confidence accessing and navigating available services [8].

It is considered important that there are specific settlement services targeted to young people, which are able to focus on their needs and work with them in an age, gender and culturally appropriate manner.

Case Study: Refugee Youth Resettlement

Twenty-two-year-old Nadia fled the civil war in Somalia with her family when she was just six years old. Together they spent five years in Kenya before being granted visas to come to Australia.

"A real challenge for me in moving to Australia was the feeling of personal disconnection; of not being in contact with my siblings and relatives overseas and the disconnection I felt from my culture – from my language, music and food. These are things that I am now working hard to re-establish. That was difficult as a teenager, understanding what is your culture and your place in the world – it's those sorts of things that give you meaning and a sense of who you are. As a newly arrived young person, I just had a desire to fit in and to feel connected to the broader Australian community... It was the connection with my mother and other members of my family in Australia that made re-settling easier, despite the disconnection I felt in other ways... When it comes to refugee youth resettlement I think family connections and support, a sense of welcome from your new community (from neighbours and other groups whom you may interact with regularly), and support to adjust to the reality of life in your new country, are all critical in smoothing the bumps in the road." *From CMYI's Case Studies Book, to be released 2007.*

Youth participation

Young people have the right to participate in decisions that affect their lives, as is enshrined in the United Nations Convention on the Rights of the Child (UNCROC). Ideally,

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participation processes result in meaningful inclusion of young people, better outcomes, and long-term opportunities to influence change. Youth participation has positive effects on health and wellbeing, social connectedness, identity, and developing interpersonal skills that may help with education and employment [21]. Youth participation occurs through young people's formal and informal groups, involvement in formal decision making processes, and action towards developing and implementing programs [21]. There is however a general lack of involvement of young people in the Australian social and political arena, and limited options for participation[21, 22]. Further, while youth participation is a common theme in government social policy, there are flaws in its application. These include:

- lack of recognition of obstacles to social economic and political participation;
- failure to think through the real implications of democratic practice; and
- the level of young people's control [22].

Meaningful youth participation requires adequate support structures and resources, and particularly the full involvement of young people in planning and implementation [21].

Refugee and migrant young people face additional barriers to full participation. Some young people and their families may be unfamiliar with participatory processes common in Australia, and be wary of political involvement due to past experiences in their countries of origin. Above all, refugee and migrant young people may have more urgent priorities of coping and adapting to the new society, and lack the financial resources and time to access participation processes [21]. Refugee and migrant young would particularly benefit from the self-confidence, autonomy, and communication skills achieved through these projects. Further, leadership and mentoring programs provide valuable role models for all refugee and migrant young people. For these reasons, refugee and migrant young people need additional support to access meaningful participation.

Family and Community

Family

Migrant and refugee young people identify family as a priority issue [15, 23]. In working with these young people the focus should be on enhancing family relationships and connections, and to situate young people within the context of their family and



community. It is also essential that service provision and policy development recognise the diversity of family structures and the complexity of young people's needs around family issues.

Disruption to family

Refugee and migrant young people are likely to have experienced significant family disruption and loss of family members, and to have continuing concerns about family and community left behind [5]. Loss of extended family support places increased pressure on family groups [24]. Many families sponsor family members which places pressure on family finances [5]. Finally, many refugee and migrant young people arrive with family other than parents (e.g. siblings, aunts, uncles, even distant relatives) which can create particular difficulties and conflicts.

Family roles

It is important to recognise the diversity of family roles and relationships and differences in family obligations. Many cultures have strong obligations to extended family. Often, families are providing financial support to family in refugee camps or in their country of origin, and many are trying to sponsor relatives to come to Australia. Young people are often expected to take on more responsibility than is usual in Australia, such as caring for younger children or financially contributing to the household [24]. Migrant and refugee families may find it difficult to explain their family relationships and obligations to schools or to services which work within a mainstream 'nuclear family' framework.

It is also important to be aware of changes in family roles on settlement. As young people acculturate and gain language skills faster, they are often expected to take on additional responsibilities, for example interpreting (and translating) and generally representing the family. These 'role reversals' place increased pressure on young people, and can lead to family conflict if adults feel they have lost their culturally defined status [5, 25-27]. Differences in gender roles between cultures are also a common issue, particularly in relation to the status and expectations of young women [4, 23].

Family involvement and access to services

Refugee and migrant parents experience a range of fears about their children's physical safety, exposure to negative influences, possible loss of values and of culture. These fears



impede young people's involvement in outside activities such as sport programs. Similarly, parents may not trust youth services, possibly seeing these as providing too much independence or being uncomfortable with outsiders knowing their difficulties [5]. Workers need to gain the trust of family and community to work effectively with refugee and migrant young people without causing difficulties within the family. Similarly, schools need to develop ways of engaging multicultural families in schools, as families are often eager to be involved but face barriers such as not understanding the system or language difficulties. Family involvement has positive outcomes for young people and family, promotes community connections and can enhance cultural sensitivity of school programs.

Support for Parents

There is an identified need for culturally appropriate support services and information for parents. This is particularly important for parents with teenagers, as this is often the time of greatest family conflict and an area of significant cultural differences [5]. Parents may need information about what is expected of parents in Australian society (e.g. involvement in school), and social and possibly legal restrictions on family relationships (e.g. what is considered appropriate discipline).

Conflict

Family conflict can have serious consequences for refugee and migrant young people, in particular on wellbeing and as a key contributor to homelessness [5]. Common topics of intergenerational conflict include: independence, space, finances, activities outside home, sexual relationships, values, expectations of success, and family responsibilities [5, 23, 26]. In general, migrant and refugee young people juggle the expectations of their family and community to succeed in mainstream society while also maintaining their culture, and the expectations and attitudes of the wider society. The faster acculturation experience of refugee and migrant young people can contribute to family conflict. Some parents try to limit young people's independence and reinforce traditional values and strict discipline. Others feel they have lost control and capacity to discipline their children [4, 23]. Second generation young people may experience similar conflicts of conflict with parents regarding independence and traditional values.



As in all cultures, family conflict can escalate into violence. While domestic violence is more often perpetrated against children, young people may also be perpetrators. In general, appropriate early intervention in family conflict situations can prevent domestic violence. Culturally appropriate community education programs can encourage healthy relationships and non-violent conflict resolution, and promote access to external assistance. In this area it is important to recognize that many refugees have been exposed to extreme violence, and that there is appropriate support on arrival.

Community

Community is important for identity development and culture, orientation and assistance accessing services, and social support and connections. In some cases new and emerging communities may have limited existing community structures and organisations. This is particularly an issue for new arrivals who are settled outside of capital cities where there may be no established community and also limited support services [3, 5]. It is important to recognise there are divisions in all communities, and to ensure that all groups are represented. It is also important that the wider community (and government policy and media coverage) value diversity and multiculturalism, so new arrivals feel accepted [5]. The significance of community underpins the importance of supporting ethnic community organisations and ensuring these are inclusive of young people, and supporting youth organisations and schools to encourage connections between young people.

Conclusion

As noted above, connection to family and community is the basis of social cohesion, and of a strong identity. There is a clear need to consider complex and diverse needs of family, to see young people within the context of their family and community, and to focus on building strengths and resilience of families and communities. There is also a need to encourage social connections between refugee and migrant young people and other young people to enhance other support networks.



Case Study: Family and Community

Ahmed is 17 and lives in Melbourne with his mother, older brother and two cousins. Ahmed's father was killed in Afghanistan, so the family fled and spent 2 years in a refugee camp in Pakistan before coming to Australia as refugees. Ahmed did not have access to schooling during this time and he is struggling to keep up in his year 9 class. Ahmed's older brother has left school and acts as head of the family. He drives a taxi and helps his mother with interpreting as he has learned more English. Ahmed and his mother have received counselling but they still experience fear, isolation, and grief.

Ahmed's older brother and his mother feel fearful of Ahmed and particularly his female cousin going out other than to school. They have been told by one of Ahmed's teachers that they are too strict and that now they live in Australia they have to give more freedom to Ahmed and his cousin. The family feel that it is important for Ahmed and his cousin to have opportunities to participate in Australian life but are fearful about their safety and worry that they will lose touch with their culture. Ahmed's family have several other members of their community and relatives in Australia, who spend a lot of time together and make decisions together. *CMYI (details have been changed).*

Material Needs

Finance

Newly arrived families are often under significant financial pressure as they try to rebuild finances, access Centrelink, find work, send money to relatives overseas or sponsor relatives, and support a large family. Refugee young people are financially and materially disadvantaged and often socially and economically isolated within the community as a whole and in relation to the mainstream welfare system. Young people who are sponsored through SHP visas or family stream migration may be indebted to relatives for the airfare and settling expenses [6]. Young people often struggle with Centrelink processes yet may not access translating or interpreting services. Refugee and migrant young people need support accessing housing and income support, and paying for education and training programs. Finally, financial literacy support could prevent refugee and migrant young people (and families) becoming unsustainably indebted through rent, phone bills, transport fines and taking out personal loans [24].

Housing

Refugee families are likely to have difficulties finding appropriate and affordable housing [28]. There is a lack of public housing and significant delays and possible difficulties in



accessing this [28]. While housing services have improved, there are still issues with cultural appropriateness relating to space, food preparation, gender segregation, and prayer space [5, 29]. Young people living with their families often experience overcrowded and inappropriate conditions. Young people seeking to live alone may be impeded by language barriers and lack of knowledge of the service system. Many young people experience discrimination related to age and ethnicity in the private rental market, as well as difficulties relating to financial and employment status and lack of rental history. The general scarcity and expense of private rental properties may push refugee and migrant families and young people into outer suburban areas with limited services and public transport [28].

There are limited statistics on homelessness among multicultural young people. Official data collection processes can be unreliable (e.g., SAAP data) as multicultural young people are known to under-utilise services. One study drawing on multiple data sources estimated that refugee young people are six to ten times more likely to be homeless, but are less likely to access housing services [5]. This study defined homelessness as including: lack of shelter, lack of secure housing (e.g., living in temporary accommodation), or being marginally housed ("living in unsafe, unhygienic or overcrowded housing without the conditions of a 'home'") [5]. This broad definition is more appropriate to the experience of multicultural young people than limited definitions. They may 'couch-surf' and stay with friends and relatives but prefer not to define themselves as homeless [5]. Factors contributing to homelessness include family issues such as intergenerational conflict, overcrowding and inappropriate housing. Homelessness has consequences on individual wellbeing, access to services, and access to education and employment pathways [5, 29].

There is a lack of multicultural youth specific housing services and supported accommodation. Generalist services are often not sufficiently flexible or culturally appropriate [30, 31]. For example, the time frame allowed for housing support and transitional housing are insufficient for the needs of refugee and migrant young people and families [5, 29].

Transport

Refugee and migrant young people often experience difficulties with public and private transport. Many young people live in areas not well serviced by public transport, impeding



access to services and recreation activities. Young people may have difficulty with the expense of buying public transport tickets, and many report difficult interactions with drivers and inspectors. Public transport fines can escalate into increasing fines and ultimately contact with the court system. Young people also note that they do not feel safe on public transport. In regard to private transport, young people need support gaining learner's permits and driver's license, and appropriate road safety information. Youth workers also highlight significant issues with young people driving unlicensed. Multicultural young people also need support when purchasing a car as they may be vulnerable to misinformation, under-insurance and unrealistic budgeting.

Case Study: Driving Unlicensed and Fines

Ali was 19 when he came to Australia with his family as refugees, and moved to the outer suburbs of Melbourne. Ali had driven in his own country and lived in an area with limited public transport, so was eager to get his licence. He went to VicRoads to do his Learner's test. Ali had limited literacy in both English and his own language (an Arabic dialect), but was not aware he could have an interpreter for the test. He failed three times without an interpreter, and once more when given an interpreter for the wrong dialect. Ali was frustrated by the process and expense, and since in his country there were no consequences to driving without a license or driving infringements, he started driving unlicensed. Ali was stopped by the police on a number of occasions and given infringement notices, which he ignored as he did not understand them and had other priority concerns. Gradually, Ali realised there were consequences to driving unlicensed, as he and his friends were often in trouble. A youth worker, who had spoke with him about the issue, supported Ali in getting his Learner's permit by accessing interpreters, covering some of the costs, and representing his needs to VicRoads (gaining some reimbursement for the failed tests). The youth worker was also able to get Ali a financial counsellor who developed a payment plan for his existing fines. Eventually, Ali got his Driver's License. *CMYI (some details have been changed)*

Education, Training and Employment

Schooling

While some multicultural young people are among the highest achievers in schooling, there are barriers for others, in particular for those who are newly arrived [5]. Education has significance for current experiences but also long term impacts on future financial and social wellbeing. The *Adelaide Declaration on National Goals for Schooling in the 21st Century* from State, Territory and Commonwealth Ministers of Education (1999) states that schooling should be socially just, and outcomes should be free from experiences of



discrimination or differences related to socioeconomic background or geographic location [32].

General issues for multicultural young people

Many migrant and refugee young people find school stressful, particularly in relation to achievement, cultural and language difficulties, friendship and bullying, and their parent's expectations [23]. Multicultural young people often lack education support from parents due to language skills, lack of time, and lesser involvement in school activities [33]. At the same time, students are under significant pressure where parents have unrealistic expectations of education and training success [33, 34]. Families should be encouraged to be involved in their children's schooling, and be informed about the education and training system and the (realistic) options for their child [24, 33]. Standardised testing and the competitiveness of high school can be a challenge for many migrant and refugee young people and can precipitate dropping out or low achievement [5]. Finally, racism and bullying is a common problem, and requires active responses from welfare staff and teachers and broader community education programs [35].

Newly Arrived Refugees and Migrants

Newly arrived young people's experience of education will be significantly affected by their prior education. In particular, many current arrivals have had limited or no formal education, and have low or no literacy in their first language. This impedes learning English and adjusting to education [3, 5, 32]. Initial ESL support is provided to newly arrived young people through separate English language schools or centres or separate classes in mainstream schools. This support is provided for a limited time, and has been criticised as inadequate to enable a sufficient standard of English for mainstream schooling. Young people also require support for the transition between ESL classes/schools and mainstream schooling [34]. A lack of flexibility within the education system can result in newly arrived young people being allocated to inappropriate skill levels or excluded from school due to their age [24, 34, 36]. Newly arrived young people may not know about or access alternative pathways [5, 34]. In general, the education system is not equipped to deal with the needs of newly arrived young people and while some schools are doing well, they are likely to need external support [3, 33].



Language programs

Newly arrived refugees and migrants have varied but often very limited English language skills. Initial ESL support is offered through schools for school-aged new arrivals or through the Adult Migrant English Program. These programs are often insufficient to attain a standard of English to succeed in mainstream education and training programs or access employment [3, 5]. This is particularly true for those with limited literacy in their first language and limited prior education. The recent African Resettlement Conference recommended English classes be extended to two years and focus on career and education skills, and also suggested it may be better to have classes specifically for African refugees/migrants so they could better reflect cultural ways of learning [24].

Training or Higher Education

Migrant and refugee families and young people, especially newly arrived, often lack access to information on training and higher education pathways. They may also lack access to financial resources for training and education or to financial support due to eligibility requirements or application processes. Further, refugees and migrants may have problems with gaining recognition of prior learning and qualifications (which is a key issue for many older migrants/refugees but also for young people) [5].

Employment

Youth employment is a widespread issue in Australia. Young people are often in low paid and part-time or casual employment, and unemployment is consistently two or three times higher than national rates for all adults [29]. In March 2007, for example, the national unemployment rate (seasonally adjusted) was 4.5%, compared to 13.9% for persons aged 15-19 years (ABS Labour Force, Cat No. 6202, Tables 2 & 14). Multicultural young people face additional disadvantages in terms of employment, earning, and occupational attainment [29]. They experience discrimination in looking for work and in interview and selection processes [5, 23, 35]. Newly arrived young people may lack job application and interviewing skills, and lack relevant occupational skills or evidence of past experience [29]. Young people may also experience difficulty with Job Network services, which may lack cultural sensitivity and are seen as avoiding 'difficult' cases and prioritising short term gains over long term (e.g. prioritising jobs over language classes) [28].



Identity and Racism

Identity

Identity and culture are common areas of difficulty for multicultural young people. Adolescence is a turbulent time for all young people, for newly arrived young people there are additional issues including: adapting to a new society, language and education and employment systems; experiences of racism; and the impact of intergenerational conflict and cultural clashes [37]. Newly arrived young people experience two key transitions: transition to adulthood and formation of identity, and transition to a new culture, and each is complicated by the other [5]. In general, multicultural young people's identity formation is affected by sense of belonging in terms of nationality, cultural identity and family and by the response of the broader society to themselves and to their community. Multicultural young people may struggle to balance their parents/community's expectations with the expectations of their Australian peers and wider society [5]. They have to achieve "confident integration of an identity which is harmonious within oneself, within one's family and cultural heritage, and also within the new host society" ([4], 65). This has been conceptualised as being 'caught between cultures' but it is perhaps more useful to focus on how multicultural young people actively negotiate different aspects of identity and culture and often develop complex notions of their identity that are flexible and dynamic[38].

Culture is a significant factor in identity development and self-esteem, so 'acculturation' or cultural adjustment is important in this context. Young people's acculturation can be a source of conflict as refugee and migrant families place high importance on cultural maintenance but also expect young people to succeed in mainstream society. Acculturation is conceptualised by Berry as having four possible outcomes:

- assimilation - adopt new culture and reject old culture;
- withdrawal -reject new culture and preserve or exaggerate old culture;
- marginalisation (reject both old and new culture);
- integration or biculturalism (maintain important aspects of old culture while also adopting parts of new culture) [37].



Marginalisation can contribute to broader disengagement, such as dropping out of school and engaging in anti-social behaviours, so strategies and policies need to be developed to address this such estrangement [5]. Ideally, young people should be supported to develop a strong 'bicultural' identity. This is affected by family and community connections, and the response of the host community as identity development occurs within a social context [23, 37]. Programs promoting anti-racism and diversity support young people to feel that they are welcomed and that their cultural background is valued.

Racism

Despite the diversity of the Australian community, racism is an ever-present reality for multicultural young people. Migrant and refugee young people often relate experiences of harassment, violence, teasing and the general feeling that they don't belong [35]. They express concern at media representations of their community, and feel they are judged by stereotypes or by the behaviour of a few [24]. They also specifically refer to racism from those in positions of authority, for example school staff and police [23]. There are legal sanctions throughout Australia to address racism, but young people are unlikely to seek recourse through official channels.

Experiences of racism can be divided into explicit racism and implicit racism. Explicit racism includes racial vilification and abuse. Implicit racism, or institutional racism, is seen in community attitudes and the representations of migrant and refugee young people in the media. It can also be embedded in social and political institutions such that these reflect the cultural assumptions of the dominant group resulting in discrimination against minority groups.

Young people's experiences of racism have significant impacts on self-esteem, self-confidence, and sense of connection and belonging to the broader community [35]. Racism threatens personal and cultural identity and is linked to psychological distress, specifically anxiety, depression, low self-esteem and anger [23, 37]. Institutional and individual racism impacts on experiences of education, employment and housing [35]. Finally, racism contributes to marginalisation of refugee and migrant young people, which may manifest in withdrawal from mainstream society, activities, and education and training; or a defensive response that may lead to negative group identification and anti-social behaviour [26, 35].



Young People's Experiences of Racism

As part of their anti-racism work, Western Young People's Independent Network (WYPIN) asks young people about their experiences of racism. Some they've recorded include:

- "People automatically assume that I can't speak English and speak to me really slowly, just because I wear a hijab". (18 year old young person of Somali background)
- "I've had people at school, even people I thought were my friends, tell me that Asians are taking over Australia. How would Australians feel if they had a war and weren't let into another country so they could survive?" (young male of East Timorese background)
- "Strangers on the street will tell me to go back to my own country. 'Which country is that?' I ask them. 'I was born and raised here'. I'm sick of feeling like I don't belong in Australia." (young woman of Eritrean background)
- "I had just walked into the shop when a security guard asked me to leave." (17 year old of Sudanese background.)

See WYPIN's website <http://home.vicnet.net.au/~wypin/experience.htm>

Justice and Law

General Issues

Over-represented in system?

There is no national data set on multicultural young people in the criminal justice system, as this information is not consistently recorded (the Australian Institute of Health and Welfare National Minimum Data Set for juvenile justice only records Indigenous/non-Indigenous). Smaller data sets may record ethnicity, but usually do not include details on the individual, the circumstances of contact, type of offences, and outcomes. This lack of data impedes discussion and the evaluation of programs and services [5]. Small studies, and experience of the sector suggest that migrant and refugee young people are not generally over-represented in offending, but some groups of young people in some specific areas may be for particular offences [5]. Historically, some groups of multicultural young people that have been over-represented in the juvenile justice system include Pacific Islander, Vietnamese and Lebanese young people.

Context and Consequences of Offending

Small scale research and community organisations offer information on the experiences of multicultural young people regarding justice and law, including offending patterns and disparities within the system [39]. These sources suggest that some of the contributing



circumstances to migrant and refugee young people's offending include: family and community disconnection, unemployment, lack of recreational activities, and social and economic marginalisation [39, 40]. They also highlight the long term consequences of juvenile justice involvement such as alienation from family and community, repeat offending, and the effects of a criminal record on housing and employment [5]. This shows the importance of equity within the system and of prevention and early intervention programs [5, 39].

Experiences of the system and relations with police

Multicultural young people's experiences of the juvenile justice system are affected by education, communication skills, understanding of the system, their family's contribution, and access to legal representation [39]. Newly arrived young people may face additional difficulties due to inadequate use of interpreters and lack of translated information. There have also been longstanding criticisms of the lack of cultural appropriateness and flexibility within the juvenile justice system and the lack of understanding of the cultural, language and religious contexts of multicultural young people and their families [5]. Multicultural young people often feel hassled by some police and treated badly due to stereotypes [35]. Among refugee young people this may be exacerbated by having experienced or witnessed violence by police or security forces in their country of origin or transit countries[5].

Knowledge about Laws

Refugee and migrant young people who are recently arrived may lack knowledge about Australian laws and may have limited access to information or to avenues for legal assistance [5]. There is a lack of culturally, linguistically and age appropriate information and support, aside from a few important resources (e.g., 'Landing on your Feet' from CMYI and others). Specifically, newly arrived young people may be navigating complex immigration laws regarding themselves and family; and regulations regarding their entitlements for Centrelink, housing, education and healthcare. They may also face difficulties with laws relating to driving and public transport which have potentially crippling financial consequences and can lead to early and ongoing contact with the legal system.



Drugs

There is a perception that drugs are a larger issue for migrant and refugee young people, and especially specific groups such as Vietnamese and more recently African communities [5, 41]. The reality of this is difficult to assess due to the lack of studies detailing ethnicity let alone refugee/migrant status, and overall lack of quantitative studies in the area [42, 43]. Some studies with practitioners and community members indicate that drug and alcohol misuse is an issue for newly arrived young people, especially refugees [43]. This is considered potentially a manifestation of PTSD and depression related to experiences of trauma [41, 42]. Others highlight possible linkages between education and employment achievement, marginalisation, and drug use [23]. Further research into the context of drug and alcohol misuse among refugee and migrant young people would be useful to inform policy and program responses. Drug use and alcohol misuse needs to be addressed in a culturally sensitive manner, and through programs that are specifically developed for refugee and migrant young people and where possible are community specific) [42].

Gangs

Gang activity has been a significant area of concern within the youth sector, and is a common topic in media representations of multicultural young people. There have been longstanding perceptions that multicultural young people are involved in violent, anti-social 'gangs', and debate within the sector of the accuracy of these claims. Academic work in this area has highlighted the importance of distinguishing between 'youth group formations' (comprising friendship networks, subcultural affiliations and family ties) and 'youth gangs' (highlight structured and organised groups)", and between "social-centred activities (such as sharing similar language, religious beliefs, musical interests) and criminal-centred activities (commission of offences)" [44]. These distinctions help to avoid stereotypes and moral panic while still being able to acknowledge and respond to the reality of group criminal behaviour by refugee and migrant young people where it occurs. This can also be helped by taking account of the broader context, risk factors and possible social functions of gang involvement.

Rob White recently outlined how "institutional racism and economic marginalisation" can contribute to negative group associations which fulfil certain functions of "identity, community, solidarity and protection" [45]. In a Sydney study of Lebanese young people,



'gangs' were noted to provide "a venue for cultural maintenance, community and identity; and at the same time provides the protection of strength in numbers in the face of physical threats by other young people, and harassment by police and other adults." ([39], 199). Similarly, analysis in America has outlined common risk factors for ethnic minority young people's involvement in gangs, including "a sense of hopelessness, alienation, a need to belong, reaction against a negative ethnic identity, search for a positive identity, lack of family support and other family problems, peer pressure, as well as fun, recreation, protection and economic gain." ([40], 276). So, 'gangs' can be seen as fulfilling certain 'needs' for some young people and as a response to certain social conditions. Programs seeking to reduce anti-social or criminal group behaviour must acknowledge this and provide alternative positive outlets for these needs (e.g. sport programs) while also addressing the problematic behaviour. The reality is that most young people (and specifically multicultural young people) are **not** involved in gangs and are merely 'hanging out' in groups as young people have always done.

Public Space

Public space is a common theme in young people's lives and particularly so for multicultural young people. There is a recognised lack of 'youth specific' or even 'youth friendly' spaces, which relates to the commercialisation of public space [46]. Multicultural young people see public space as a key problem, and as contributing to negative interactions with police and security [44, 47]. They relate this problem to high visibility, stereotypes, and strained police relations [44]. Recently arrived refugee and migrant young people may have particular difficulties due to lack of space at home to socialize, family conflict, limited money for entertainment, and geographic isolation[44]. Also, young women from migrant and refugee backgrounds may feel their leisure and use of public space is constrained by parental expectations and by young men's dominance of public space[5].

Health

Access to services

Refugee and migrant young people experience a range of barriers to accessing health services, including: lack of awareness of services and understanding of the system, communication difficulties, and lack of culturally appropriate services [23, 48]. Refugee and migrant young people may also have difficulty communicating with doctors, due to



inadequate or inappropriate use of interpreters or not trusting confidentiality [48, 49]. Also, doctors often do not understand the unique needs of refugee and migrant young people, so there is an urgent need for training and support to GPs [50]. Young women may also have difficulties with requiring female doctors and interpreters and also culturally appropriate treatment particularly for sensitive issues [48, 51]. Culturally appropriate services are particularly lacking in the areas of mental health, drug and alcohol support, and sexual health [5, 23].

Health Needs of Refugee and Migrant Youth

There is little recorded data on the health needs and outcomes for young people from culturally and linguistically diverse backgrounds. However, some studies have indicated that while the health status of immigrant young people usually closely resembles that of the general population within a short period, refugee young people have unique health needs that may have long lasting consequences [2, 4]. Refugee young people may arrive with paediatric disorders characteristic of developing countries, dental issues, effects of malnutrition, untreated or badly managed injuries, and hearing and visual impairments [5, 48, 52]. Issues in Australia may include diet and nutrition, inappropriate medicine use, lack of health awareness, and specifically lack of reproductive and sexual health knowledge [48].

Mental Health

Research and discussion on multicultural youth mental health is impeded by the lack of data collection and issues with cross-cultural validity and reliability of testing instruments [4, 53, 54]. However, small studies have indicated that newly arrived migrant and refugee young people can experience behavioural and learning difficulties, depression, anxiety, post-traumatic stress disorder, psychosomatic disorders and identity issues [4, 15]. Psychological difficulties among young people may manifest as social problems, behavioural disturbances, isolation, sleep and concentration issues, hopelessness and apathy, and delinquency [4]. It would be helpful if service providers and school staff were trained to recognise these signs and given guidelines as to how to respond appropriately. Mental illness is culturally constructed, so difficulties may be expressed differently, for example somatisation (physical manifestations of distress). For some groups, it may also be more appropriate to refer to 'emotional health' or 'wellbeing' than 'mental health' [4].



Further, mental health services especially non-directive counselling may not be a familiar concept in many cultures (e.g. this was noted at the recent African Resettlement in Australia conference [24]).

Risk Factors for Refugee and Migrant Young People's Mental Health

Initial mental health difficulties of refugee and migrant young people are seen as related to stress and usually in the long run other factors (e.g., socioeconomic) are stronger predictors of mental health [4]. Some of these risk factors apply for multicultural young people generally and include stressful life events, poverty, overcrowding, family stress, minority status, and experiences of racism and discrimination [23]. There is also extensive research indicating the long term consequences of parental (especially maternal) and family wellbeing for refugee, migrant and second generation young people [54]. Many newly arrived refugees have been exposed to extreme violence and traumatic experiences before coming to Australia, so it is imperative that on-arrival counselling is widely available which should help to prevent later problems. Small scale studies with young refugees have found that while they initially express significant emotional shock and stress these reduced as they settled, although they still felt affected by family conflict, racism and identity issues [15].

Service issues

Culturally appropriate service delivery is required to deal with barriers to access [54]. There is a particular need for bicultural mental health workers and 'cultural sensitivity' training for all workers, as simply translating is often not sufficient. Well resourced support services specifically for refugee and migrant communities which can provide services, sector support and research on these issues and that specifically target young people are also required (e.g., Transcultural Mental Health Centre NSW). In this area, it is important to recognize young people's resilience and coping strengths, and maximise the conditions for this, for example by encouraging support networks and social connections [4, 15].

Sexual health, sexuality and reproductive health

Sexual health is insufficiently addressed for migrant and refugee young people. This can be exacerbated by cultural constraints that contribute to lack of information and difficulties seeking assistance [51], [28]. Key issues across groups of multicultural young people include: lack of information, early pregnancy, sexually transmitted diseases, sexual violence, and cultural practices and their consequences for sexuality and sexual health [5,



51, 55]. Newly arrived young people may have experienced or been exposed to sexual violence in transit, and are likely to have had limited access to sexual and reproductive health services [28]. Information materials need to be culturally appropriate not just translated, so must consider cultural issues in both the formats for presenting information and the ways sensitive issues are addressed [55]. Young people's sexual health should be viewed within the social and cultural context of family and community, and that programs are culturally sensitive and formed through community consultation [5].

Young people from culturally and linguistically diverse backgrounds may face specific difficulties around sexuality. Above all, culturally appropriate supports should be made available to all young people around sexuality and identity issues[56].

Reference groups and a recent national review noted the lack of support for young pregnant women and young mothers from culturally and linguistically diverse backgrounds, and highlighted them as a vulnerable group whose access to services can be impeded by language barriers, cultural constraints, and social isolation [57].

Case Study: Pregnancy

Akur is a 22 year old woman from Sudan, who has been in Australia for 2 years and is 7 months pregnant. She is estranged from the Uncle she came to Australia with. She was living with her boyfriend, but they broke up and she was evicted as she could not cover the rent. She had been staying with friends when she contacted a youth worker. Akur had phoned seven housing services, but none had any vacancies and only one took her name. The worker was unable to find either housing or a housing worker for her, but got some material support through a mainstream agency.

Sport and Recreation

Sport and recreation activities promote social, mental and physical health, and are an important tool for engaging young people. Young people themselves identify sport and recreation as one of their priority issues [58]. Sport is recognised as helping with language acquisition, social connection, coping with traumatic experiences and racism, as an entry point to participation, and as a diversion strategy [58]. Multicultural young people, especially refugee and migrant young people, have low rates of participation in formal



sport programs and competitions [59]. However, it seems they are participating in sport through school or community groups and informal gatherings [59].

Barriers to participation in sport programs

The ability of culturally and linguistically diverse young people to participate in sport is impacted by: lack of knowledge of mainstream sporting services, family response, access to sport facilities, and financial difficulties. Sport facilities are often not geographically accessible to migrant and refugee young people who may have limited private transport. The costs involved in sport programs can be prohibitive, for example if uniforms have to be bought or game fees paid or shared among the group [58, 59].

Family can impact on young people's involvement in sport and recreation, as parents are often not involved or consider sport a priority [58, 59]. Young people's involvement in sport may be affected by experiences of racism and discrimination, so these issues need to be effectively addressed. Young women may face additional barriers relating to cultural and religious gender expectations such as dress codes, women-only teams and facilities, and the additional responsibilities associated with childcare and housework [58, 59]. These barriers to participation can, and should be, addressed so that migrant and refugee young people have access to appropriate sporting programs. This includes both multicultural specific programs, and enhancing access to general programs.

Recreation, Arts and Music Programs

Sport programs can address the need for social connection and fun among multicultural youth, especially newly arrived young people. So too can social activities such as excursions, camps and youth groups, as well as arts and music programs. Arts and music programs can also contribute to developing employment skills and are a valuable tool for addressing racism and conflict. Art and music programs are often also valuable forums for story-telling, which can aid trauma recovery for newly arrived refugees. Fun activities (including sport) are recognised within the youth sector as building relationships and gaining trust, while having positive outcomes in terms of self-esteem, confidence, language skills, and friendships. Recreation programs need to address many of the barriers to access identified above with regard to sport programs, such as costs, accessibility, family approval, and lack of awareness of programs.



CONCLUSION

This paper has outlined the needs of multicultural young people in the areas of: education, training and employment; material needs; health; identity and racism; family and community; settlement needs; youth participation; sport and recreation; and justice and law. Youth participation and in particular consultation with young people will help services to appropriately reflect and address these needs.

THE SECOND PAPER OF THIS SERIES WILL PROVIDE AN OVERVIEW OF PROGRAMS AND SERVICES AVAILABLE TO MULTICULTURAL YOUTH IN THE CATEGORIES OF NEED IDENTIFIED ABOVE AND HIGHLIGHT VALUABLE CASE STUDIES OF INNOVATIVE AND INTERESTING PROGRAMS. IT ALSO OUTLINES GAPS IN SERVICES, SUGGESTIONS FOR USEFUL APPROACHES AND POSSIBLE FUTURE DIRECTIONS.



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APPENDIX ONE: REFERENCE GROUPS

In late May 2007, reference groups were held in each state and territory to provide local input to the two papers, but primarily to discuss programs available and gaps in programs in their areas and suggestions for good practice. The reference groups were facilitated by the state National Multicultural Youth Issues Network (NMYIN) representatives. The groups were given copies of draft state tables of programs, and an outline of the identified needs of multicultural youth for their appraisal and feedback. The questions for discussion were:

1. What are the key programs in your state/territory addressing multicultural youth issues?
2. What other valuable programs have there been that are no longer running?
3. What significant areas of need are not currently being addressed? Are there gaps in distribution of programs?
4. Do you have any suggestions for new strategies or program approaches in addressing the specific needs of multicultural youth? What are the key elements of good practice in this area?
5. Moving forward, what do you see as the key issues for multicultural youth?



Hobart

Name	Organisation
Al Hines	Colony 47 (NAYSS), NMYIN
Dave Willans	Youth Network of Tasmania
Carolina Valencia	FECCA Youth Rep
Belinda Braithwaite	Multicultural Tasmania
Yabbo Thompson	Relationships Australia
Julius Duku	Relationships Australia
Tony Waller	MRC Hobart
* Miranda Sonners	Office for Children and Youth
* Danielle Bresnehan	Dept of Education ESL Program

Sydney

Name	Organisation
Valentina Angelovska	St George Youth, NMYIN
Peter Hope	Fairfield Council
Deena Khamas	Fairfield MRC
Kylie Gordon-Wilkins	YAPA Western Sydney
Peter Polites	ECCNSW
Janeta Ristich	Southern Youth & Family Services (Wollongong) – NAYSS
Nadia Garan	Transcultural Mental Health Centre
Myriam Bahari	Community Relations Commission
Ibasi Ohide	Centrelink (Multicultural Services)
Juliana Nkrumah	Centrelink (Multicultural Services)
Terrie Leoleos	Illawarra Ethnic Comm. Council
* Charlie Coorey	Marrickville Council

* indicates contributions by email

Melbourne

Name	Organisation
Diana Amato	CMYI
Natalia Pereira	Youth Connexions Whitehorse/ FECCA youth representative
Kerrie Loveless	City of Casey
Jen Rose	YacVic
Temukisa Vaeluaga	DHS Youth Justice Program
Rosemary Iachelini	Southern Ethnic Advisory and Advocacy Council
David Fox	DHS Refugee Minor Program
Willow Kellock	CMYI
Annette Mckail	Refugee Council

Darwin

Name	Organisation
Savanna Holloway	Melaleuca Refugee Centre - NAYSS, NMYIN representative
Roslyne Henley	Multicultural Council of the NT
Nic Borgese	Melaleuca Refugee Centre
Anne Hoskin	Darwin High School
Kevin Kadirgamar	Multicultural Youth Council of NT
Ron Mitchell	Multicultural Council of the NT
Kaz Phillips	Working Women's Centre
Vicky Shutz	Office of Youth Affairs
Carin Symonds	Anula Primary School
Kylie Smith	Melaleuca (notes taker)

Brisbane

Name	Organisation
Kirsten McGavin	YANQ & NMYIN representative
Helen Abbot	Multicultural Development Assoc
Natasha Palethorpe	Multilink (NAYSS) (facilitator)
Matt McFarlane	Office for Youth
Anas Abdalla	Al-Nisa Youth Group/Muslim Youth Services
Shaima Khan	Al Nisa/Muslim Youth Services
Harp Kalsi	ECCQ
Julie Huysman	QPASTT Centre

Adelaide

Name	Organisation
Carmen Garcia	Multicultural Youth S.A. NMYIN
Bettina Seifert	Dept Families & Communities (SA)
Joe Tungaraza	Lutheran Community Care
Mikos Nuske	DIAC
By Email	
Renaë Willsmore	Australian Refugee Assoc
Suzie Jokic	Families SA (Refugee Team)
Phil Allan	Multicultural Comm. Council SA
Bernadette McGrath	Survivors of Torture & Trauma, Assistance & Rehabilitative Services
Margaret Gunn	English Language Services
Catherine Cartridge	Uniting Care Wesley
Hannibal Khoury	FECCA Youth Rep

Perth

Name	Organisation
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Sarah Mills	The Gowrie WA, NMYIN
Christian Cavaniglia	ASeTTS (NAYSS), NMYIN
Yvette Wall	IEC Student Support South
Chris Konrad	Metropolitan MRC
Tijan Jusu	Sierra Leone Youth Leader
Liza Beinart	Office of Multicultural Interests
*Brther Steve Bowman Nihal IsceI, Amy Berson	Edmund Rice Centre
*Vic Hawke	Fremantle Multicultural

Canberra

Name	Organisation
Catriona Heath	Multicultural Youth Services- NAYSS, and NMYIN
John Gunn	QMLC/Multicultural Youth Services
Sid Chakrabarti	Youth Coalition ACT
Christina Towns	DHCS, Office of Family and Youth
Megan Thompson	Companion House
Vieli Choka	Companion House
Adut Atem	Multicultural Youth Services
Heidi Gill	Multicultural Youth Services
Kara Rusan	Multicultural Youth Services
Robert John	Migrant Resource Centre
Kate Scandrett	Office of Multicultural Affairs
Peta Shepard	Dickson College



