Keeping Their Hopes Alive:

A good practice guide to case management with young people from refugee backgrounds

MYAN|NSW
multicultural youth affairs network

Settlement Services International

yapa

ABOUT SSI

Settlement Services International Inc. (SSI) is a state-wide and independent not-for-profit organisation committed to ensuring that refugees, humanitarian entrants and other migrants in NSW are supported and resourced to fulfil their potential as members of the Australian community.

As a resourceful organisation, we are recognised for our work in:

- Ensuring the provision of settlement services for refugees and humanitarian entrants

- Promoting opportunities for new arrivals to live equally and with respect in our community

- Developing and advocating for new initiatives to assist refugees, humanitarian entrants and new and emerging communities.

ABOUT MYAN NSW

The Multicultural Youth Affairs Network (MYAN) NSW is a network of services committed to improving the opportunities and outcomes for multicultural young people in NSW.

The MYAN NSW works to develop appropriate policies, strategies and resources that address multicultural youth issues at the local, regional and state-wide levels. It does this through consultation with youth and family services, the multicultural sector, state and local government, and multicultural young people.

The network is made up of community workers from the youth, settlement and multicultural sectors and government employees who currently support multicultural young people and their families.

The MYAN NSW is currently funded by Department of Immigration and Citizenship through the MYAN Australia's Diversity and Social Cohesion Program (DSCP) Grant.

ABOUT YAPA

The Youth Action and Policy Association Inc. NSW (YAPA) is the peak organisation representing young people and youth services in NSW. YAPA works towards a society where all young people are supported, engaged and valued. To achieve this, it is the role of YAPA to:

- Respond to social and political agendas relating to young people and the youth services sector

- Provide proactive leadership and advocacy and shape the agenda on issues affecting young people and youth services

- Collaborate on issues that affect young people and youth workers

- Promote a positive profile in the media and the community of young people and youth services

- Build capacity for young people to speak out and take action on issues that affect them

- Enhance the capacity of the youth services sector to provide high quality services

- Ensure YAPA's organisational development, efficiency, effectiveness and good governance.

FOREWORD

Keeping their hopes alive: A good practice guide to case management with young people from refugee backgrounds was developed as part of the HSS Youth Support and Coordination Project, a joint initiative of Settlement Services International and Multicultural Youth Affairs Network NSW in partnership with the Youth Action and Policy Association NSW (auspice of the MYAN NSW). This guide is part of the Project's targeted response to the introduction of the Youth Sub-Plan (YSP) by the Department of Immigration and Citizenship (DIAC) as part of the delivery of case management through the Humanitarian Settlement Services (HSS).

The introduction of the Youth Sub-Plan for young people aged 15-25 as part of the HSS resulted from national advocacy work conducted by a range of stakeholders who promoted the fact that while approximately 75 per cent of humanitarian entrants are under of 30 years of age (Chris Bowen, 2008) their particular needs and experiences are often neglected in settlement policy frameworks and service provision. This failure to recognise the specialised needs of young people has prompted a new emphasis in settlement policy and practice at the national level. The Department of Immigration and Citizenship now mandates the need for the delivery of specialist youth services through both of its main settlement service programs - the Humanitarian Settlement Services and the Settlement Grants Program (SGP).

This guide is consistent with this new national focus on young people from refugee backgrounds[1] and the growing recognition of their unique needs and experiences. This guide explicitly acknowledges that case management with young people from refugee backgrounds within the context of settlement is specialised and requires a consideration of what is good practice as well as an understanding of the limitations and demands of the settlement experience.

I hope that this guide will encourage settlement workers to see case management as an essential component of youth settlement services as it provides a supportive framework for young people and their parents and carers to acquire the necessary skills and knowledge to achieve their dreams of life in Australia. Moreover, while the original aim of the guide was to build the capacity of HSS case managers to develop and deliver the Youth Sub-Plan with HSS clients aged 15-25, I believe that this resource will provide valuable tools and information to guide all caseworkers who provide support to young people from refugee backgrounds.

Finally, I would like to thank Anne Marie Taylor and David Keegan for their efforts in putting this resource together and for taking the time to consult with young people and settlement workers as part of its development. I would also like to thank the SSI clients and case managers who participated in consultations as well as the board of SSI and YAPA for their commitment to this project as well as to MYAN NSW for providing leadership and advice on youth settlement issues.

Violet Roumeliotis
Chief Executive Officer
Settlement Services International

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[1] The term young people from refugee backgrounds will be used throughout this guide instead of referring to this group of young people as "refugee young people" or "refugee youth". The reason being that young people continually report that they do not like being labelled as refugees after resettlement.

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INTRODUCTION

ABOUT THIS GUIDE

This resource has been developed as a guide for anyone working with young people from refugee backgrounds in a case management context. This may be when providing settlement services or housing, education or employment support. The guide draws upon current and past research, and the evidence base articulated by leaders in providing settlement services to young people from refugee backgrounds about what constitutes good practice in youth settlement. Information and assistance was also provided by the Centre for Multicultural Youth in Melbourne, Victoria who have produced a range of useful resources to assist youth workers and others to effectively support multicultural youth.

In addition to the literature, young people aged 15-25 who were newly arrived and case managers were consulted as part of the development of this guide. The case management tools presented here have also been trialled and tested with HSS clients aged 15-25 in Sydney by Settlement Services International case managers.

Overall, this guide aims to provide a holistic framework for identifying, targeting and meeting the diverse needs of young people from refugee backgrounds.

It is divided into four sections:

1. The first explores the needs and experiences of young people from refugee backgrounds upon resettlement in Australia and what workers who conduct case management with this group need to consider.

2. The second introduces an integrated case management approach for working with young people from refugee backgrounds, including information about how to conduct an assessment and develop a holistic case management plan for a young person, particularly in a settlement context.

3. The third section includes an overview of case planning tools (developed to replace the original Youth Sub-Plan template) and how to use them effectively to develop a support plan for the young person including tips for engaging with families and carers.

4. In the fourth section there is a list of networks in each state and territory that you may want to access for further support and information as well as links to further reading.

As an accompaniment to this guide, a training program has been developed and piloted to provide an opportunity to practice the implementation of the assessment and case planning tools presented here. For further information about this training contact Settlement Services International or the MYAN NSW State Coordinator.

ABOUT THE YOUTH SUPPORT AND COORDINATION PROJECT

The HSS Youth Support and Coordination Project is a joint initiative of Settlement Services International and Multicultural Youth Affairs Network NSW in partnership with the Youth Action and Policy Association NSW.

The *Project* was developed as one response to the introduction of the Youth Sub-Plan (YSP) in the Humanitarian Settlement Services program. The YSP was introduced by the Department of Immigration and Citizenship (DIAC) to ensure the specialised needs of young people arriving to Australia with their families were not overlooked in context of family settlement. At the heart of the project was the recognition that: (i) young people who come to NSW as humanitarian entrants have specific needs that need to be addressed in order for them to settle well and (ii) settlement workers need to be supported to work effectively with young people.

The Project ran from December 2011 to June 2012 with the MYAN NSW State Coordinator employed by SSI for this period. The project involved consultation with SSI case managers and clients in order to develop assessment and case management tools that supported youth specific case management. It also focused on building the capacity of those delivering the HSS to work effectively with youth by: (i) facilitating connections to local youth resources, (ii) providing training, (iii) identifying referral pathways and facilitating effective networking around specific issues and (iv) educating services about the specific needs of young people in the HSS program.

HUMANITARIAN SETTLEMENT SERVICES PRINCIPLES

This guide and the tools developed to support youth specific case management are informed by the HSS Program Principles. These principles are:

- Respect the human worth and dignity of Clients, and their cultural and religious diversity.

- Protect the health and wellbeing of Clients.

- Ensure Clients contribute to decisions that affect them and have influence over their settlement pathways.

- Deliver Services flexibly through a tailored case management approach, which prioritises need and early intervention strategies.

- Give particular attention to the needs of children and young people as they are of vital concern.

- Ensure Services build on individual Client strengths, and promote Client capability and independence.

- Work collaboratively with other community and government agencies in the best interests of the Client.

- Deliver Services to a high standard.

- Be accountable to the users of Services and the Australian government.

SECTION ONE: WHAT YOU NEED TO KNOW WHEN WORKING WITH YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

This section examines the particular needs and experiences of young people from refugee backgrounds and why they require a targeted response from us as service providers. It acknowledges that young people from refugee backgrounds have specialised needs, that are different to the mainstream Australian youth population and those from migrant backgrounds or Australian-born young people from culturally and linguistically diverse (CALD) backgrounds. Presented here is a framework for how to better understand their often complex experiences of life upon arrival in Australia, including a consideration of the intersection of life events, developmental stages and the challenges that come with living in a new country and new culture.

1.1 WHY DO YOUNG PEOPLE FROM REFUGEE BACKGROUNDS NEED OUR ATTENTION?

A significant proportion of those arriving in Australia under the Refugee and Humanitarian Program are young people aged 12-25. Between July 2005 and June 2010 59% of new entrants were aged under 25 years on arrival, and 31% aged between 12 and 25 (Refugee Council, 2012). It is these high numbers of young people settling in Australia, combined with their particular circumstances and experiences that warrants a specific focus and response.

Due to the nature of their arrival in Australia and pre-arrival experiences young people from refugee backgrounds are also often more at risk of disadvantage and disengagement than their Australian-born counterparts. As a consequence, young people from refugee backgrounds need targeted support in order to achieve positive outcomes for themselves and their families and to effectively integrate upon arrival in Australia. Without adequate supports young people from refugee backgrounds can fall through the cracks and be unnecessarily at risk of experiences such as homelessness (Coventry, Guerra, Mackenzie & Pinkney, 2002), teenage pregnancy and disengagement from education and their families.

Young people from refugee backgrounds arrive in Australia with hope and optimism for the future and their life in Australia (Gifford, Correa-Velez & Sampson, 2009). This hope and motivation to create a better life for themselves and their families is often one of their biggest resources when they confront the challenges that settling in a new country presents. Furthermore, it is keeping this hope alive that should inform the work that we do with young people from refugee backgrounds, and one of the ways this can be achieved is through effective and targeted support for young people and their families.

1.2 WHO ARE YOUNG PEOPLE FROM REFUGEE BACKGROUNDS?

Young people who have come to Australia through the Humanitarian Program are a diverse group and come from a range of cultural, ethnic and religious backgrounds. Often, they have lived in a number of different countries before arriving in Australia and can usually speak a number of languages.

The United Nations High Commissioner for Refugees (UNHCR, 2011) identified some of the strengths of young people from refugee backgrounds as including:

• International and cross-cultural knowledge

• Multilingual skills

• Adaptable and resourceful

• Strong desire to achieve and succeed

• Positive and hopeful attitude

• Resilience.

1.3 DEMOGRAPHIC INFORMATION ABOUT YOUNG HUMANITARIAN ENTRANTS TO AUSTRALIA

1.3.1 AGE ON ARRIVAL OF YOUNG HUMANITARIAN ENTRANTS 2010-11

In 2010-11, 3,488 young people aged 12-24 arrived in Australia as part of the Humanitarian Program. Of these 1,006 (29%) were aged 12-25, 717 (20%) were aged 16-17 and 1,765 (51%) were aged 18-24 years.
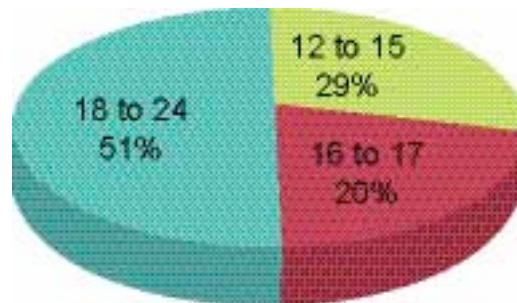
Source: Department of Immigration and Citizenship Settlement Database accessed 16/04/2012

1.3.2 WHERE YOUNG HUMANITARIAN ENTRANTS SETTLED PER STATE AND TERRITORY 2006-11

The chart below shows youth settlement between 2006-11. The highest settlement, 30%, was for Victoria, then New South Wales 28%, Queensland received 13%, South Australia 12% and Western Australia 11%.
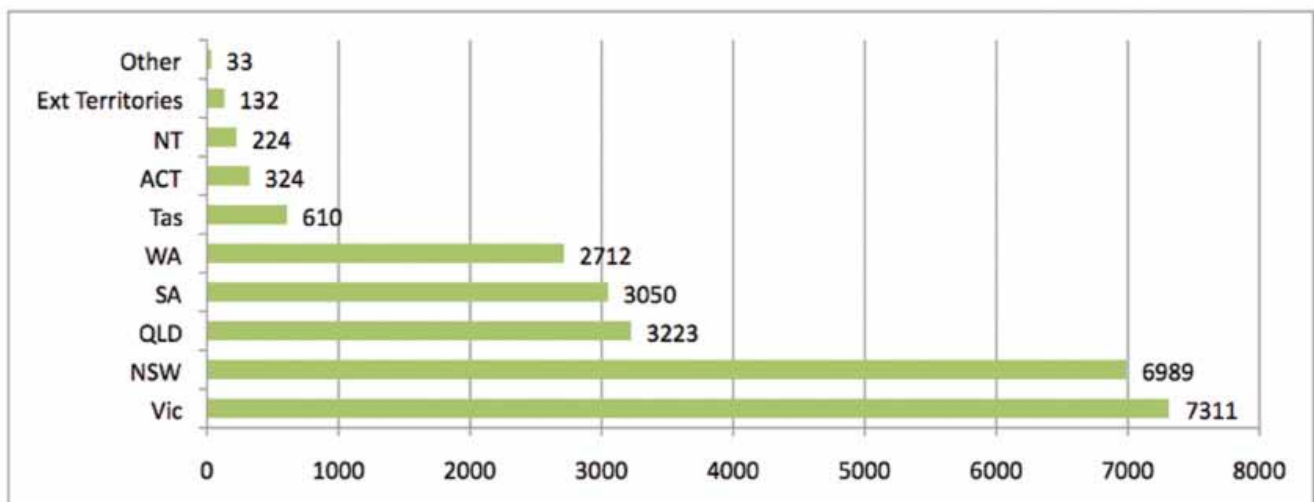
Source: Department of Immigration and Citizenship Settlement Database accessed 16/04/2012

1.3.3 TOP 20 COUNTRIES OF BIRTH OF YOUNG HUMANITARIAN ENTRANTS 2010-11

Country of Birth	Number of Entrants	Percentage of Entrants
Afghanistan	764	22%
Iraq	635	18%
Burma	319	9%
Iran	289	8%
Bhutan	186	5%
Democratic Republic of the Congo	178	5%
Nepal	161	4%
Sri Lanka	112	3%
Sudan	91	2%
Ethiopia	86	2%
Pakistan	66	2%

Country of Birth	Number of Entrants	Percentage of Entrants
Thailand	65	2%
Laos	61	2%
Somalia	59	2%
Sierra Leone	54	2%
China Peoples Rep.	53	2%
Congo Republic	23	1%
Kenya	22	1%
Kuwait	22	1%
Eritrea	18	1%
Total Other Arrivals	200	5%
Total Invalid/Unknown	19	1%
Total	3,848	100%

Source: Department of Immigration and Citizenship Settlement Database accessed 16/04/2012

1.3.4 MAIN LANGUAGES SPOKEN BY YOUNG HUMANITARIAN ENTRANTS 2010-11
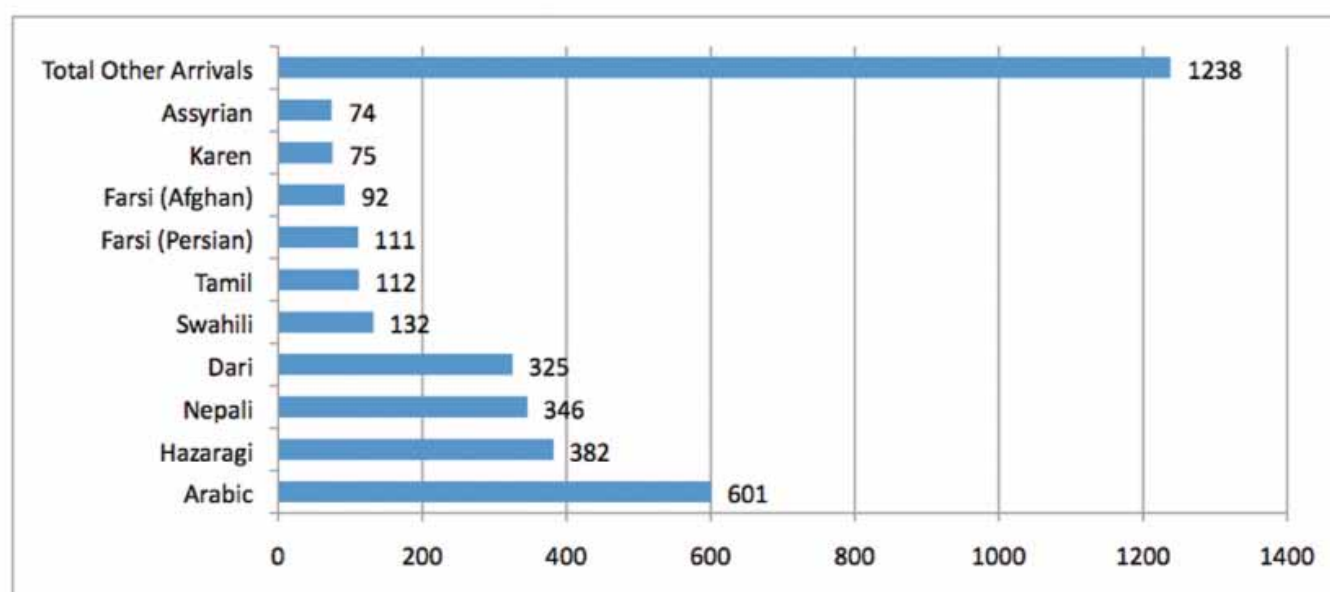
Source: Department of Immigration and Citizenship Settlement
Database accessed 16/04/2012

1.4 UNDERSTANDING THE NEEDS AND EXPERIENCES OF YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

For refugee young people, the developmental challenges of adolescence are generally compounded by the traumatic nature of the refugee experience, cultural dislocation, loss of established social networks and the practical demands of resettlement. Young people must negotiate education and employment pathways (many with a history of disrupted or no formal education), a new language and culture, make new friends and navigate unfamiliar and complex social systems (such as Centrelink, Australian laws, public transport), while also negotiating individual, family and community expectations. On the other hand, young people from refugee backgrounds often learn English and adapt to life in Australia more quickly than members of their parents' generation. Many have learned skills – like adaptability, resourcefulness and how to communicate cross-culturally – that stand them in good stead in navigating their new life in Australia, particularly when accompanied by the fierce determination to succeed, which they so often manifest (RCOA, 2012).

When we talk about the particular and specialised needs of young people from refugee backgrounds we are referring to the number of unique factors or circumstances that make up their experience both pre and post arrival in Australia. The factors and circumstances influencing a young person from a refugee background's experience of themselves, their family and the larger society and service system and indeed what they require from services can be explored as a complex interrelationship between adolescence, the refugee experience, settlement and culture.

The diagram opposite represents the relationship between these experiences and life stages.

Figure 1. Relationship between experiences and life stages for a young people from refugee background
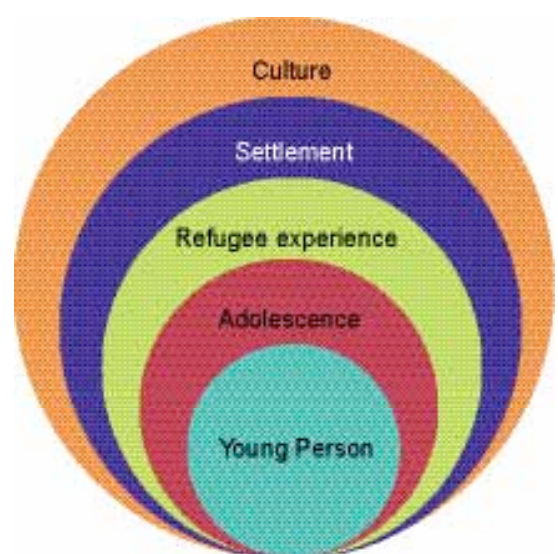
The rest of this section explores in greater detail the relationship between these life stages and experiences and how they impact on a young person from a refugee background.

1.5 ADOLESCENT DEVELOPMENT

Adolescence is a time of transition from childhood to adulthood, from schooling to employment and from financial and emotional dependence to interdependence. It is also a time when young people begin to develop an adult identity involving their own values and beliefs. While most young people make this transition successfully, it may be stressful, involving rapid change in physical, emotional and intellectual development and in the expectations of the family and wider society (UNHCR, 2012, p261).

Adolescence is a challenging time for anyone. In the context of settlement and the refugee experience, adolescence adds yet another dimension to these complex experiences because it presents as an additional set of changes that a young person will confront. Understanding and acknowledging the developmental changes occurring for a young person at this time, provides some insight into their behaviour, feelings and attitudes, as well as what we need to be aware of when we are working with them.

For anyone working with a young person aged 12 to 25, a consideration of the physical and emotional developmental stages of adolescence is essential. Key developmental changes at this time include changes to:

- **Physical body** – the transition from pre-pubescent to young adult

- **Intellectual/ cognition** – from focus on the present and little comprehension of consequences to being able to plan for the future

- **Autonomy or independence** – rejection of previous experiences and ideas and moving towards being an adult with responsibilities

- **Body image** – from being self-conscious to being more comfortable with their bodies

- **Peer group** – from being dominated by values of their peer group to making decisions and having their own values which are less influenced by peers

- **Identity development** – questioning self and feeling misunderstood to developing a better understanding of their place in the world and relationships (Konopka Institute for Best Practices in Adolescent Health, 2012).

Young people from refugee backgrounds may come from a culture or country where there is little or no formal acknowledgement of the developmental period of adolescence or "youth". It is important to recognise that "youth" is predominantly a Western concept that describes the period between childhood and adulthood and that our approach to young people in Australia is defined by Western cultural concepts and values. While adolescence is not a cultural construct, it has clear physical and biological indicators, a young person from a refugee background may not have any clear understanding or concept of this period from an objective or Western cultural understanding. Moreover, many non-Western cultures have very different views and expectations of children and adolescents that should be taken into consideration when working with young people from a refugee background.

For example, in some cultures the eldest son (even if only a teenager), in the absence of the father, will be expected to adopt the role as the head of the family. Or in the case of young women, they may be expected to marry and adopt the role of a wife as soon as they finish high school. In Western culture these roles are generally not perceived as roles young people would adopt during adolescence.

In addition, young people from refugee backgrounds have often had many adult experiences before and even upon arrival in Australia when they have been expected to perform adult roles such as caring for younger siblings, acting as translators or even budgeting for the whole family. These experiences are particularly amplified for Unaccompanied Humanitarian Minors (UHMs) who have travelled to and arrived in Australia without any adult relative.

Keeping in mind the development stages or changes that occur in adolescence can help us to understand some of the reasons why we need to adopt different strategies and approaches to working with young people from refugee backgrounds. In the context of case management, these stages of development will impact on a young person's capacity to make decisions and think about their future as well as who influences the decisions that they make. Thinking about the way in which culture influences a young person's understanding and experience of adolescence is also important here.

CASE STUDY

Ali – Adolescence and adult responsibilities

Ali is 17 and arrived from Iraq with his mother and sister. Ali as the only male family member is expected to be the man of the family in the absence of his father who was killed before the family left Iraq.

Being the man of the family means escorting his mother and sister to appointments and for shopping, paying bills and managing the household finances as well as being the main point of contact for service providers.

While Ali takes great pride taking responsibility for his mother and sister, he also feels overwhelmed by all the things it entails, especially when it interferes with his school studies which he loves. Ali also used to play soccer in Iraq and would like to join a team, however, because he needs to be available to his mother and sister he feels like he cannot commit to anything outside the home. Ali also finds that he cannot easily socialise with his friends when he is invited because he is often needed at home.

Ali feels torn between wanting to be a 'normal' young person who can socialise and play soccer, and the responsibility to his family in the absence of his father. He does not know what to do to try and manage this internal conflict.

1.6 THE REFUGEE EXPERIENCE
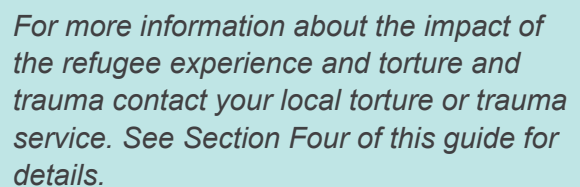
The refugee experience is diverse and the journey a young person makes from their country of origin to countries of asylum and then to their country of resettlement varies immensely. Young people who arrive in Australia as refugees or are from refugee-like situations have often had little or no choice in their migration. Rather it has been forced as a consequence of war or their persecution as members of a particular ethnic, religious or social group. Most refugee young people will have been subjected to or have witnessed horrifying and traumatic events (Foundation House, 1998).

These may have included:

• War, bombing or shelling

• Destruction of homes and schools

• Violent death or injury of family or friends

• Separation from family members

• Sudden disappearances of family members or friends

• Physical injury and limited medical attention

• Deprivation of food, safe water and other resources essential for survival

• Fear of discovery or arrest

• Arrest, detention or torture

• Forced conscription into armies or militias

• Rape or sexual assault

• Denial of opportunities for play (Foundation House, 1998).

All will have experienced some degree of loss of home, place, culture, as well the profound losses of parents, siblings, friends and significant others through death or separation. For Unaccompanied Humanitarian Minors there is also the added trauma of travelling to and arriving in Australia on their own without the support of family and friends.

These experiences will affect young people and their families differently and it is important to recognise the uniqueness of each journey rather than generalise or think that refugees have all experienced the same thing.

For more information about the impact of the refugee experience and torture and trauma contact your local torture or trauma service. See Section Four of this guide for details.

CASE STUDY

Ali – The refugee experience

Ali's family is Shiite Muslim from the South of Iraq and was persecuted and oppressed by Saddam Hussein. Ali has witnessed many acts of violence before he left Iraq including the kidnapping of his immediate family members, friends being beaten and tortured by police and the army, the killing of his father and other acts of brutality and oppression carried out against the Iraqi population. Before his family left Iraq it was not safe for Ali to attend school and his family rarely had enough to eat. There were some days when they only had water to drink and nothing else.

Ali's journey to Australia was also traumatic. Ali could not say goodbye to his extended family or friends before they left Iraq because it was too dangerous and they had to flee in the middle of the night to be smuggled out of Iraq and into Syria. Once in Syria Ali and his family were again treated badly by the local population and were again forced to live in poor conditions where food was scarce.

In Syria, Ali and his family were able to apply for refugee status through the United Nations as well as apply for resettlement. Ali's family was lucky and after two years their claim for resettlement was accepted and they were sent to Australia.

Since arrival in Australia Ali has felt overwhelmed and guilty every time he thinks of his family members who are still in Iraq, while he is safe in Australia. He also has nightmares some nights which are violent and from which he wakes up sweating and is unable to get back to sleep. Ali also finds it hard to concentrate in school and often feels very fatigued.

1.7 SETTLEMENT

When we talk about settlement the term usually refers to the first five years after a person is granted residency in Australia. This timeframe is very much based on the Department of Immigration and Citizenship's definition and funding of services to migrants and humanitarian entrants. The Department of Immigration and Citizenship define settlement as:

"the period of adjustment that occurs following a migrant or refugee's arrival in a new country, as they become established and independent in their new society. On arrival, the entrant will need:

- *somewhere to live*

- *money to live on*

- *information and orientation on services including schools, transport and health services*

Also important during the settlement period are:

- *access to employment and education,*

- *the development or enhancement of English language skills,*

- *the formation of individual and family social networks".*

"Settlement experiences will vary for each migrant, depending on factors such as their English language ability, whether they have visited Australia before, whether they have family and friends in Australia and whether or not they are joining the labour force. For some people the period until they become able to operate independently may be relatively short (six to twelve months), while for others it may last a number of years" (DIAC, 2012a).

1.7.1 SETTLEMENT INDICATORS

The Department of Immigration and Citizenship suggests that there are four key settlement indicators:

1. Social participation

2. Economic wellbeing

3. Independence

4. Personal wellbeing.

These have been applied in the training unit CHCSW401A: Work Effectively with Forced Migrants and the following table is included in the Working with Refugees Participant's Handbook. This course is part of the Certificate IV in Community Services and is designed to ensure community services workers know how to engage with clients from refugee backgrounds.

Table 1: Settlement Indicators

Settlement Indicators	Assesment Criteria
Social Participation	• English proficiency • Participation in education and training • Participation in community life (school, volunteer work, faith community, sporting and recreational group etc.) • Citizenship (or intention to become a citizen) • Amount of community acceptance
Economic Wellbeing	• Employment • Level of income • Job satisfaction • Satisfaction with accommodation • Level of debt
Independence ('agency')	• Ability to make choices (about own life) • Ability to gain access to and make use of community and government services • A reliable source of income (from employment or Centrelink) • Drivers licence
Personal Wellbeing	• Physical health • Mental health • Level of personal confidence • Sense of safety • Sense of connection to Australia • Level of self esteem

1.7.2 SETTLEMENT CHALLENGES IN THE SHORT AND LONG TERM

Settlement is a process. When we are thinking about settlement for young people from refugee backgrounds we should be thinking about settlement in both the short and long term. This is because a person's settlement needs vary from the initial period to later in their settlement journey. There are also some immediate needs that must be met first before going on to identify and set longer term settlement goals. For example, basic needs such as the treatment of health conditions, torture/trauma and other mental health related issues might need to be addressed before any other progress is made.

Thinking about settlement in the short and long term also assists in the application of an early intervention approach when it comes to delivering case management services to young people from refugee backgrounds. It requires that we ask the questions: what we can do now to assist the young person that may have an impact later? What supports could be put in place in the first six to twelve months that can prevent issues from arising later in the settlement process?

Below is a table developed from key findings reported as part of the Good Starts program in Victoria about what young people cited as barriers to settlement and what they said helped them in the first three years of settlement. The table aims to provide an example of how to understand settlement as a process and what short and long term needs might look like for a young person.

Table 2. What young people identified as helping them and what were challenges when settling over a three year period (Gifford et. al, p102-106)

Settlement Year	What Helped	The Challenges
Year 1	Education Financial Security (Centrelink) Social networks and support	Learning English Transport Laws and authorities Grief and loss Problematic family relationships
Year 2	Education Social Support Community and youth services	English Language (speaking) Transitions from IEC to mainstream high schools Making friends and absence of social networks Grief and loss Problematic family relationships
Year 3	Social Support – friends and family	School and study Difficulty finding employment and financial problems Problematic family relationships

1.7.3 KEY SETTLEMENT CHALLENGES

Settlement in Australia brings with it a host of challenges, which are negotiated differently by each young person depending on their pre-settlement experiences and their current circumstances and developmental stage.

Key settlement challenges for young people from refugee backgrounds are generally considered to be:

• **LEARNING ENGLISH**

Learning English is considered to be one of the primary challenges for a young person from a refugee background upon their arrival in Australia. Depending on their age the young person will be placed in either an Intensive English Centre (IEC) to get them ready to enter a mainstream high school or receive English as a Second Language (ESL) classes while attending a mainstream high school, or attend the Adult Migrant English Program (AMEP) to complete basic training in English language, this can sometimes be connected to TAFE study.

Young people view learning English as one of the primary ways of being able to socially integrate and make friends and study or get a job. In the first few years of settlement, learning to speak and understand English is perceived by young people as one of their biggest challenges (Gifford et. al, p102-106).

Young people also often learn English faster than their adult counterparts, which often leads to them acting as an interpreter/translator for their families. This often puts the young person in a difficult position for a number of reasons: firstly, it may mean that they are exposed to information about their parents which is usually private; secondly it can lead to the change of power dynamics within the family because the young person is forced to take a position of leadership which is not often attributed to them; and thirdly, it can put unnecessary pressure of the young person to accompany their parents to appointments etc.

• **ADJUSTING TO EDUCATION IN THE AUSTRALIAN CONTEXT**

The majority of young people from refugee backgrounds have had a disrupted education and need time, support and flexibility to catch up to their Australian-born peers who have been engaging in education since early childhood . Often there are additional challenges for these students when they are placed in grades at school that are beyond their level of capability, based on their age. This is particularly acute for those young people from pre-literate societies and those who have spent years in refugee camps prior to arrival in Australia. These young people are expected to enter into a school system after little or no formal education, in an environment with other young people who have moved through the Australia education system over many years (MYAN NSW, 2011).

Upon arrival in Australia young people are faced with an education and training system that is very different to anything that they have previously experienced. Unfamiliarity with the school system, the vocational education and training (VET) system and style of learning, means that young people and their families need additional support to ensure they are aware of the educational pathways available to them (RCOA, 2010).

There is also often an intense pressure from both family members and young people to perform in the Australian education system, which offers new and previously unavailable opportunities. There also can be a disparity between the education and career aspirations of young people and their language and literacy abilities, i.e. they have three years of schooling prior to arrival and want to be a lawyer (RCOA, 2010). The Australian education system also requires a lot of engagement from parents and families and these expectations may be unfamiliar to newly arrived young people and their families.

Transitions between IECs and mainstream high schools as well as from school to further education and/or employment are often critical periods where appropriate support needs to be put in place. In this context there is often a need for transition support for young people, in that, they need to be made aware of their options for both further study and employment. In recognition of this, the NSW Department of Education and Communities (DEC) run a transition program as part of the Refugee Support Program to assist young people negotiate the adjustment between being in the IEC and being in a mainstream high school as well as getting students prepared for the workforce.

• FINDING A JOB

Finding secure and non-exploitative employment for young people from refugee backgrounds is usually very challenging. Young people seek employment for a variety of reasons. For UHMs finding employment is often their first priority because they need money to support themselves as well as send money to their families or help fund the migration of family members. For young people who are studying finding employment is often driven by their need to contribute to the families' income or to develop independence from their family (for example, to buy things for themselves that their families cannot afford). For others employment is the main way that they will participate in the Australian community if they are not pursuing further study.

Young people from refugee backgrounds face learning a new system of worker's rights and obligations, learning how to write resumes and attend interviews, and how to translate previous skills, experiences and qualifications into trying to find employment. They also commonly face racism and discrimination from employers and are vulnerable to exploitation and working for below the minimum wage.

• FINANCIAL DISADVANTAGE AND MONEY PROBLEMS

Young people and their families face financial hardship and disadvantage upon arrival to Australia. They often come to Australia with no assets and live entirely on Centrelink income. Combined with learning English and negotiating employment, families often struggle to provide for all their needs. Life in Australia is also more expensive than what many new arrivals anticipated, and often Centrelink payments only cover the basics such as food and rent.

For UHMs having enough money is also constantly a source of stress because as a single person paying for food and accommodation often leaves nothing left over to pay for clothes, transport or social or recreational activities.

Young people from refugee backgrounds are also more at risk of being victims of scams and are vulnerable to accumulating debts through, for example, mobile phone contracts. For most young people from refugee backgrounds, if they are receiving Youth Allowance, it may be the first time that they will have had an independent income and, like most young people, do not have budgeting or money management skills.

- **SECURE HOUSING AND INCREASED RISK OF HOMELESSNESS**

The challenge of securing appropriate housing for young people and their families in capital cities such as Sydney, Melbourne and Brisbane where there is a rental crisis and rental prices are high is a source of stress for most newly arrived families.

UHMs also often struggle to find appropriate accommodation, particularly in states and territories where the child protection system does not provide them with housing.

Young people from refugee backgrounds are also ten times more at risk of homelessness than other young people (CMY, 2011). Family breakdown is the primary reason for homelessness and this can also include a breakdown in the relationship between a legal Guardian and a UHM.

- **MANAGING FAMILY RELATIONSHIPS**

Young people also face challenges managing family relationships, and family breakdown is high amongst newly arrived families. Young people may arrive in new family formations, for example, they may arrive with extended family that they do not know well, they may arrive with one parent and a number of siblings or they may arrive alone and have to find a guardian/ carer. While some young people do arrive with their nuclear families and draw support from family members, everyone is managing their own personal experiences of settlement.

Young people, because they most often adapt to the mainstream culture more quickly than their adult counterparts, and take on roles and responsibilities such as being a family interpreter for appointments, paying bills, caring for younger siblings, which may put a lot of pressure on them and also affect their capacity to participate fully in education and social and recreational activities. It may also create conflict between them and their parents because they are assuming a role of responsibility that usually the parent would have. It also places young people in positions where they are juggling the expectations of their parents and communities but are also simultaneously trying to adjust to life in Australia (MYAN Australia, 2011).

- **UNFAMILIARITY IN THE SYSTEM**

For people who are born in Australia and have lived here their whole lives Australian social systems are often described as a maze. For those who are new to Australia this is often accentuated and complicated by the fact that prior to arrival in Australia they may never have encountered Government services such as Centrelink and Medicare or community services such as child protection, settlement, youth or family programs. For example, upon a recent consultation with young people conducted by the HSS provider Settlement Services International, young people found it very hard to give an opinion of case management and orientation services, namely because they had no reference point to compare these services to anything else they had experienced before.

Young people often have had previously negative and even harmful experiences with authorities such as police and often do not perceive the police as someone they would want to approach for help. Moreover, understanding the law and their responsibilities as members of the Australian community is equally challenging. This is particularly evident in issues with police about being "moved on" when congregating in groups in public areas, high incidences of getting fines for not having a ticket on public transport and calling emergency services in instances of family conflict which have consequences that the young person is unaware of.

- **IDENTITY AND BELONGING**

Negotiating their identity upon arrival in Australia as well as achieving a sense of belonging in Australia are common challenges for young people from refugee backgrounds for a number of reasons. Firstly, young people often struggle to juggle what is expected from them in order to integrate and "fit in" in the Australian community among their peers with the expectations and cultural identity of their family and ethnic or religious community. Often young people report that they feel like they are living between two worlds, one representing the values and expectations of their family and one representing the values and expectations of their friends (MYAN Australia, 2011). For some young people this juggling act becomes a valuable skill

and helps them to develop a strong sense of belonging and economic and social participation in Australian society. For others, it can be experienced as an enormous pressure, which can contribute to personal conflict and conflict with family and community (MYAN Australia, 2011).

However, despite confusion and difficulties negotiating identity for young people from refugee backgrounds, they report that they continue to feel proud of their identity and culture and want more opportunities to be able to celebrate it (CRR, 2011). They also believe that being able to honour both their traditional culture while embracing their new host culture is an important part of them being able to successfully negotiate their identity upon settlement (CRR, 2011).

Secondly, young people from refugee backgrounds often report experiences of racism and discrimination, which often has an impact on their feelings of belonging in the Australian community. When young people were consulted as part of the 2011 Refugee Conference Youth Forum all of those who reported identity and belonging as an issue linked it to personal experiences of racism as well as to the negative representation of refugees and asylum seekers by the Australia media (CRR, 2011).

A young person's religious identity may also prove to be a source of conflict for them as they adapt to Western secular culture where religion is often not valued. A lot of new arrivals particularly from Afghanistan, Iraq and Iran are Muslims and there are often negative perceptions of Muslims both in the general community influenced media representation since September 11, which these young people confront, sometimes on a daily basis.

Considering how adolescent development and the settlement experience may intersect and affect a young person's experience of identity development is important. A young person's struggle to develop a sense of who they are in the world and negotiate family relationships during adolescence could ultimately be compounded by the settlement experience, which again asks them to negotiate their identity in relationship to a new culture.

• RACISM AND DISCRIMINATION

Young people from refugee backgrounds face racism and discrimination on an ongoing basis, whether at school, in seeking employment or more systemically in the way that the Australian media represents refugees and asylum seekers.

Racism and discrimination have documented negative effects on young people and their settlement (Mansouri, Jenkins, Moragn and Toaouk 2009). As discussed in research about the impact of racism on young people Mansouri et al. suggest:

> *In general terms, research has found that racism has a negative impact upon the settlement and transition of migrants, affecting self-esteem, self-confidence, and belonging to the broader community (Francis & Cornfoot, 2007; Mansouri & Percival Wood, 2008). Racism threatens personal and cultural identity and is often linked to psychological distress – specifically anxiety, depression, low self-esteem and anger. This research also warned that marginalisation can result in withdrawal from active participation in mainstream life and can lead to anti-social attitudes and behavior (p18).*

Some young people have had very personal experiences of racism both pre and post arrival to Australia. Some young people from refugee backgrounds have reported that racism is a dominant attitude towards those who are different in Australia (CRR, 2011). It is both the stigma created by mainstream political discourses and by media as well as the lack of knowledge about asylum seekers and refugees in the general Australian community that contributes to these feelings and experiences of racism and discrimination.

CASE STUDY

Ali – Settlement challenges

Ali arrived in Australia six months ago with his mother and sister. Upon arrival he was placed in his local Intensive English Centre in Sydney with other young people who were newly arrived, both migrants and refugees. Ali is happy to be at school again, but it is hard to learn a new language and he is anxious about going to a mainstream high school where he will be in normal classes with minimal ESL support. Ali wants to be a doctor but he does not know if he can go to university or what he has to do to follow that career path.

When Ali hangs out with his other friends from Iraq who go to the IEC, sometimes people will yell at them from their cars, he does not understand what they are saying but based on his previous experiences he can tell it is not good.

Ali has also been trying to find a part-time job after school and on weekends, but because he is still learning English when he has inquired about jobs he has been told he has to speak better English first. Ali is frustrated because his sister and mother cannot work and it is his role to try and provide for his family. Ali is receiving Youth Allowance but it is not enough combined with his mother and sister's Centrelink payments to buy more than food and pay the rent and Ali really wants a mobile phone and new sports shoes like the other guys at school have.

Ali and his family's two bedroom apartment is very small and he finds it hard to study at home. While it is nice to finally have a place to call their own, Ali's family is not used to living in an apartment and want their own home like they had in Iraq. But living in Sydney is very expensive and until Ali gets employment they cannot even think about getting a bigger place. This often causes tension between and Ali and his mother. Ali's mother cannot understand why it is so hard for Ali to find a job and is depending on him to make things better for the family. She often gets angry at Ali when she sees him watching TV and calls him lazy. This causes Ali shame and he often yells back at his mother or will leave the house when she starts yelling at him.

1.8 CULTURE

> *It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous institutions, which surround us. These institutions of influence are powerful forces, which guide us and teach us. Although an economic system may change, or a new methodology in school may be adopted, or new definitions of "common and normal" may be perceived on the television, there are innumerable forces that continue to mold a culture as they have in the past (Language & Culture Worldwide, 2010).*

Culture determines the way we perceive and understand ourselves and the world around us. Culture is often a hard thing to define and is not a static thing, but is fluid, flexible and dynamic. Usually we associate culture with the things that we can see such as food, language, dances, music, arts, or greeting rituals. However, culture is more than just these observable characteristics, or in terms of The Cultural Iceberg (see below), the tip of the iceberg (Language & Culture Worldwide, 2010). Culture is also a set of complex beliefs, values and attitudes (including religion) that develop over the course of our lives and make us who we are. These beliefs, values and attitudes, however, are not always immediately obvious upon first meeting a person (Language & Culture Worldwide, 2010).

Figure 2. The Cultural Iceberg
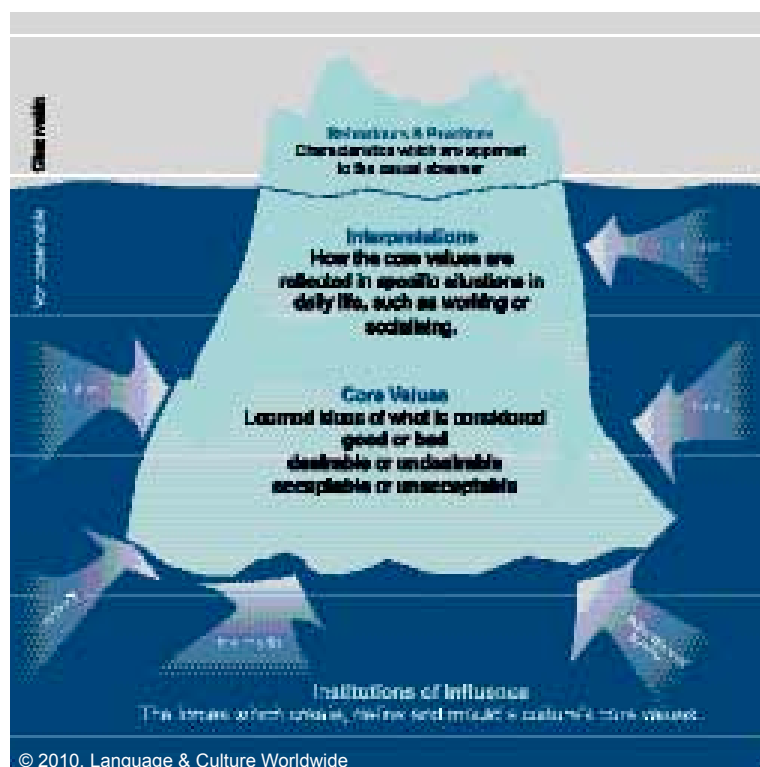
1.8.1 CULTURE AND PRACTICE

One's culture is developed by many different influences and experiences. As The Cultural Iceberg demonstrates the forces which create, define and mould culture's core values include: religion, history, the media, educational systems, family and economics (Language & Culture Worldwide, 2010).
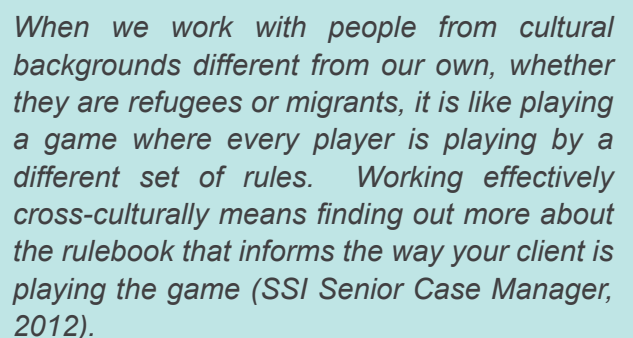
For a young person from a refugee background arriving in Australia, their "culture", that is both their observable characteristics and underlying beliefs etc., may have developed from their experiences in their country of origin or the country of asylum or a refugee camp or all of these places. Their "culture" will also be influenced upon their arrival in Australia as they adapt to being in a new country. Therefore, when working with a young person from a refugee background you need to be able to understand their culture as flexible and fluid rather than static or fixed.

The Cultural Iceberg can be used as a tool for workers to both explore with a young person, their culture as well as Australian culture. For example, it may be useful to think about what behaviours and practices as well as core values and attitudes are prevalent in Australian culture - which the young person will slowly need to learn and understand upon their arrival.

When considering the impact of culture in our work with young people from a refugee background it is important not to make assumptions. That is, just because a young person comes from a specific country or speaks a language or has a particular religious orientation does not mean that we automatically know things about them. For example, not all people coming to Australia from Iraq are Muslim, despite it having a population that is a Muslim majority, so in this instance we cannot equate Iraqi citizenship with being a Muslim.

It is also noteworthy that young people from refugee backgrounds usually come from communalist cultures where the needs of the family and community are placed above the needs of the individual. Communalist values, and way of being in the world often come into conflict with the Westernised individualist model of personal and family relationships as well as service provision in Australia where the individual is the focus rather than the whole family.

In addition, thinking about the way we structure case-management, it is usually client or person-centred where individual clients become the central focus of our planning and actions. When working with a young person the onus can easily become on their individual needs, and challenges, however, this can be in conflict with their family and cultural identity.

When we work with people from cultural backgrounds different from our own, whether they are refugees or migrants, it is like playing a game where every player is playing by a different set of rules. Working effectively cross-culturally means finding out more about the rulebook that informs the way your client is playing the game (SSI Senior Case Manager, 2012).

CASE STUDY

Ali – Culture and practice

Ali is a Shiite Muslim from Southern Iraq. Ali speaks Arabic and regularly attends the local Mosque. As the sole male in the house he is expected to take a leadership role and accompany his mother and sister outside of their home, which is both a cultural and religious norm for Ali and his family. However, as Ali's case manager you notice that he is withdrawn and is not participating in social or recreational opportunities because of his obligations to his family. You know that participation in sport and recreation is important not only for mental and physical health but has also been linked to better settlement outcomes for young people and so you suggest to Ali that he might consider playing a sport.

In this instance the focus is on Ali's health and wellbeing, but in order to be culturally competent we also need to consider how this may affect Ali's family. If Ali is playing sport then he may not be available to meet his family obligations. His mother and sister may also not understand the importance of social and recreational activities for Ali. So how could we approach Ali in a way that acknowledges both his needs and the needs of his family?

Firstly, we may need to have an open discussion with Ali and his mother and sister about what is considered an appropriate level of responsibility for a 17 year old in Australia. However, we may also take a strengths-based approach and look at how Ali's strong connection to his family can help in overcoming these challenges and propose activities, which could involve the whole family. For example, maybe Ali's mother and sister could attend a soccer match with Ali? or are there opportunities to play sport within Ali's ethnic or religious community? These are all options you may want to consider when working with Ali. In addition, you may want to consult with other members of the Iraqi community to see if they can offer support to Ali and his family.

Ultimately, culturally competent practice in this context means balancing Ali's needs with the needs of his family and acknowledging the role that culture plays in Ali's family relationships. It also means understanding that approaching Ali as individual is unlikely to get results.

SECTION TWO: AN INTEGRATED CASE MANAGEMENT APPROACH FOR WORKING WITH YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

This section explores some tips for working effectively with young people from refugee backgrounds. It also introduces an integrated case management approach for working this group of young people.

2.1 CASE MANAGEMENT WITH YOUNG PEOPLE

Case management with young people is conducted in a number of contexts and for a number of different reasons, in most cases it is used to assist them with settlement, housing and education. This guide focuses on delivering case management to young people within the context of settlement (first five years after arrival in Australia).

In this guide case management is considered to be an intervention, which does not simply meet this or that need, but develops a person's capacity to self-manage their own access to any supports they need.

The Case Management Society of Australia (2009) describes case management as "…is a collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's health needs through communication and available resources to promote quality cost effective outcomes…"

The NSW Department of Human Services, Community Services (2012), defined case management for Early Intervention, Child Protection and Out-of-Home Care streams as "… *case management is the process of assessment, planning, implementation, monitoring and review.* Case management aims to strengthen outcomes for both families and children and young people through integrated and coordinated service delivery..."

Case management involves a number of skills and resources that are applied according to the individual needs of the client that is being assisted. It is important to note that case management is not a linear process and that the elements of case management overlap. Caseworkers must be able to move flexibly between the individual components of case management as needed whilst remaining focussed on developing the client's capacity to live and act independently of the caseworker.

If you are delivering case management to a young person within a settlement setting then it is useful to keep in mind that they may have never experienced a service such as case management before. They may not have encountered anyone who has treated their needs as separate to that of their family's needs. Even young people who have lived in Australia all their lives are often unfamiliar and unaware of what case management is (Moore, 2004).

It is not the intention of this resource to explain case management as the only model or approach for working with young people from refugee backgrounds. In fact the main aim of the resource is to ensure that when undertaking case management with young people from refugee backgrounds that an understanding of what makes them both the same and different to other young people is applied, in addition to using a framework that assists their needs to be met holistically.

2.2 TIPS FOR WORKING WITH YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

Young people from refugee backgrounds, while they have often had extraordinary life experiences, are essentially still young people. That is why in Section One of this guide we explored the role of adolescent development and how it affects a young person. However, working with a young person from a refugee background requires a consideration of the intersection of the experiences of adolescence, the refugee experience, settlement and culture. This consideration needs to be underpinned by policy/ procedure and practice.

This guide provides information to inform both policy/procedure and practice. The procedure is highlighted through the Initial Assessment Checklist and Comprehensive Youth Support Plan Tool. This part of the guide explores some ideas regarding practice.

Below are some tips for what your practice might involve when working with a young person from a refugee background.

- **CONSIDER THE RECOVERY FRAMEWORK**

The recovery framework is based on identifying the strengths of young people and the opportunities for recovery from torture and trauma experiences. It identifies a young person as a responsible person with skills and ambitions and encourages the client to identify suitable recovery goals based on their strengths and available opportunities (Foundation House, 1998).

A recovery framework in the context of working with young people from refugee backgrounds may include the following four broad categories of action:

- Restore safety and enhance control and reduce the disabling effects of fear and anxiety;

- Restore attachment and connections to other people who can offer emotional support and care, and overcoming grief and loss;

- To restore meaning and purpose to life;

- To restore dignity and value, which includes reducing excessive shame and guilt (Foundation House, 1998).

With young people, restoring safety may be as simple as making sure that the environment you are in is welcoming and comfortable; it may also mean giving them some choices and control over what is happening to them. It is also about promoting and providing safety, security, predictability and information to empower them.

- **INVOLVE THEM IN DECISION MAKING**

Young people want to be involved with the decisions that affect them. Do not make appointments and referrals and then tell the young person about it. Always ask them first. You may want to ask the young person how best you can support them or how they would like to be supported. If they do not know, ask them how other people in their lives demonstrate support to them.

Involving young people in the decisions that affect them also helps them feel valued and helps them develop their life skills (Moore, 2004). The refugee experience is disempowering, by involving the young person in the decisions that affect them you are empowering to make choices and ultimately help them to shape their own lives.

- **SPEND TIME**

Young people need workers to spend time with them to identify what their concerns are and to establish what the young person wants to focus on. A young person will not feel valued if you rush them or do not spend time with them to establish what their priorities are as well as explain the case management process. Young people from refugee backgrounds often have complex needs which need time to be worked through.

- **ENCOURAGE THEM**

Young people need encouragement. They also need you to help them identify their strengths and what they can do as well as what they need assistance with. Make sure when you are developing a case plan and discussing options and supports that young people are encouraged and supported to take action themselves and to get involved in activities as part of the case management process.

- **FOCUS ON THE POSITIVE**

Research demonstrates that identifying a young person's strengths and working with these strengths and not just their problems achieves better results. In addition, do not identify struggles and difficulties without identifying solutions (Moore, 2004).

- **BE CONSISTENT**

Young people need workers to be consistent. They are less likely to trust a worker if they are disorganised or when different workers from the same organization do things differently or in an uncoordinated way. Make sure that each time you or a colleague interacts with a client that they follow the same policies and procedures. In addition, be consistent about the information that you give the client and avoid making unrealistic promises about what you can do for the young person that you may not be able to deliver.

- **CONFIDENTIALITY**

Confidentiality is the foundation of a trusting and respectful relationship. Young people are unlikely to share their stories and open up about their needs and goals, if they think what they say is going to be disclosed to other people. While there are some limits to confidentiality in regards to duty of care and mandatory reporting obligations, you should always ask the young person first if you can share their personal information with others, particularly family members.

- **LISTEN**

Young people feel valued when you listen to them. Before you start finding solutions to their problems make sure you listen to what they have to say first.

- **BE REAL**

Most young people appreciate honesty and being responded to on a personal level. Do not pretend to be someone that you're not, avoid trying to be cool or pretend to know about things when you do not. If you do not know something, just ask. Being congruent and honest with a young person also helps to build rapport and trust with them. This is especially important for a young person from a refugee background, who may have had prior traumatic experiences when they may not have been able to establish whether a person was being genuine or honest towards them..

- **INFORM YOUNG PEOPLE OF THER RIGHTS**

Tell the young person you are working with what they can expect from the case management process as well as what their rights are in regards to accessing services. You should also let them know what they can do if they are not happy with the service they have been provided. This helps to empower a young person when their rights may have previously been taken away or abused.

- **MAKING REFERRALS**

Young people often report that they do not like having to visit a number of services to get their needs met. When making referrals ensure that you help to connect the young person to other services when needed. This may include physically taking them to meet the other service or making a phone call with them. Resist referring young people to services that you do not know much about or with whom you have had no previous contact.

- **ESTABLISH TRUST AND SAFETY**

Working with young people from refugee backgrounds requires you to work at creating a safe space to deliver case management services. Establishing trust with a young person may take time. If you show genuine interest, spend time with them, explain and maintain confidentiality and are consistent, then this trust and rapport will develop.

- **MAKE IT RELEVANT AND MEANINGFUL**

Young people understand and view the world in different ways to adults and young children and are affected by developmental changes throughout adolescence. Caseworkers must use age appropriate language and ensure that the young person understands the support available to them and can make informed choices about their life. This may require using culturally appropriate methods of communication and working closely with parents and extended family members.

2.3 CASE MANAGEMENT – A PROCESS

Case management is not a static, step-by-step process, but rather it consists of a number of elements that work together according to the needs of the young person and the type of support provided. These elements can overlap or be undertaken simultaneously.

The core elements of case management can be summarised under four broad headings:

- **Assess** – working out what the client needs support with and what their strengths are.

- **Plan** – Assisting the client to identify realistic and appropriate goals and then working out an action plan to achieve these goals.

- **Act** – assisting the client to implement their action plan and providing support to access inform**ation and services.**

- Review – checking that the support being provided is relevant and appropriate.

These four elements operate in a continuous cycle that is focussed on the needs of the client and assisting them to take charge of their settlement goals. The following diagram seeks to illustrate this whilst showing the client as the central focus point. The ultimate goal is that the client's capacity to self-manage is developed by linking them with appropriate supports, providing information and helping them to develop new skills. Case management is therefore about the client and teaching them skills rather than being about the worker completing forms and tasks.

Figure 3. The four core elements of the case management process
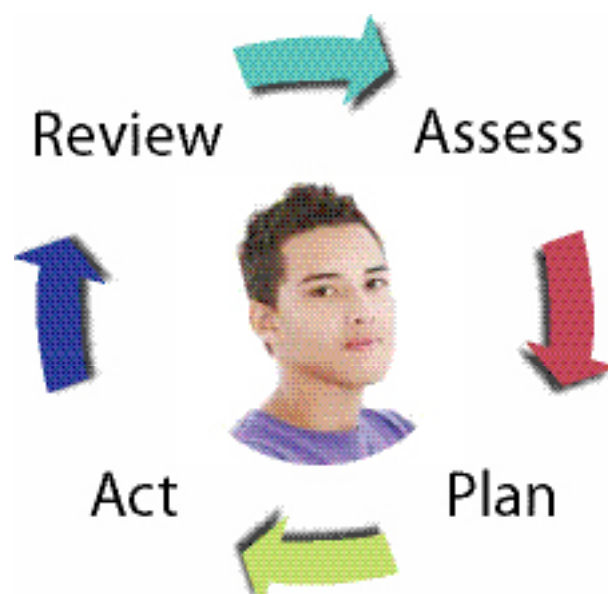
These four elements of case management are consistent for all types of clients so we must now look closer at the specific experiences and circumstances that are relevant to young people from refugee backgrounds. Through an analysis of available literature and from consultations with young people it is apparent that the support needs of young people from refugee backgrounds are influenced by their culture, settlement experiences, adolescent development and their refugee experiences. The following diagram presents a summary of these components.

Figure 4. Summary of what to consider when conducting case management with young people from refugee backgrounds

- **Culture**
  - Individual, family and community expectations
  - Religion
  - Tradition

- **Settlement Experience**
  - Education
  - Learning English
  - Family relationships
  - Employment
  - Financial disadvantage

- **Adolescent Development**
  - Development Changes
  - Peer influences
  - Changes in responsibility

- **Refugee Experience**
  - Torture / trauma
  - Grief and loss
  - Detention

In mainstream youth casework there is a strong focus on adolescent development and individual life experiences. Similarly when working with young people from refugee backgrounds there is a need to consider these issues. However, their needs are also heavily influenced by their refugee journey and their early settlement experiences in Australia.

Therefore, for casework to be effective with this group of young people, the worker must consider the broader settlement and refugee experiences as well as culture and adolescent development as these contribute to the young persons' strengths and needs. The following table provides an overview of the potential issues, strengths, needs and actions to be aware of and that may help as part of a case management plan.

Table 3: Potential issues/challenges cross-referenced with strengths, needs and possible actions.

Culture			
Potential Issues/ challenges	**Strengths**	**Needs**	**Actions**
Individual, family and community expectations Religious conflicts and expectations Conflict between tradition and the host culture Misinterpretation of social interactions Disengagement from or rejection of traditional culture	Access to local support networks and community Sense of hope and belonging to a community Purpose and guidance from family, religious, family and community leaders	Assistance to reconcile new cultural expectation amongst Australian community Understanding and navigating new rights (legal) and responsibilities in Australian culture Negotiate differences in expectations between parents, self, peers and community Education regarding rights, responsibilities and cultural norms in Australia	Link to cultural groups and activities Link to creative and arts programs which may encourage cultural expression such as dance or music programs Provide opportunities to reconcile conflict between traditional culture and Australian values

Settlement Experiences			
Potential Issues/ challenges	**Strengths**	**Needs**	**Actions**
Racism Hopes and dreams realised or not Language barriers Timely access to support, information and services Access to leisure and recreational experiences Isolation	Resilience and determination Independence Goal driven and motivated Better access to safety and security in Australia Access to information and support systems Language skills	Assistance to learn and practice English Access to information about rights, responsibilities and available support options Skills to manage racism Assistance to set realistic settlement goals and to understand known challenges such as employment and housing Assistance to access safe and secure housing with suitable carers Assistance to access suitable and affordable leisure activities Assistance to obtain income Assistance to engage in formal education or skills recognition	Connect to Homework Clubs Provide information on social and recreational opportunities both within own community and with mainstream groups Encourage participation in orientation programs, workshops and training

Adolescent Development			
Potential Issues/ challenges	**Strengths**	**Needs**	**Actions**
Physical and cognitive developmental changes Peer influences Changes in responsibilities	Increasing ability to make independent decisions New roles within family and community Increasing responsibilities Increasing mobility Ability to earn an income	Assistance with sexual health information and cultural norms regarding relationships Assistance to negotiate different expectations from the family and community Assistance to reconcile Western sexualised media from own cultural norms and expectations Assistance to learn effective decision making and planning skills Assistance to understand the risks associated with drug and alcohol Assistance to negotiate with parents regarding leisure activities	Provide information on adolescence and the changes one experiences Provide or refer to sexual education and drug and alcohol Refer to youth programs and youth centres

Refugee Experiences			
Potential Issues/ challenges	**Strengths**	**Needs**	**Actions**
Detention experiences Torture/trauma Grief and loss Time in refugee camps Mental health	Survival skills Resilience Coping skills Multi or bi-lingual skills and cross-cultural awareness and knowledge	Access to counselling and other supports Migration assistance to bring remaining family out to Australia Assistance to recognise strengths and to use these in overcoming barriers during settlement Life story work	Refer to torture and trauma counselling service if required Refer to arts and sports programs

This table is not exhaustive but is a guide to assist the caseworker to think through some of the issues that may be faced by young people from refugee backgrounds and what actions may be required.

2.4 ASSESSMENT

Assessment occurs from the first point of contact with a client and continues throughout the support period for that client. Assessment involves discovering a variety of skills and knowledge about the client, their needs and what works to address their needs.

Assessment can be defined as the process of discovering the short and long term needs of a client and considering these against the skills, resources and capacity of the service to meet these needs. It is not simply about comparing the client to a set of criteria but rather it is a process of identifying the most appropriate interventions for them and how to address these in an efficient and constructive manner.

Assessment can be thought of in three parts as illustrated in the following diagram – immediate needs, long term needs and checking progress. Assessment is not something that happens at a single point in time or only at the start of the support period. Assessment is something that is ongoing throughout the case management process. Every interaction, intervention and observation accumulates to provide an informed perspective about the client and his or her needs and strengths. This approach also recognises that in the early stages of support there is a need to provide practical and immediate assistance to meet basic needs and that this must happen before longterm change can be considered. Effective assessment also requires a trusting and respectful relationship with the client.

Immediate needs – This includes consideration of basic functional needs such as access to food, housing, supports and safety. Usually these will be needs that clients would like to be addressed in the short term and are more urgent.

Long term needs – This includes a consideration of ongoing needs that will contribute towards a successful settlement experience in the long term. These needs are not always immediately apparent to the client and rely on reference to content outlined in this guide about indicators of successful settlement such as education, language and support networks. An assessment of long term needs will also consider what the client needs in order to have the best opportunities for a successful and satisfying life in Australia. This involves discussing more personal hopes and needs, which will require some trust between the client and worker.

Check progress – This is about ensuring that everything is on track and that the needs originally identified are still relevant and appropriate. This is tied to the review part of case management where the action plan will also be updated based on this reassessment.

Young people from refugee backgrounds face many challenges and many difficult decisions throughout the first five years of settlement. Good assessment informs case planning, which provides a framework to support clients to make choices, to self-advocate and to enhance and utilise strengths.

2.5 PLANNING

Planning is simply about assisting a client to develop an action plan to enable them to meet their needs and to ensure effective settlement. A key part of planning is to assist the client to set personal goals based on their needs and strengths that will help them to make effective decisions and to access the right information and supports. The following diagram seeks to illustrate this.

The diagram highlights the process of taking random needs and creating some structure and action around these through a case plan. In this resource we have developed some planning and assessment tools that will assist the caseworker to develop an effective case plan. These tools will be explained in the next section of this guide.

Empowering young people and increasing their independence

As in all casework, when working with young people from refugee backgrounds there should be an emphasis on empowering and engaging the young person to take responsibility for achieving their goals and for the actions agreed to in the case plan. Guiding your work with the young person should be an acknowledgement of the need to build the clients knowledge base and increasing their capacity to act on their own in their new environment as well as to self- advocate.

When conducting an assessment and developing a case plan use a strength-based approach recognising what the young person can do, what knowledge they need to acquire and build on existing skills. As a case manager you will want to increase their independence rather than dependence on you as the worker, so be careful not to assume a role where you position them as helpless and do everything for them. Given the complexity of the experience discussed throughout this guide it would be easy to assume that the young person has so much going on that they cannot take on anything more, however, the case management process should identify both strengths and needs and then work with both rather than solely focus on what are often overwhelming needs.

Moving beyond crisis can often be difficult in the initial stages of settlement for a young person and their family. Many will have already overcome adversity and have the skills but not the local knowledge. Be careful to recognise a young person's existing strengths and to not disempower them.

2.6 ACTING

Acting involves assisting the client to put their plan into action as well as supporting the client to access information and support services. A key part of implementing a support plan is working in partnership with other service providers. The more supports the client can access and the more they learn about what is available to them the better they will be at handling life's challenges. The caseworker's role is always about teaching the client skills and helping them to utilise their strengths in overcoming barriers to settlement. This is achieved by maintaining regular contact with the client that is focused on helping them to work towards goals that are outlined in the case plan.

Implementing the case plan should involve regular face-to-face and phone contact with the young person. It must also include appropriate record keeping practices as determined by the policy and procedures of your organisation. In addition, caseworkers must to have effective and regular supervision to ensure that workers maintain objectivity and effectively manage the effects of stress and secondary trauma associated with working with this client group.

2.7 REVIEW

Review includes checking on client progress and ensuring that goals and actions in the plan are still relevant to the situation of the client. Circumstances change regularly when working with people especially when they are also newly arrived. For example, accommodation needs, health needs, educational needs, financial needs etc. are all things that can potentially change on a regular basis. Review should therefore be a regular part of what caseworkers do to ensure effective support.

Most of the time review will be informal and as needed, however at least once every three months a caseworker should conduct a formal review of the support plan in partnership with the client. This is usually a process where the caseworker and client identify and acknowledge all of the achievements that the client has made since the last review. Any areas where there is still actions required are discussed and new actions are determined that will form the basis of a new support plan. Done well, this process can be very rewarding for the client and help to motivate them towards further positive change.

The support plan tool that accompanies this handbook has a column for caseworkers to fill in as they identify changes in needs and to note achievements and when they occurred. This column is then used to fill out a new support plan based on what actions are still required. The caseworker should remember during this process that reviews are about the client and their progress towards their settlement goals rather than what they caseworker thinks should be happening. Caseworkers may share their views with the client about what they believe the client should be focussing on however the final say lies with the client unless it involves a matter with which they have no choice (i.e. legal and safety issues).

2.8 MEASURING THE EFFECTIVENESS OF CASE MANAGEMENT WITH YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

The success of the settlement experience relies on both the willingness of Australian society to welcome new arrivals, and the commitment of those arrivals to establishing a life in Australia. The capacity of new arrivals to settle successfully will also vary according to their pre-arrival backgrounds and experiences, and the level of welcome and support they receive on arrival (DIAC, 2006).

Being able to evaluate and measure the impact of our work with young people from refugee backgrounds is important, especially as part of the review process embedded in the case management framework discussed above.

There are some broader settlement standards and principles that we can look to, to measure the success and impact of our work with young people from refugee backgrounds. In particular, these standards and principles can also help us review how we are tracking in delivering case management services and whether we are meeting the needs of young people from refugee backgrounds in a holistic and comprehensive manner.

On the following page is a table of how the United Nations High Commissioner for Refugees (UNHCR, 2011) has suggested that we can take account of the needs of children and young people. This checklist was developed as part of a larger process for identifying how to help those who are resettling to integrate into their country of resettlement.

What this checklist draws our attention to is how we can support young people upon resettlement through direct support as well as creating a welcoming and supportive environment through partnerships and providing broader education to those delivering services to this group. In this way it points to an approach to young people from refugee backgrounds that recognises the breadth of needs and the responsibility of the community and service providers to assist clients to meet these needs.

Table 4. Checklist: Taking account of children and young people

Integration program component	Think about…
Placement	• access to ethnic peer support • the availability of specialist education support • Language skills • Knowledge of tenancy rights and responsibilities
Early settlement and social support	• family sensitive assessment and settlement support intensive settlement support and alternative care arrangements for separated or unaccompanied refugee minors • family tracing and reunion provisions for separated minors
Income support and establishment resources	• provisions for separated minors • provisions for refugee young people approaching or over the age of majority with disrupted education
Language assistance	• availability of language assistance in key systems serving refugee families • strategies to avoid children and young people being used to interpret on behalf of other family members
Language training	• culturally sensitive school based target language programs • alternative language training programs for refugee young people approaching or over the age of majority who wish to resume basic education
Orientation	• targeted orientation programs for young people • school-based orientation programs • information on matters concerned with parenting (e.g. peer pressure, changing family relationships, the effects of trauma, torture and resettlement on children, drug use, bullying and racism)
Employment and Training	• targeted orientation programs for young people • school-based orientation programs • information on matters concerned with parenting (e.g. peer pressure, changing family relationships, the effects of trauma, torture and resettlement on children, drug use, bullying and racism)
Health Care	• capacity building for health workers who have contact with refugee children and young people (e.g. child health nurses, school nurses)
Welcoming and hospitable communities	• access to recreational and cultural activities • capacity building initiatives in school communities and child care facilities
General	• fostering partnership arrangements • arrangements for providing technical support to key professionals serving refugee children and young people and their families • work force development initiatives (e.g. bilingual and bi-cultural teaching and child care professionals, cultural advisers, aides) • professional development, training and awareness raising activities for key personnel to enhance their capacity to support refugee children and young people (e.g. teachers, child welfare professionals, nurses, youth workers)

UNHCR, 2011, p260

SECTION THREE: YOUTH SUPPORT PLAN TOOLS

The planning tools that have been developed for this resource are designed to be used in place of the Youth Sub-Plan in the HSS program for clients during early settlement. These tools can also be applied to workers in other settlement services who work with young people from refugee backgrounds in their first five years of settlement.

The tools consist of two parts that integrate assessment and planning and that are based on the evidence available about best practice in youth settlement.

3.1 INITIAL ASSESSMENT CHECKLIST
– refer to Attachment 1

This tool is to be used within the first two weeks of commencing support and is primarily focussed on immediate essential needs such as food, clothing, accommodation and information. It is a checklist that aims to prompt the caseworker and the client to identify suitable actions that are required to be completed within the first two to four weeks of support.

Description of each of the terms in the Initial Assessment Checklist:

Short Term Accommodation (including safety induction)
- *Does the client have somewhere safe and secure to live that is adequate for their situation?*
- *Have they been provided with a safety orientation to their home and to the local community?*

Information about emergency services and general safety
- *Is the client aware of how to contact emergency services and what situations they can get help for?*
- *Does the client have basic knowledge about household and road safety?*
- *Has the client been warned about potential scams and risk of robbery?*

Basic clothing
- *Does the client have enough basic and appropriate clothing to get by in the next few weeks?*
- *Are they aware of where they can get cheap clothing (i.e. charity shops, discount clothing stores etc.)?*

Food
- *Has the client been provided with all food packages that they are entitled to?*
- *Does the client know where to get culturally appropriate food in their local area?*
- *Does the client need any assistance with cooking, shopping, nutrition etc.?*

Transfer issues in/out
- *What services have or have not been provided in another state/region?*
- *Did the client leave anything in storage that they need to transfer here?*

General Health support or info
- Physical conditions
- Dental
- Optical
  - *Consider all types of physical health needs in this part and consider referrals that may be necessary to Refugee Health or a local GP.*
  - *Has an initial health assessment been completed?*
  - *Does the client have any specialist health needs that may impact on casework?*

Mental Health/Torture & Trauma
- *Does the client require assistance with torture/trauma based on experiences during their refugee journey?*
- *Is a referral required to Transcultural Mental Health or STARTTS*
- *Does the client have adequate family and social support networks?*

Special needs (i.e. disability, diet)
- *Consider any special needs that the client may have that may require additional support or referrals that have not already been identified in the previous two points on health.*

SSI Information Package
- *Has this been issued to the client and do they have any questions?*
- *Ensure that the client understands the role of the caseworker and SSI compared to other partners and services.*

Orientation Competencies
- Making an appointment
- Finding and accessing services
- Transport
- Law and Customs
- Money Management
- Tenancy
- Education & Employment
- *Does the client demonstrate competency in any of these areas (use orientation competency assessment forms)? Does the client need to attend an orientation information session? Can the information be taught one-to-one?*

Migration or other legal issues
- *Does the client want any assistance with migration or other legal advice?*

Financial/Income support
- *Has the client registered for Centrelink?*
- *Are they planning to work and do they require any assistance with this?*
- *Do they have a bank account and understand the banking system in Australia?*
- *Does the client require budgeting assistance?*

Language support
- Does the client require any language support beyond AMEP or IEC?
- Do they have opportunities to practice English outside of school/TAFE/ AMEP?
- Do they know how to access the TIS service and when they should use it?

Essential Registrations
- Bank
- Centrelink
- Medicare
- AMEP
- School
- *Have these been completed and is there anything outstanding?*

Cultural and family connections
- *Is the client connected with others in their local cultural community?*
- *Are there family members that the client would like help to get in touch with in Australia?*
- *Is the client aware of local cultural and religious venues and support organisations?*

Proposer/carer support
- *Does the proposer/parent or carer of the client require any specific support such as relationship counselling, parenting skills or other support to avoid family breakdown?*
- *Is the carer or proposer adequate for the needs of the client? Can they meet the needs of the client or are other arrangements required?*

Local area orientation
- *Has the client been provided with a local area orientation so that they can find their way around?*

Other Needs
- *Try to avoid using this category as most things should fit in the above headings. This section is if there is another unusual need that the client may have that is not covered already. It may be helpful to ask the client if they would like help with anything else at this point.*

3.1.1 TIPS FOR USING THE INITIAL ASSESSMENT CHECKLIST

The initial assessment checklist has a number of common items that young people may require assistance with in the early stages of support. It also highlights key considerations such as language, orientation information and basic needs.

This tool ideally should be used in an initial meeting as a prompt for the kinds of issues that should be considered in the development of an initial support plan. It is not expected that the caseworker will go into any depth around these issues and the client should be the judge of what they do and do not want help with.

Whilst completing this form the caseworker should be aiming to build trust and respect and to get to know the young person and their family better. If appropriate it may be an advantage to allow a parent to sit in on the interview in order to build trust and respect with the parents and to meet cultural expectations.

During the interview the caseworker should look for opportunities to quickly meet a need that the client has. If the caseworker can deliver on a particular need within the following few days then this will assist in building trust and respect between the client family and the caseworker.

Once the checklist has been worked through, the caseworker should turn any needs into actions in an initial support plan as per agency policy and procedure. This initial plan should guide interactions with the family over subsequent weeks and will be built upon as the caseworker learns more about the needs of the young person.

3.2 COMPREHENSIVE YOUTH SUPPORT PLAN TOOL - refer to Attachment 2

This tool is intended to provide a more comprehensive assessment of client needs and to aid the caseworker in compiling a holistic support plan. The tool involves a series of prompts based on known settlement indicators and psychosocial needs of youth. Once needs are identified an action can be determined immediately along with who is responsible and the timeframe for completing the action. An evaluation column is also included that is to be used when conducting a review of the plan and needs of the client.

3.2.1 TIPS FOR USING THE COMPREHENSIVE YOUTH SUPPORT PLAN TOOL

This tool is designed to be used once the caseworker has had the opportunity to get to know the client and their family better. It is at this stage that you will need to explore issues in more detail and to cover issues that may be more sensitive or personal in nature. This can only be done once some trust and respect have been established and once the caseworker has done what they said they would in the initial planning process. Therefore the provision of accurate and realistic information as well as spending time with the client is critical in allowing the caseworker to move into this next stage.

This more comprehensive tool is not designed to be physically used in an interview with the client and is more intended to help the caseworker to prepare for the interview and to identify a broad range of needs. To do this effectively the caseworker may need to gather this information over several contacts with the client, however ideally the information should be collected in two to three sessions at the most. It should also be noted that some of this information will come to light just through the course of day-to-day work with a client and their family/carer.

The caseworker should prepare for the next stage of assessment by reviewing all of the prompts in each category of this tool and work out what is already known and what areas require more exploration with the client. It may be useful to make a list of points/topics/questions that you

would like to cover in the interview that you can use as a reminder.

It is best to arrange for a private appointment with the client where the caseworker can speak one-to-one with the young person and without distractions. In some cases you will need to make compromises depending on the family, the age of the client and their specific circumstances.

3.2.2 CONDUCTING AN ASSESSMENT

The best way to conduct an assessment interview of this kind is to start by explaining the purpose of the interview and asking some open questions about one or two of the issues that you identified that needed further exploration. Encourage the client to talk openly about their perspective and needs and ask clarifying questions of the client to ensure that you understand their perspective and wishes and to ensure that the client understands the available options. When the conversation on a particular topic has been sufficiently explored and reaches a natural end, the caseworker should lead with another open question about a new topic that they wish to explore. The same process is followed until the caseworker feels that the client has had enough or until the topics have been covered. Remember that it is not essential to cover everything in one session.

Once the caseworker has gathered all the information they need, a record of the interview and the information covered should be written in the client's case notes. The information gathered should be used to continue filling out the Comprehensive Youth Support Plan Tool and actions should be articulated along with who is responsible and when the task should be completed by. Remember that the goal of casework should be to teach clients skills and knowledge that will enable them to be independent. Therefore ensure that the client is encouraged to take responsibility for actions that they can have control over. The caseworker should be responsible for actions that require more specific skills or additional support.

Once the document has been filled in, the caseworker should show it to the young person and explain its purpose to the client. If the client is happy with the content then the client and caseworker should initial each page. If the client

is unhappy with something in the plan then the caseworker should clarify the issue and agree on an amendment. Where the client and caseworker disagree then both views can be recorded, however, preference should ideally be given to the client's perspective as the support plan ultimately belongs to them.

3.2.3 REVIEW AND EVALUATION

The Review/Evaluation column can be left blank initially and is intended to be used when a review of the support plan is conducted. At approximately three months (or sooner if required), the caseworker should go through the support plan document with the client and note the achievements that have been made and identify areas where more work may be required. The intention is for this to be an empowering experience for the client that recognises their achievements towards their goals but is also intended to check that goals and actions are still relevant and to make changes where required. Once the review has been completed a new support plan should be written up with any amendments and additions.

In order to ensure its ongoing relevance, the caseworker should make a habit of regularly checking back to the support plan to ensure that things are on track and to help manage crisis situations that may arise. It is recommended that the caseworker informally check the support plan progress at least once a month.

A key part of a successful support plan is the inclusion of other services and community supports. Therefore it is also important that the plan include actions that relate to bringing other supports and services on board to support the client. This also helps to ensure that the client has access to a range of supports and information networks and does not become dependent on the one service.

Finally, it is recommended that caseworkers who work with young people from refugee backgrounds become involved in their local multicultural youth interagency meeting. This will ensure that the caseworker remains up to date about developments and supports available to young refugees in the local community.

3.3 SUGGESTED PROCEDURE FOR USING THESE TOOLS

The following is a step-by-step guide to the intended implementation of thethe Initial Assessment Checklist and the Comprehensive Youth Support Plan Tool. These steps may need to be adjusted for non-HSS clients.

1. A Youth Support Plan (YSP) should be developed for all clients aged 15-25 in recognition of the specific and separate needs of young people.

2. The case manager should encourage the client and the client's parents, carers, guardians or spouse, where applicable, to participate in the development and implementation of the YSP with the permission of the client.

3. The caseworker must meet with the young person within three days of commencing support and undertake a basic needs assessment using the Initial Assessment Checklist Tool. This tool will help to establish what immediate needs the young person has and will form the basis of an initial support plan. The caseworker should seek permission from the family (if relevant and appropriate) in order to meet with the young person individually and explain to the parents about the support planning process and why a separate plan is required.

4. When speaking with the young person the caseworker must take care to explain to the young person about the purpose of the support plan as well as what your organisation can do to support them. This first interview should be more focussed on getting to know the client and establishing their immediate needs rather than doing a comprehensive assessment. Therefore encourage the client to share their hopes and aspirations for living in Australia, try to understand their previous experiences and enquire about what they would like help with.

5. After this initial interview the caseworker should provide a summary, to the parent/s, of the information discussed and any needs identified with the young person. This will help to engage the parents in the case management process and build trust between you and the parents. Permission to do this must however be sought from the young person first. If the young person does not give consent then a general, non-specific summary should be given to parents in order to validate their role in the family and to keep them informed of the case management role with the young person.

6. The information that is collected in this initial assessment should be collated and formed into actions in an initial support plan. The support plan information should then be entered into the data system for your organisation and should be completed within two weeks of commencement.

7. The caseworker should then focus on implementing the initial plan within the first two to four weeks of commencement and should meet face-to-face with the client at least two more times during this period in the course of implementing the initial plan. During this time the caseworker should continue getting to know the client and establishing trust.

8. At approximately four weeks after commencement the caseworker must arrange to have a more in-depth meeting with the young person to explore their ongoing settlement needs and goals. At this meeting the caseworker will gather information to complete the Comprehensive Youth Support Plan Tool. The caseworker can begin filling this out from commencement and add to it as they get to know the young person and their family if relevant. They do not need to wait until week four but it is expected that it may take this long before a more in-depth assessment can be completed.

9. The caseworker must prepare for this interview by becoming familiar with the content areas and suggested questions in the tool. Some aspects will already be known and others will not. The caseworker should not have the tool in front of them during the interview but should focus on having a discussion with the young person where they explore their goals in the range of topics as set out in the tool. If some aspects are missed they can be covered in a future meeting with the young person, as this assessment does not need to take place in one sitting.

10. Once this information has been gathered, the caseworker must fill out the Comprehensive Youth Support Plan Tool and ask the client to review and sign a copy to indicate their support for the plan. Once it has been agreed to then the caseworker can update the plan details in their organisation's data system.

11. This plan will form the basis of work with the client from now on and must be reviewed at least once every three months. However, if there is a change in circumstances or additional needs arise, then the support plan should be modified at the time.

12. A copy of the assessment tools should be kept on the client's file along with a copy of any other materials or information collected as part of the assessment and planning process.

SECTION FOUR: ADDITIONAL RESOURCES

This section makes suggestions for accessing interagency meetings and networks as well as further reading and information resources.

4.1 ACCESSING INTERAGENCY MEETINGS AND NETWORKS

The best way to get to know about and connect with the services available in your area for young people from refugee backgrounds is to attend a local interagency meeting such as your youth interagency or multicultural interagency. To find a local interagency or network contact your local councils or go to their website. Often local councils will also have service directories that will list local services.

There is also state-wide multicultural youth network in each state and territory of Australia.

4.2 THE MYAN AUSTRALIA

The MYAN is the recognised national policy and advocacy body representing migrant and newly arrived young people, in order to advance their rights and interests. Established in 2005 in response to an identified need for a coordinated national advisory and advocacy network for multicultural youth issues, the MYAN is auspiced by the Centre for Multicultural Youth (CMY) in Victoria.

The MYAN works in partnership with government and non-government agencies at the state/territory and national levels to ensure that are particular needs of multicultural young people recognised and appropriate responses developed. The MYAN believes that a targeted approach at the policy and program levels is necessary to ensure the sustained participation of young people from refugee and migrant backgrounds in Australian society. The MYAN also supports the development of state and territory multicultural youth policy and advocacy bodies.

For more information contact:
Nadine Liddy
National Coordinator

nliddy@cmy.net.au
www.myan.org.au

(03) 9340 3700
0437 897 178

4.3 STATE AND TERRITORY NETWORKS

ACT

The Multicultural Youth Affairs Network ACT seeks to improve supports for multicultural young people, strengthen multicultural youth services in the ACT, strengthen connections between 'mainstream' and multicultural youth services, and raise the profile of multicultural youth issues in the ACT.

Multicultural Youth Affairs Network ACT
(MYAN ACT)
Ashlin Flanagan
Policy and Development Officer

(02) 6247 3540
ashlin@youthcoalition.net.au

NSW

The Multicultural Youth Affairs Network NSW is a network of services committed to improving the opportunities and outcomes for multicultural young people in NSW. The MYAN NSW works to develop appropriate policies, strategies and resources that address multicultural youth issues at the local, regional and state-wide levels. It does this through consultation with youth and family services, the multicultural sector, state and local government, and multicultural young people.

The network is made up of community workers from the youth and multicultural sectors and government employees who currently support multicultural young people and their families.

Multicultural Youth Affairs Network
(MYAN) of NSW
Anne-Marie Taylor
State Coordinator

(02) 8218 9809
myan@yapa.org.au
www.myannsw.org.au

NT

The MYAN NT consists of key organisations in the Northern Territory concerned with the needs of young people from refugee and migrant backgrounds. The MYAN NT works to promote the development and implementation of effective policy to attend to the needs of these communities. MYAN NT is currently working with NTCOSS, Melaleuca, and Multicultural Youth NT to develop a policy paper highlighting the needs of migrant and refugee young people in the Territory.

Multicultural Youth Advocacy Network NT
(MYAN NT)
Meredith Davies

0414 595 822
meri.mynt@gmail.com

QLD

A multicultural youth settlement network has recently been established by Multicultural Development Association (MDA). The network will provide opportunities for services to work together on migrant and refugee youth issues in Queensland. Membership and scope of the group will be further developed during 2012.

Multicultural Development Association
Sally Stewart
Manager, Systems Advocacy

(07) 3337 5482
sallys@mdabne.org.au

SA

Multicultural Youth South Australia Inc (MYSA) is the state representative advisory, advocacy and service delivery body for young people from culturally and linguistically diverse (CALD) backgrounds.

It is the only youth-specific multicultural agency in South Australia, and one of the two leading youth-specific multicultural agencies in Australia. MYSA is recognised locally and nationally for its leadership on CALD youth issues.

Multicultural Youth South Australia (MYSA)
Carmen Garcia
Director

(08) 8212 0085
info@mysa.com.au
http://www.mysa.com.au/

TAS

The MYAN TAS is an informal network of services working to promote the needs and issues of young people from migrant and refugee backgrounds in Tasmania. The MYAN TAS operates in partnership with the Migrant Resource Centre, Southern Tasmania Inc, Multicultural Tasmania and the Youth Network of Tasmania.

Multicultural Youth Advocacy Network
TAS (MYAN TAS)
Tendeka dos Santos

(03) 6221 0999
tdossantos@mrchobart.org.au

VIC

Centre for Multicultural Youth (CMY) is a community based organisation that provides services to and advocates for the needs of young people from migrant and refugee backgrounds. We help refugee and migrant young people create new lives in Australia. We do this by focusing on their strengths and putting them at the centre of all our work. This approach allows us to develop stronger communities, support other service providers and influence positive change at local, state and national levels.

Centre for Multicultural Youth (CMY)
Carmel Guerra
Chief Executive Officer

(03) 9340 3700
info@cmy.net.au

WA

The MYANWA aims to provide a forum for those who work with multicultural young people, in particular young people from new and emerging communities, to network, share information and address sector issues.

Established in 2005 as the Refugee Youth Services Network (RYSN), the MYANWA now has over 50 members from the non-government and government sectors and meets on a monthly basis. It has an executive group that oversees the integrity of the network and drives its advocacy work, and has recently established youth leadership and consultation group.

Multicultural Youth Advocacy Network
(MYAN WA)
Jos Verwaaijen

(08) 9227 2700
jos.verwaaijen@asetts.org.au

4.4 SERVICES FOR YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

Below are some of the services that are available for young people from refugee backgrounds.

ADULT MIGRANT ENGLISH PROGRAMME (AMEP)

The Adult Migrant English Programme delivers basic English language tuition to adult migrants who have been assessed as not having functional English skills. Eligible clients have a legal entitlement to up to 510 hours of English tuition. Humanitarian entrants with special needs are eligible for up to 400 additional hours of tuition under the Special Preparatory Programme (SPP) (DIAC, 2012b).

HUMANITARIAN SETTLEMENT SERVICES (HSS)

The Humanitarian Settlement Services (HSS) program assists humanitarian clients in their early settlement period in Australia. HSS replaces the Integrated Humanitarian Settlement Strategy (or IHSS) and like its predecessor, HSS provides a suite of services delivered through a coordinated case management model.

In supporting humanitarian clients to begin their new lives, the HSS program focuses on capacity building; building clients' confidence and ability to participate economically and socially in the wider Australian community; and equips them with the knowledge and skills they will need in order to access services in the future and to settle effectively in Australia. Support through the HSS is tailored to individual client needs, including the specific needs of young people (DIAC, 2012c).

SETTLEMENT GRANTS PROGRAM (SGP)

The Settlement Grants Program (SGP) is a Federal Government grant program, which provides funding to organisations to help new arrivals settle in Australia. The aim of the SGP is to deliver services, which assist eligible clients to become self-reliant and participate equitably in Australian society as soon as possible after arrival (DIAC, 2012d).

TORTURE AND TRAUMA SERVICES

The Forum of Australian services for Survivors of Torture and Trauma (FASSTT) is a network of Australia's eight specialist rehabilitation agencies that work with survivors of torture and trauma who have come to Australia from overseas. Each state and territory has a service dedicated to the treatment of survivors of torture and trauma.

ASeTTS (Association for Services to Torture and Trauma Survivors Inc.)
286 Beaufort Street
Perth, Western Australia 6000
Phone: (08) 9227 2700
Fax: (08) 9227 2777
Email: reception@asetts.org.au
www.asetts.org.au

Companion House
41 Templeton Street
Cook ACT 2614
PO BOX 112
Jamison Centre Australian Capital Territory 2614
Phone: (02) 6251 4550
Fax: (02) 6251 8550
Email: info@companionhouse.org.au
www.companionhouse.org.au

Foundation House (Victorian Foundation for Survivors of Torture)
Brunswick office
6 Gardiner Street,
Brunswick, Victoria, 3056
Phone: (03) 93880022
Fax: (03)3870828
Email: info@foundationhouse.org.au
www.foundationhouse.org.au

Melaleuca Refugee Centre (Torture and Trauma Survivors Service of the Northern Territory)
Shop 31, Rapid Creek Business Village
48 Trower Road
Millner Northern Territory 0810
Phone: (08) 8985 3311
Fax: (08) 8985 3322
Email: admin@melaleuca.org.au
www.melaleuca.org.au

Phoenix Centre Support for Survivors of Torture and Trauma
Southern Tasmania:
First floor, 191 Liverpool St
Hobart, Tasmania 7000
Phone: (03) 6234 9134

Northern Tasmania:
95-99 Cameron St
Launceston, Tasmania 7000
Phone: (03) 6331 2300
Email: phoenix@mrchobart.org.au
www.mrchobart.org.au/p_home.shtml

STARTTS (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors)
Head Office:
152 – 168, The Horsley Drive
Carramar New South Wales 2163
Phone: (02) 9794 1900
Fax: (02) 9794 1910
Email: startts@sswahs.nsw.gov.au
www.startts.org

STTARS (Survivors of Torture and Trauma Assistance and Rehabilitation Service)
81 Angas St
Adelaide, South Australia, 5000
Phone: (08) 8206 8900
Fax: (08) 8223 2218
Email: sttars@sttars.org.au
www.sttars.org.au

QPASTT (Queensland Program of Assistance to Survivors of Torture and Trauma)
28 Dibley Street
Woolloongabba Queenslandld 4102
Phone: (07) 3391 6677
Fax: (07) 3391 6388
Email: admin@qpastt
www.qpastt.org.au

4.5 KEY TERMS AND DEFINITIONS

REFUGEE

The United Nations 1951 Convention Relating to the Status of Refugees, to which Australia is a signatory, defines refugees as people 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 race, religion, nationality, membership of a particular social group, or political opinion..."

The UN Convention provides a restrictive definition centred on proving a well-founded fear of persecution. For example, the definition does not include people fleeing environmental disaster or economic deprivation, even where they must flee in order to avoid death.

UNACCOMPANIED HUMANITARIAN MINORS (UHMS)

UHMs are under 18 years of age and have arrived in Australia without an appropriate legal guardian such as parent or relative.

The Department of Immigration and Citizenship (2012e) define a UHM as:

Unaccompanied humanitarian wardA UHM ward is a non-citizen minor who arrives under the Offshore Humanitarian Program or is granted a protection visa onshore and does not have a parent or a relative over the age of 21 to care for them in Australia. The Minister for Immigration and Citizenship is the guardian of UHM wards.

Unaccompanied humanitarian non-wardA UHM non-ward is a non-citizen minor who arrives under the Offshore Humanitarian Program or is granted a protection visa onshore and does not have a parent but has a relative over the age of 21 to care for them in Australia.

The Minister for Immigration and Citizenship is not the guardian of UHM non-wards.

UNACCOMPANIED ASYLUM SEEKER MINORS (UAMS)

A UAM is a young person who is under the age of 18 years who arrives to Australia without a legal guardian such as parent or relative and is seeking asylum. UAMs can be located in detention centres or in community detention while their claims for asylum are being processed.

YOUNG PERSON

In Australia, young people between the ages of 12 and 25 are generally called 'youth' or young people. The United Nations defines 'youth' as someone between the ages of 15 and 24 years inclusive. The concept of youth is understood differently across cultures as it relates to life stages, roles within the family and other social expectations.

YOUNG PERSON FROM A REFUGEE BACKGROUND

A young person from a refugee background is a person aged 12-25 who has been identified as a refugee by the United Nations or Australian Government and has been granted a protection visa. It can also include young people who may not have a visa or have not been processed as a refugee but will have had 'refugee like' experiences. This may include coming from the same countries and unstable situations as those with refugee status but have not yet been granted status themselves.

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ATTACHMENT 1 – INITIAL ASSESSMENT CHECKLIST

Initial Assessment Checklist of Young Person's Needs

This tool is to be used for initial assessment of client needs within the first three days of commencement and will form the basis of the start of the case plan.

Client's Name:	**Case ID:**
Visa Type:	**Language:**
DOB:	**Gender:**
Case Manager:	**Office:**
Carer Name:	**Carer Contact Details:**

Circumstances prior to settlement in Australia:
Prompter question: Tell me about yourself and where you have come from

Client identified general settlement goals:
Please Note: This question is aimed at getting an initial idea about the client's goals and what their priorities are now that they are a resident of Australia. It is ok if the client has trouble coming up with specific goals and you may find it more useful to come back to this question later. The focus now is on finding out what is important to the client at the start of the case management process, as this will help you to focus your work with the client and to motivate them.

Prompter question: What are some of the things you would like to achieve in your new life in Australia?

Needs *(Tick if action required)*	Notes *(Record any actions required in the first month of settlement)*
☐ STA (including safety induction) ☐ Basic clothing ☐ Food ☐ General Health support or info (including dental, optical, physical etc.) ☐ Mental Health/Torture & Trauma ☐ Special needs (i.e. disability, diet) ☐ SSI Information Package ☐ Orientation Competencies - Making an appointment - Finding and accessing services - Transport - Law and Customs - Money Management - Tenancy - Education & Employment ☐ Migration or other legal issues ☐ Financial/Income support ☐ Language support ☐ Essential Registrations - Bank - Centrelink - Medicare - AMEP - School ☐ Cultural and Family Support Networks ☐ Proposer/carer support ☐ Local community orientation ☐ Information about emergency services and general safety ☐ Transfer in/out issues ☐ Other Needs	

COMPREHENSIVE YOUTH SUPPORT PLAN TOOL TEMPLATE 2012

Date:	Name of Client:	DOB:
Review Date:	Case Manager:	Office:
Primary Language:	Case ID:	Contact phone:

HOUSING / ACCOMMODATION

Housing status (please fill out the relevant details in this section)

STA Address:	Date of Arrival:	Special Needs:
LTA Address:		
Who is the client living with?	Parent / Carer Name:	
Does the client need to attend the Tenancy Orientation Session? YES / NO Date of attendance:		

	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person responsible	Due Date	Review/Evaluation (Do not complete until case review)
Housing Needs							
Life Skills	Does the client have skills in household chores and maintenance? (I.e. cooking, cleaning, health, paying bills, noise, safety etc.)						
LTA Support	Does the client require assistance to find and secure suitable LTA? Is the client aware of their rights in relation to LTA? What suburb(s) does the client want to secure LTA in?						

	Need assessment prompter questions					Review/Evaluation (Do not complete until case review)
Safety and security of current housing	Is the client living in safe and secure housing? Is the housing suitable for their needs/circumstances?					
Tenancy rights and responsibilities	Is the client aware of their tenancy rights and responsibilities? Do they know where to get help if they have a complaint about a place where they are living?					
Homelessness	Is the client at risk of homelessness or family breakdown?					

EDUCATION

School status (Please fill out the relevant details in this section)		
Primary School Yr.:	Date of enrolment:	Special needs:
High School Yr.:	Previous educational level	
Mainstream/ IEC (please circle)		

School Needs	**Need assessment prompter questions**	**Y**	**N**	**Action/ support required** (Include referrals that need to be made to other services)	**Due Date**	**Review/Evaluation** (Do not complete until case review)
Perception/attitude to education	How does the client feel about attending school? Does the client need support to attend school?			E.g. Support client to alleviate any concerns about attending school and follow-up if negative attitude/experience is present		
Transport to school	Does the client require information about how to access transport to school?			E.g. Provide transport information to the client and their family		

Category	Question	Example
Homework Help	Does the client require assistance with homework?	E.g. Provide information about a homework club in their local area
Numeracy/Literacy	Does the client require additional help with numeracy and literacy?	E.g. Assist the client to access additional support through the school or tutoring program
Library access	Is the client aware of services available at the local library? Does the client need a library card?	E.g. Help to arrange a library card for the client
Education pathways	Does the client require information about education pathways from school to tertiary education or vocational training?	E.g. Inform the client about education options and the school system

E.g. Connect the client to an education pathways program such as Youth Connections |
Expectations about education	What are the client's expectations about education outcomes?	E.g. Remain positive while encouraging client to be realistic. Explain that there will be an adjustment period
Additional education support	Does the client require more intensive support such as mentoring from a volunteer?	E.g. Refer the client to the SSI Volunteer program to receive mentoring or a mentoring program in their local LGA
Any other needs identified		

Vocational training status (Provide details about any current enrolments in Vocational Training)	TAFE:		Date of Enrolment:	Special Needs:
	Pre-apprenticeship course:			
	Apprenticeship/Traineeship/Employer:		Previous education level:	
	Other:			

Vocational Training Needs	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person Responsible	Due Date	Review/Evaluation (Do not complete until case review)
Attitudes towards vocational training	Does the client know what they want to study?			E .g. Connect client to appropriate course			
	Does the client need assistance in deciding what to study?			E.g. Client has been referred to a careers coach advisor at TAFE			
TAFE	Is TAFE an appropriate training option for the client?			E.g. Make an appointment for the client to see a career's advisor at TAFE			
Apprenticeship	Is the client interested in/ eligible for an apprenticeship?			E.g. Provide information about apprenticeship options			
Library access	Have you explained the services available at the local library?			E.g. Work with the client to help arrange a library card			
	Does the client need a local library card?						
AMEP	Is the client enrolled in the AMEP?			E.g. Connect client to AMEP			

A good practice guide to case management with young people from refugee backgrounds

	Need assessment prompter questions	E.g. Connect the client to conversational English classes/ activities in their area
Conversational English	Does the client require more opportunities to practice English?	E.g. Connect the client to conversational English classes/ activities in their area
Any other needs identified		

EMPLOYMENT

		Existing qualifications:	Prior work experience:
Employment status (Please fill out the relevant details in this section)	Unemployed / Part Time / Full Time / Casual (please circle) Name of employer: Does the client need help with a resume? YES / NO Does the client need to attend the Education and Employment Orientation Session? YES / NO Date of attendance:	Existing qualifications:	Prior work experience:

Need assessment prompter questions	Y	N	**Action/ support required** (Include referrals that need to be made to other services)	**Person responsible**	**Due Date**	**Review/Evaluation** (Do not complete until case review)
Employment Needs						
Type of employment						
What type of employment does the client require?			E.g. Discuss employment options with client			
How many hours does the client want to work? And why?						
Volunteer work						
Does the client want to do volunteer work to develop skills?			E.g. Explore volunteer opportunities with client and make appropriate referrals, e.g. The Centre for Volunteering			
Employment provider						
Does the client need to be referred to Job Services Australia?			E.g. Refer client to Job Services Provider			
Any other issues identified						

RECREATION, SPORT AND SOCIAL CONNECTIONS

Recreation status (Please fill out the relevant details in this section)	Hobbies/ interests:					
Recreation Needs	**Need assessment prompter questions**	**Y**	**N**	**Action/ support required** (Include referrals that need to be made to other services)	**Person responsible**	**Due Date**	**Review/Evaluation** (Do not complete until case review)
Attitude towards recreation	Does the client want to participate in recreational activities?			E.g. Provide client about recreational opportunities in the local area based on interests			
Youth Centre/ local youth programs	Has the client visited the local youth centre/ service?			E.g. Take client to youth centre and introduce to youth worker E.g. Provide information about activities at youth centre			
Any other needs identified							

Sport status
(Please fill out the relevant details in this section)

Previous or current sporting activities:

Sport Needs	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person responsible	Due Date	Review/Evaluation (Do not complete until case review)
Attitude towards sport	Does the young person have an interest in sport? Have they played a sport before? Do they have time to participate in sport			E.g. Explore options for participation in sport			
School sports	Can they be linked to sport as part of school?			E.g. Explore opportunities to play sport at school			
Sports clubs	Do they need to be connected to a sporting club?			E.g. Connect to appropriate sports club			
Family participation	Can sport be an activity that the whole family participates in?			E.g. Link family/ siblings with sports club			
Any other needs identified							

Social/ Community connection status (Please fill out the relevant details in this section)

Cultural/religious community identity:		Existing Social Activities:		Social Skills/Confidence: 1 2 3 4 5 Low High

Social/ Community connection needs	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person Responsible	Due Date	Action/ support required (Include referrals that need to be made to other services)
Attitude towards social and community participation	Does the client want to have a connection with their cultural/ethnic community?			E.g. Explain how the client may choose to connect with community i.e. events, activities, cultural centres			
Youth Centre	Has the client visited the local youth centre/ service?			E.g. Take client to youth centre and introduce to youth worker E.g. Explain role of youth centre in helping young person establish social relationships			
Family relationships	How does the client describe their relationship with their family? Has the family structure changed upon arrival in Australia? What is the risk of family breakdown/ family conflict occurring?						
Engagement with mainstream activities/ community	Does the client want to engage more with the broader Australian community?			E.g. Provide information about activities, groups and events to assist the client			
Any other needs identified							

FINANCIAL SKILLS

Money Management (Please fill out the relevant details in this section)	Does the client have an accessible bank account in Australia? YES / NO
	Does the client need to attend the Money Management orientation session? YES / NO Date of attendance:
	Regular source of income:Employment / Centrelink /Other:
	Does the client need to see a financial counsellor or advisor? YES / NO

Financial Needs	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person Responsible	Due Date	Action/ support required (Include referrals that need to be made to other services)
Income security	Does the client have secure and regular income?						
	Are they aware of their rights in relation to work payments?						
Scams and loans	Is the client aware of common scams and risks in relation to finances?						
	Is the client aware of the risk and responsibilities of signing up for loans?						
	Is the client aware of where to get help for financial matters?						
Debt Management	Does the client have debt?						
	Are they able to pay off this debt?						
Any other needs identified							

LEGAL ISSUES

Legal status (Please fill out the relevant details in this section)	Any current legal matters:				Does the client need to attend the Australian Law Orientation Session? YES / NO Date of attendance:		
Legal Needs	**Need assessment prompter questions**	**Y**	**N**	**Action/ support required** (Include referrals that need to be made to other services)	**Person Responsible**	**Due Date**	**Action/ support required** (Include referrals that need to be made to other services)
Migration support	Does the client need any assistance with migration issues for themselves or a family member?						
Fines /contracts/ discrimination	Has the client been effected by fines, unfair contracts or discrimination where legal advice is needed? Is the client aware of free legal advice or support services?						
Any other legal issues							

HEALTH AND WELLBEING

Health and wellbeing status (Please fill out the relevant details in this section)		
Any current known medical conditions:	Is the client registered for Medicare? YES / NO	Name and contact of GP:

Health and wellbeing Needs	Need assessment prompter questions	Y	N	Action/ support required (Include referrals that need to be made to other services)	Person Responsible	Due Date	Action/ support required (Include referrals that need to be made to other services)
Mental health	Does the client have a diagnosis of a mental illness?						
	Is the client appearing persistently sad or stressed?						
Physical health	Ask the client about how they are feeling? Are they sleeping, eating, smoking etc.?						
	Does the client have a pre-existing health condition/ illness? And are they receiving treatment?						
	Is the client reporting physical symptoms? Are they receiving treatment?						
Torture/trauma	Has the client disclosed experiences of torture/ trauma?						
	Is the client displaying symptoms of torture/ trauma?						
	Has the client been referred for counselling?						

Drug and alcohol	Are there any signs of drug and alcohol abuse?						
Health information	Does the client need information about: Smoking Sexual health Contraception Healthy eating						
Any other needs identified							

Case Manager Signature: _____

Client Signature: _____

NOTES

NOTES