Access & Equity Guide
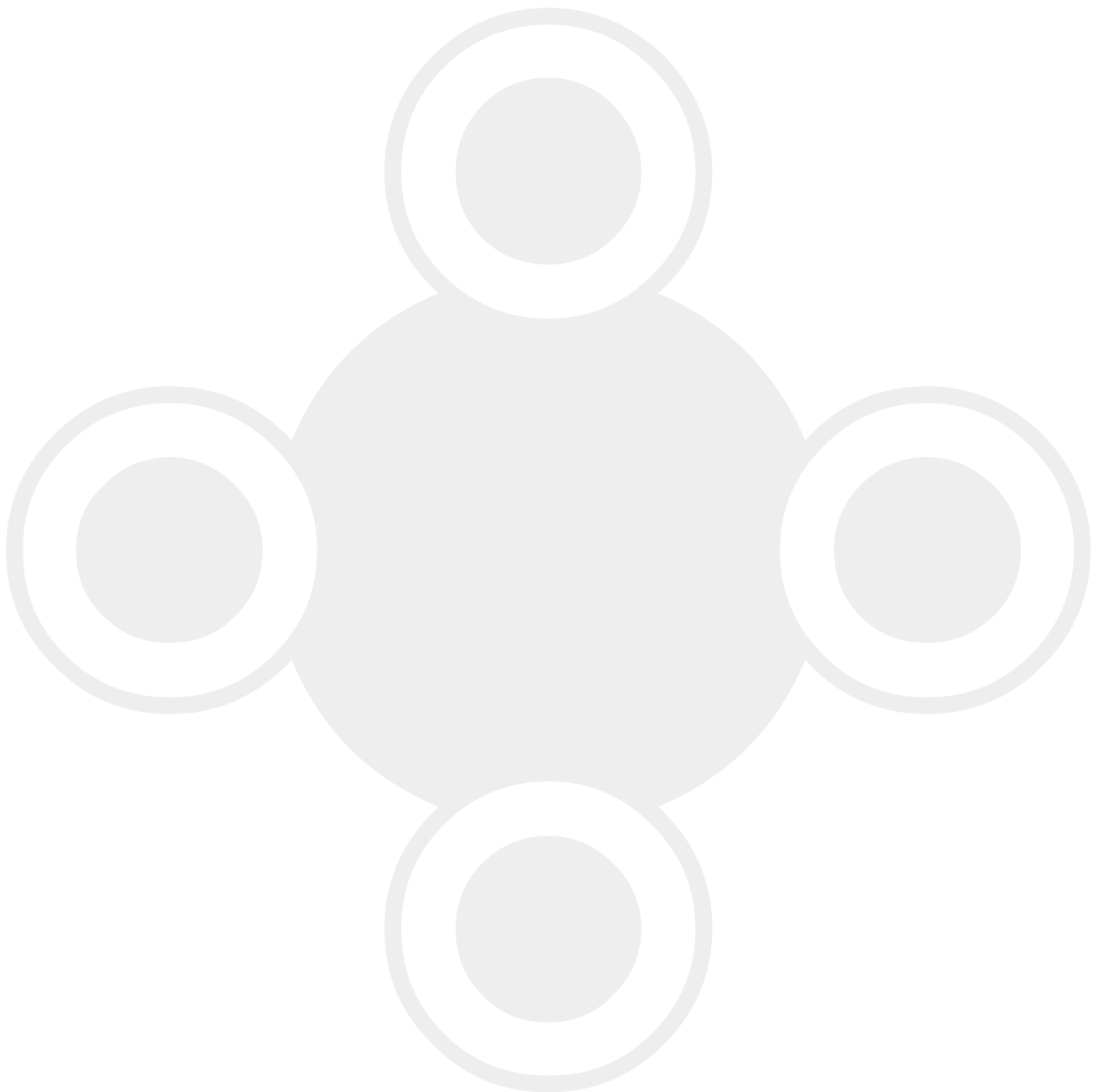
for services working with young people

How to develop and implement
your own Access and Equity policy

Copies of this policy guide are available from:
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Comments on this guide are welcomed and should be directed to YAPA at the above address.

The 'Access and Equity Guide for Services Working with Young People' was originally developed as a joint project between the Youth Action and Policy Association NSW Inc (YAPA) and the Multicultural Development Project (MDP) based at Botany Migrant Resource Centre Inc.

This Third Edition has been updated to incorporate recent policy and legislative changes which covers service provision to culturally and linguistically diverse (CALD) clients.

CONTENTS

PREFACE TO THE THIRD EDITION

In 1996, YAPA first published the 'Access and Equity Guide for Services Working with Young People'. The focus of the guide is specifically on addressing the access barriers facing young people from culturally and linguistically diverse backgrounds, particularly young people from a non-English speaking background (NESB[1]). The development of the guide was contingent upon funding and links between YAPA and the ethnic sector.

The Guide, in its first edition, was originally a joint project between YAPA's NESB Youth Development Project and Botany Migrant Resource Centre's Multicultural Development Project with funds received by the then Department of Immigration, Local Government and Ethnic Affairs (DILGEA).

This third edition aims to maintain the format of the original 1996 & 1997 Guide, with additional information to make it a contemporary document and reflect the current Access and Equity environment.

It is acknowledged that many of the issues, strategies and processes mentioned in this guide are also applicable to other groups of young people in society such as Indigenous young people, young people with disabilities, young women, and gay and lesbian young people, who also face barriers in accessing services. However, it is not feasible to adequately address these other areas within this guide.

YAPA can assist specific groups within the broader community with access and equity issues through a number of funded projects it manages as part of its overall services to young people.

YAPA believes that this guide can be a starting point for YAPA, in partnership with relevant services and groups in the community, to produce similar resources for the youth sector to ensure that all young people receive a 'fair go and fair share'.

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[1] The term NESB is specifically applied to people from non-English speaking backgrounds, as opposed to the term 'migrant' or culturally and linguistically diverse (CALD) because these last two can include people from English speaking backgrounds and does not necessarily identify the need for language assistance. The NSW Government adopted the use of the term NESB, in relation to the identification of language barriers and the provision of language assistance.

AIM OF THIS GUIDE

The overall aim in developing an access and equity policy is about being creative in terms of the areas, target group and services the organisation covers and provides as well as being realistic.

There is little point in developing a policy that incorporates a number of strategies for which resources are not made available or a policy which is very limited in what it does because the organisation does not immediately identify the resources needed to successfully implement it.

Developing and implementing an access and equity policy, like any policy, requires a planned approach, feedback and a considerable thought process to adapt it to the needs of the organisation's current and potential clients, as well as the organisation's needs.

The aim of this guide is to assist youth services to develop and implement their own Access and Equity (A&E) policy for their organisation. The guide:

1. Explains what Social Justice and what Access and Equity is and why it is important for youth services;

2. Assists services to identify policy gaps and access barriers within the organisation in relation to culturally and linguistically diverse young people, including young people from NESB; and

3. Assists with the development of a policy and action plan by providing examples of practical strategies to address identified barriers and gaps.

Given that it is essential for each organisation to develop and 'own' their Access and Equity policy, the objectives and strategies provided in this booklet are intended as a guide or 'sample' only.
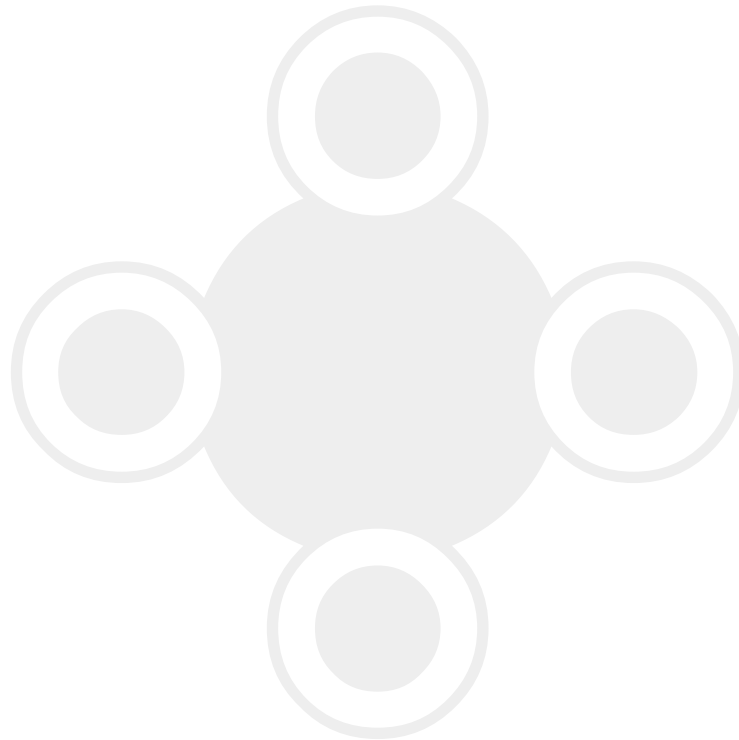
GOVERNMENT POLICY & LEGISLATION

General Overview

The Federal Government's 'Social Justice' and 'Access and Equity' strategies were originally developed to ensure that all Australians receive a 'fair go and fair share' of services and resources, to which they are entitled. In the late 1990s, both the Federal and NSW Government introduced contemporary policy and legislation, to develop a benchmark for cultural diversity in government service provision and enshrine the principles of cultural diversity in legislation (NSW), respectively.

The current legislative and policy framework for Social Justice, Access and Equity and Cultural Diversity[2].

Federal Legislation:
• Racial Discrimination Act (1975)
• Sex Discrimination Act (1984)
• Disabilities Discrimination Act (1992)

Federal Policies:
• Access and Equity (1985, 1989 and 1996)
• Multiculturalism
• Social Justice Strategy
• Charter for a Culturally Diverse Society (post 1996)

State Legislation: (NSW):
• Anti Discrimination Act 1977

• Ethnic Affairs Amendment Act 1997

State Policies:
• Fair Go, Fair Share
  – NSW Social Justice Statement
• 'Building on our Cultural Diversity
  – Ethnic Affairs Plan 2000', in place of the former
  NSW Charter of Principles for a Culturally Diverse
  Society

What is Social Justice?

The Federal Government's Social Justice Strategy was developed in recognition of social inequality between groups of people based on inadequate income, disability, race, location, gender, sexual preference and age. The policy was introduced to ensure ALL people are able to participate fully as citizens in the economic, social and political life of Australia. The Social Justice Policy was developed around the four principles of Access; Equity; Equality; and Participation, as defined in the first and second edition of this guide.

What is Access and Equity?

The Access and Equity (A&E) Strategy was first introduced in 1985, as a fundamental part of the federal Government's Social Justice Strategy. The 1985 policy specifically focused on the issues confronting people from a non-English speaking background. In 1989, the A&E Strategy was formally extended to include people from Indigenous backgrounds. The double disadvantage faced by women and people with disabilities was also highlighted.

In NSW, the Ethnic Affairs Commission Amendment Act 1997 enshrined in legislation the State Government's previous *Charter of Principles for a Culturally Diverse Society*. This legislation put in place

[2] Source: ©Leoncini, B. Working with Culturally and Linguistically Diverse Groups (1998-2002)

an Ethnic Affairs Planning process undertaken by all NSW key government agencies, statutory bodies and their funded services, to ensure that access and equity requirements are met.

More recent development in this area includes *The Charter of Public Service in a Culturally Diverse Society* (the Charter), developed by the Federal Government in the late 1990s. Whilst this Commonwealth policy direction does not replace existing state and territories' individual policies and legislation's, it aims to promote a nationally consistent approach. This is to ensure that all government services (Commonwealth, State, Territory and Local) are delivered in a way that is sensitive to the language and cultural needs of all Australians.

Cultural and Linguistic Diversity in youth services:

Culture and language are complex, multi layered and always evolve to reflect the environment in which they exist, not just along the lines of ethnicity or religion.

Culture includes multiple personal and social sets of beliefs, attitudes, values and practices that affect every aspect of life. It is, therefore, dynamic and provides a sense of belonging, identification and security to those within the cultural grouping. These, in turn determine the group's sense of cohesion and harmony.

The *Charter of Public Service in a Culturally Diverse Society* (at a federal level and as a benchmark for service planning and delivery) includes seven principles that are central to the design, delivery, monitoring, and evaluation and reporting of quality services in a culturally diverse society.

These principles, adapted to reflect the nature of community agencies, are:

1. Access
Services should be available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race or religion.

2. Equity
Services should be developed and delivered on the basis of fair treatment of clients who are eligible to receive them.

3. Communication
Agencies should use strategies to inform eligible clients of services and their entitlements and how they can obtain them. Providers should also consult with their clients regularly about the adequacy, design and standard of government services.

4. Responsiveness
Agencies should be sensitive to the needs and requirements of clients from diverse linguistic and cultural backgrounds and responsive as far as practicable to the particular circumstances of individuals.

5. Effectiveness
Agencies should be 'results oriented' and focused on meeting the needs of clients from all backgrounds.

6. Efficiency
Agencies should optimize the use of available public resources through a user-responsive approach to service delivery, which meets the needs of clients.

7. Accountability

Agencies should have reporting mechanisms in place, which ensures they are accountable for implementing the Charter principles and Access and Equity principles in general.

Similarly, the Ethnic Affairs Commission Amendment Act 1997 incorporates its previous 'NSW Charter' Principles. Section 3 of the Ethnic Affairs Commission Amendment Act 1997 states that:

(1) Parliament recognises and values the cultural diversity of the people of New South Wales. It does so by supporting and promoting the following principles of cultural diversity:

(a) Principle 1
All individuals in New South Wales should have the greatest possible opportunity to contribute to, and participate in, all aspects of public life.

(b) Principle 2
All individuals and public institutions should respect and accommodate the culture, language and religion of others within an Australian legal and institutional framework where English is the primary language.

(c) Principle 3
All individuals should have the greatest possible opportunity to make use of and participate in relevant activities and programs provided or administered by the Government of New South Wales.

(d) Principle 4
All public institutions of New South Wales should recognise the linguistic and cultural assets in the population of New South Wales as a valuable resource and promote this resource to maximize the development of the State.

(2) The principles of cultural diversity are the policy of the State (of NSW)

(3) Accordingly, each public authority must observe the principles of cultural diversity in conducting its affairs.

(4) It is the duty of the chief executive officer of each public authority to implement the provisions of this section within the area of his or her administration.

(5) The cultural diversity of the people of New South Wales reflects the whole population of New South Wales, which comprises people from a range of cultural, ethnic, linguistic and religious backgrounds. The expression cultural diversity is to be construed accordingly."

In short, Access and Equity means:

– Ensuring that all Australians, regardless of racial, religious, cultural or language backgrounds enjoy full access to services they are entitled to. It is NOT about special services for people of culturally and linguistically diverse background, or from a non-English speaking background.

– That Access and Equity is about identifying and removing barriers, which prevent people from knowing, using and participating in a service that they wish to utilise.

– An equitably, fairly and justly distribution of resources amongst all eligible clients, even if it means providing additional services or seeking additional resources to do so.

– That implementation of access and equity should NOT be contingent on obtaining additional resources (both human and financial) even though some strategies may indeed involve seeking extra funding for multicultural or ethno-specific workers, for translations and interpreters, etc.

– As Access and Equity involves the fair distribution of resources, in the case where there are no extra resources available, implementation will therefore necessitate the redistribution of existing resources.

– That Access and Equity is an integral part of 'core' service delivery. It should not be an 'extra' responsibility on top of existing workloads and practices for agencies. Core services are defined as those services that an agency is established and funded to provide.

Access and Equity simply means
'fair go, fair share'
for all

What is an Access Barrier?

Barriers, in this context, refer to limitations within a service's policies, staff or structure which prevent or make it difficult for certain groups of people to know about, use and participate in a service.

Barriers can be obvious, such as racism, distance or cost. Barriers can also be subtle, such as young people not being aware of the existence of, or understanding the role of, an agency or services being provided.

People from diverse cultural backgrounds may be unfamiliar with, or hold misconceptions about the role and nature of community services (particularly if such services did not exist in a particular country or cultural setting). Thus they often require information outreach and community education strategies to be put in place, so that their access to services increases.

Barriers for culturally and linguistically diverse young people are based on race, language, culture and religion. What is essential to note is the barrier is located WITH the service and NOT with the client. Barriers are a service's responsibility.

For example, a newly arrived refugee young person with little or no English language skills may find it difficult accessing a youth counselling service for any number of reasons. However, it is the responsibility of that service to ensure that:

– there is appropriate information available for culturally and linguistically diverse communities to know about the agency and its services;

– staff know how to use an interpreter and language services, generally;

– staff are able to confidently make referrals to ethnic workers in their local community who may be more appropriate for the client[3],

– staff have made links with multicultural and ethno-specific organisations, and multicultural and ethno-specific organisations know of the service.

'Cultural' barriers refer to the misunderstanding and confusion that can occur between people from

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[3] It is important to note that referral to multicultural and/or ethno-specific agencies should be seen as "good practice" within a context of a specialised service, not because the referring agency does not have the resources to deal with the particular client. The provision of services to culturally and linguistically diverse clients is part of the agency's core business and must be planned, developed and implemented as such.

different cultures due to different values, expectations and experiences. The way in which one culture displays respect, politeness or affection may appear strange or even offensive to another culture. On a broader level, culture can also refer to the 'culture' of an organisation or a social structure such as the legal or education system.

Therefore, an organisation itself can have cultural restraints, which limit its access to young people.

What do these Policies mean for Community-based Youth Services?

In response to the Federal Social Justice, Access and Equity (A&E) Strategies, the Commonwealth Charter of Principles for a Culturally Diverse Society, and the implementation of the 1997 NSW Ethnic Affairs Legislation, all [Key] Government departments, including their funded services, are required to outline and implement their commitment to the provision of culturally and linguistically diverse services.

Consequently, it is the responsibility of all government departments to ensure and monitor that the services they provide and fund develop and implement Access & Equity strategies in the planning and delivery of services and programs, generally.

Hence, it is the responsibility of all government funded community services to comply with this funding requirement, whether explicit or implicit, by ensuring their services are available to all young people, regardless of racial, religious, cultural or language background.

So then, what do the principles that encompass social justice and access and equity mean for Community based services and how can they respond? (for the purposes of this guide, it will outline the Commonwealth Charter Principles).

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1. Access	***Services should be available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race or religion.*** This is about making sure that clients can easily use the services that the agency provides, including planning, managing, delivering and promoting services in a way that is welcoming and accessible to all and service delivery takes into consideration the different cultural and linguistic characteristics that exists within a community.
2. Equity	***The principle of equity is about every Australian getting a 'fair go'. Services should be developed and delivered on the basis of fair treatment of clients who are eligible to receive them.*** It means community services need to ensure that resources such as information programs and funding, should be allocated according to need.
3. Communication	***Agencies should use strategies to inform eligible clients of services and their entitlements and how they can obtain them. Providers should also consult with their clients regularly about the adequacy, design and standard of government services.*** Communication is a two-way process of informing clients about available services and seeking clients' views on how services can best meet their needs, which means that community services need to ensure that their information is easily accessible and in a way that is understood by clients.

4. Responsiveness

Agencies should be sensitive to the needs and requirements of clients from diverse linguistic and cultural backgrounds, and responsive as far as practicable to the particular circumstances of individuals. It is about working with clients to meet their needs in an appropriate and timely way. It means that agencies need to be aware of the needs of their client groups and provide support and assistance in a way that addresses those needs.

5. Effectiveness

Agencies should be 'results oriented' and focused on meeting the needs of clients from all backgrounds. It is about getting good outcomes for clients, whatever their cultural or linguistic background. This means that community services need to be clear about what strategies to put in place (planning processes) to ensure that they meet the needs of their clients, regardless of background.

6. Efficiency

Agencies should optimise the use of available public resources through a user-responsive approach to service delivery, which meets the needs of clients. An efficient service is one that provides the best service in the most timely and cost effective manner possible. It means that community services need to carefully consider their resource allocations according to the needs of their client groups, including the re-distribution of existing resources to meet the needs of particular target groups.

7. Accountability

Agencies should have reporting mechanisms in place, which ensures they are accountable for implementing the Charter principles and Access and Equity principles in general. It means that agencies are open to public scrutiny by their clients, the government, their staff and their constituency. Community services need to show how they respond to the needs of their clients, particularly compliance with access and equity clauses within their funding agreements.
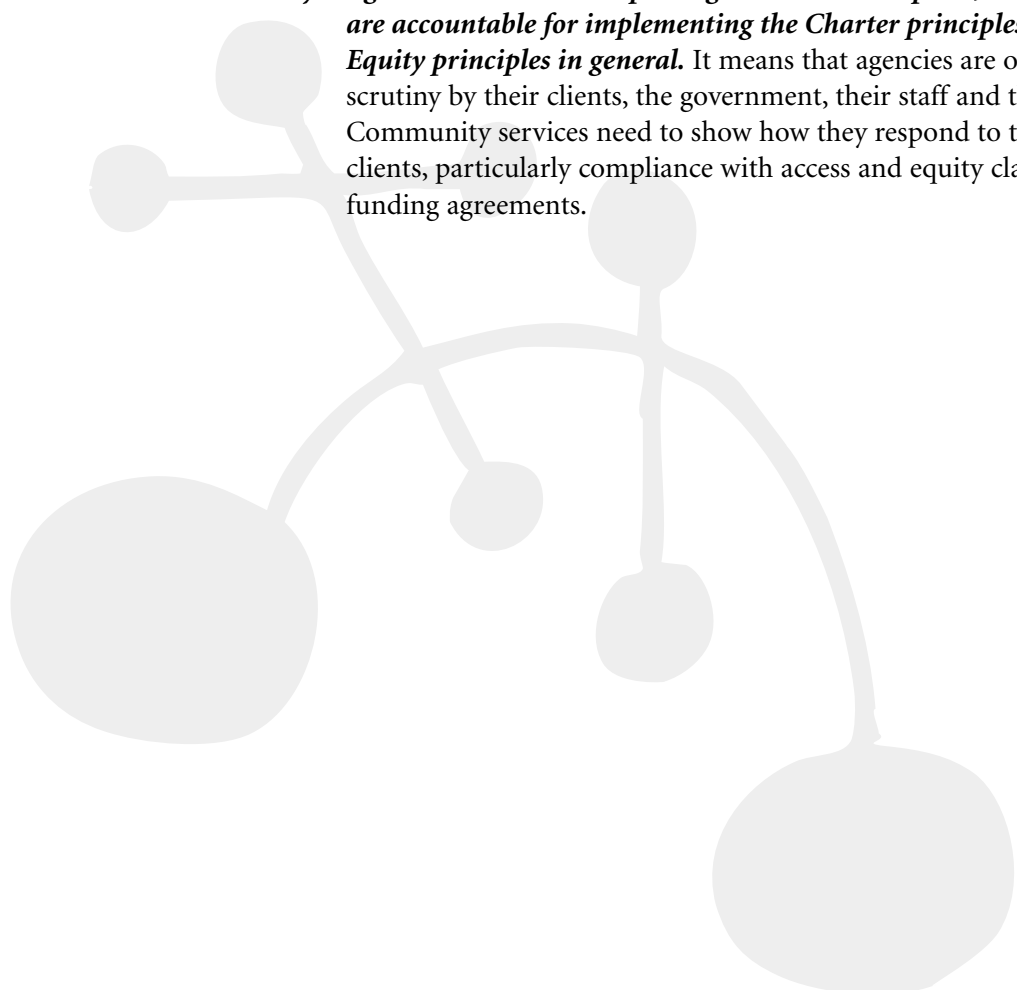
YAPA'S RESPONSE

The Youth Action and Policy Association Inc NSW (YAPA) was established in 1990, as an organisation for youth workers and young people aged between 12-25 years. YAPA is a peak organisation working in the interests of young people and youth services in NSW. It is a public voice of young people and services and coordinates forums for action on social change and equity for young people.

As a state-wide youth service, YAPA recognises the need and responsibility of the organisation itself, as well other services working with young people, to implement the Federal government's Social Justice, Access & Equity Strategy and The Charter for a Culturally Diverse Society strategies, to ensure that all young people receive a 'fair go and fair share' of resources to which they are entitled.

As a result, YAPA has developed an Access and Equity policy and implementation plan which contains the following 'Statement of Intent':

YAPA's Social Justice and Access & Equity Statement Of Intent

The Youth Action and Policy Association Inc NSW (YAPA) defines young people as being between the ages of 12-25 years. This definition is used by most youth services within the community services sector and government.

YAPA supports and implements the Federal government's Social Justice, Access and Equity Strategy and The Charter for a Culturally Diverse Society. Accordingly, YAPA believes that the organisation itself, government departments and government funded community services have the responsibility to ensure that all young people, and for the purposes of this policy, young people from culturally and linguistically diverse backgrounds (CALD) receive equal access to services and an equitable distribution of resources which they are entitled to.

YAPA believes that young people as a whole, are a disadvantaged group in society in terms of having the power to determine or influence decisions, which affect their lives. Young people experience social inequality based on age and status, which limit their opportunities for:

a) receiving an equitable distribution of resources,

b) knowing and exercising their rights, and

c) fully participating in the economic, social and political of society.

The distribution of resources to young people and society's perception and subsequent treatment of young people is in general unjust and undemocratic. Those few resources that are available are again disproportionately distributed among young people, with young people from a lower socioeconomic background receiving less. Within this section of society, certain groups of young people face further disadvantage based on race, location, gender, disability, and sexual preference.

In the pursuit of social justice, YAPA is committed to achieving a fairer and more just and prosperous society for all young people. This involves striving for the equitable distribution of resources and opportunities for decision-making for all young people within government, YAPA services, youth and community services and society in general in NSW.

As part of the organisation's broad social justice strategy, YAPA recognises and is addressing the particular barriers experienced by young people from non-English speaking backgrounds (NESB) that prevent them from enjoying equal access to services and a fair share of resources. In achieving greater access and equity for NESB young people, YAPA acknowledges and is an advocate for the removal of institutional barriers based on race, culture, beliefs, religion and language. YAPA also believes that NESB young people are entitled to a fair share of the resources available to all young people.

YAPA'S commitment to access and equity is reflected in the development of an internal policy and implementation plan, which guides the planning, delivery, and evaluation of YAPA services. The internal A&E policy has been adopted as a principle policy of the organisation for which all other policies are contingent upon and must be consistent with. The policy is currently being implemented and is monitored through an annual planning and evaluation process.

Like the policy guide, in this instance YAPA's Statement of Intent only focuses on culturally and linguistically diverse youth issues, as its development was contingent upon funding and links between YAPA and the ethnic sector.

However, as part of YAPA's broader social justice commitment, similar policies are being developed to address access and equity issues affecting young women, young people from Indigenous background, young people with disabilities, young people living in rural and isolated areas, and gay and lesbian young people.

DEVELOPING THE BACKGROUND FOR YOUR ACCESS AND EQUITY POLICY

Key Points about Implementing Access and Equity

Before you start writing your policy there are some key points to consider about what it means to implement access and equity in your service.

There is NO substitute for Action!

Policy development is essential to guide and coordinate action within an organisation. A policy clearly states why something is being done, how it will be done, who is responsible for doing it, by when, the desired outcomes and indicators to measure whether these outcomes are being achieved.

Like all policies, an access and equity policy is useless unless it is actually implemented. A policy document in itself does not substitute for, nor constitute, action.

Implementing a policy is a dynamic and active process that implies on-going monitoring and evaluation of strategies in terms of:

– The relevancy of the strategies identified within the policy document. Do they assist to implement the organisation's commitment and requirements?

– The way that strategies are being evaluated. Are there performance measures that can indicate whether these strategies have been successfully implemented?

– Identified responsibility for the implementation of these strategies. The allocation or responsibility is as important as the identification of a time frame, to ensure that these strategies remain relevant and appropriate and can be easily evaluated.

Relevance

For an Access and Equity policy to be relevant, supported and implementable, youth services need to develop their own individual policy that is appropriate to the particular needs and circumstances of the local community and the service itself.

There is no point in developing and/or adopting a generic policy that may look good on paper but bears very little resemblance to what the service's core business is about or what it is funded to do.

A Coordinated and Integrated Approach

Implementing Access and Equity should be seen as an integral part of core service delivery, not an 'extra' responsibility additional to existing workloads and practices.

As the principles of Access and Equity impact on every level of service delivery and operation, it is important to adopt them as fundamentals for the organisation, for which all other policies are contingent upon and consistent with. For this reason, it is essential that development and implementation of the policy involves an integrated approach by all staff, management, volunteers and partner services.

Services need to ensure their organisational 'culture' and structure adapts to becoming more accountable to the needs of young people from culturally and linguistically diverse backgrounds, particularly young people from NESB, not just certain sections or projects within the organisation, which may have a designated 'ethnic' or 'multicultural' focus.

While ethno-specific or multicultural projects can be extremely effective strategies for improving access and equity for culturally and linguistically diverse young people, there is a danger that projects and clients may be marginalised from the rest of the service and perceived as the "way" to address access and equity issues.

A common issue facing many organisations is the practice of directing all cultural or linguistic issues or inquiries to specific multicultural positions within the organisation or external agencies. This only overburdens those workers and relieves the organisation of its responsibility to the implementation of access and equity within its service provision.

The implementation of access and equity needs to be made from a holistic perspective with the inclusion of the entire organisation.

Resource Allocation/Re-allocation

Implementation of access and equity cannot be dependant on getting additional resources (either human, financial, or both) even though some strategies may indeed involve the re-allocation of resources for multicultural/ethnic workers, for translations and/or interpreters, signage in different languages, etc., or seeking additional funding and resources.

As Access and Equity is about the fair distribution of resources, in the case where there are no additional resources available, implementation will therefore necessitate the redistribution of existing resources.

This redistribution of resources must be based on need, as identified by the service's planning processes, remembering that the level of need amongst groups of young people is not always defined by greater numbers but by a combination of factors.

Training

Access and Equity is also about ensuring that staff, management and other personnel acquire the knowledge and skills to feel confident and capable of working with culturally and linguistically diverse young people.

Remember, access and equity is not about being able to speak or understand another language or culture. With over 100 different cultural groups living in NSW that would be impossible! Access and equity is about staff and management having the skills set, knowledge and confidence to be able to deliver a service to anyone, regardless of their cultural background by utilising existing networks and resources.

Identifying Gaps and Barriers in Your Service

Before developing an A&E policy, you will need to ask yourselves the following questions to help identify gaps and barriers in your service.

Policies & Procedures

Does your organisation's Constitution state a commitment to Social Justice, Access and Equity principles and the principles outlined in the Charter of Principles for a Culturally Diverse Society?	Yes ☐	No ☐
Does your organisation have a documented Access and Equity policy?	Yes ☐	No ☐
Does your organisation have a current Policies and Procedures manual, which outlines the implementation of its policies?	Yes ☐	No ☐

Employment & Recruitment of Staff

Does your organisation have a documented EEO policy?	Yes ☐	No ☐
Do job contracts and job descriptions of all workers and volunteers refer to the requirement to integrate Access and Equity strategies as part of their overall work practice?	Yes ☐	No ☐
Do appraisals include cultural diversity competencies?	Yes ☐	No ☐

Management Committee

Are your management committee members representative of the community and include members of the 'target group'?	Yes ☐	No ☐
Do your management committee members receive regular updates on Access and Equity issues?	Yes ☐	No ☐

Training

Do management receive initial and on-going training on cultural awareness/diversity issues?	Yes ☐	No ☐
Do staff receive regular training on cultural awareness/diversity issues?	Yes ☐	No ☐

Needs Analysis / Needs-based Planning

Does your organisation have up-to-date information on the composition of the community?	Yes ☐	No ☐
Has your organisation conducted a needs analysis of culturally and linguistically diverse young people in the community?	Yes ☐	No ☐

Service provision

Do workers' actively target young people from CALD backgrounds in their work plans?	Yes ☐	No ☐
When developing programs, are young people from CALD backgrounds consulted to identify their needs?	Yes ☐	No ☐
Are resources (human and financial) allocated to making the service more accessible?	Yes ☐	No ☐

Planning & Evaluation

Does your organisation undertake yearly planning/evaluation process? Yes ☐ No ☐

Are client record data and community needs analysis profiles
addressed in the planning/evaluation process of the service? Yes ☐ No ☐

Networking & Community Development

Do you regularly liaise and network with local relevant ethnic community groups,
organisations and NESB/CALD parents? Yes ☐ No ☐

Does your service provide accessible and appropriate information
e.g. posters, signs, pamphlets in community languages? Yes ☐ No ☐

Data Collection

Does your organisation record the cultural and linguistic backgrounds
of people who use your service? Yes ☐ No ☐

Is your data collection system consistent with existing and comparable
data collection systems? Yes ☐ No ☐

The above checklist will assist you to determine how accessible and equitable your service's policies and practices may be. Whatever gaps identified, these will provide a starting point for the A&E policy by guiding what objectives and strategies may need to be developed in order to address the barriers these gaps may have created or have the potential to create.

It is also important that this checklist and its outcomes are presented to other staff and management members for comments and feedback.

WRITING YOUR A&E POLICY – STEP BY STEP

What is a Policy ?

"…(Policy is) a general statement or understanding, which guides our thinking in decision making, and leads to action by organisation members. Policy ensures that decisions fall within certain boundaries…"

Koontz & Weihrich

A policy can be an idea, a written statement, a 'legitimate authority', and a guide to action. However, above all else, a policy is a process that is linked to planning and the overall management of an organisation.

Step 1   Form an Access & Equity Committee or working group

The Access & Equity Committee should ideally consist of:

– Members of management

– Staff

– Client Group representatives

– Young people from culturally and linguistically diverse backgrounds (either as members or through consultation)

– Members of organisation's that have the expertise to assist.

This committee or working group, will have a number of aims, principally, it will aim to:

1. Set terms of reference, define aims and objectives and to ultimately design and write the policy.

2. Identify the gaps within the service that may act as barriers to culturally and linguistically diverse young people. The questions presented in this Access & Equity Guide are a good starting point; and

3. Ensure that all members of the organisation are included in each stage of the policy process. Participation is important, not just through the policy development process but in the general direction of service delivery.

Ultimate responsibility for the approval and implementation of the Access and Equity policy is with the organisation's Management Committee. The Access & Equity Committee or working group should ideally make recommendations for the Management Committee to consider and adopt.

Step 2   Gather information – Know your target group

– Develop a methodology that lends itself to collecting data or information in a manner that is both culturally appropriate but also effective in light of your overall task.

– Collect, collate and review relevant community profiles, statistical data, and reports on issues that impact on culturally and linguistically diverse young people in your local area.

– Develop a demographical profile showing numbers, needs, cultural background and relevant services and groups (see appendix for sources of information).

– Note gaps where there may be little or no information available.

– Hold discussions with staff to identify whether culturally and linguistically diverse young people are using the service, and if not, what problems are being encountered by either side that may prevent service use.

– Consider implementing current good practices for data collection as outlined in both the Charter (at Federal Level) and the Ethnic Affairs Legislation (at State level).

Step 3   Present information back to staff & management

It is important that all staff and management are made aware of the needs and issues affecting culturally and linguistically diverse young people in the local community as identified by the previously described process.

Staff and management may need to prioritise issues identified by this process, keeping in mind the service's human and financial resources.

– Consider ways of incorporation of this information within your organisation's existing planning processes.

Step 4   State the service's objectives

– Who is the target group?

– What does the service want to achieve in a realistic and measurable sense?

– What does the service need to achieve in a realistic and measurable sense that is compliant with internal rules (constitution) and external requirements (funding agreements, legislation, etc)?

– How will this be achieved, by when and by whom?

Step 5   Develop strategies to achieve each objective

– How will the objectives be achieved?

See Sample Plan in this guide for examples of strategies to address access barriers.

Step 6   Allocate Responsibility for Tasks and Resources

Develop an action plan for the implementation of the service's A&E policy that includes the following details:

– Specific tasks to be undertaken.

– Who is responsible for carrying out these tasks. This will need to be done in consultation with staff and management and signed off by management.

– A time frame for the completion of the tasks identified.

– Identified and allocated resources (human and financial) as required, i.e. time, financial and time resources, internal/external expertise, etc.

It is worth noting that often, organisations may think that it cannot identify and allocate resources in the first instance (due to lack of financial resources, time or staff). Resources to be identified and allocated do not necessarily need to be the organisation's own. For instance, it can call upon staff from other organisations whose role may be to target young people or undertake a specific project, or the use of fee exemptions for Telephone Interpreter Services for non-profit, community-based organisations, to name specific examples.

Partnerships with organisations (like peak regional and state bodies), whose role it is to assist in community development or provide funding for one-off projects. This can be counted as a very important external resource that the organisation can tap into, so that it can plan, develop and deliver services to CALD clients.

Step 7   Evaluation and Review

Develop a mechanism for evaluating the service's performance against the stated objectives, which includes:

– How the strategies will be assessed/evaluated.

– When the assessment/evaluation will occur and

– An overall process for reviewing the Access & Equity policy, as part of the organisation's quality control mechanisms.

GENERAL DESIGN AND LAYOUT OF THE POLICY

Give a background/context of the Access & Equity policy

Provide a "Statement of Intent" that outlines the reasons why your service feels it is important to target culturally and linguistically diverse young people in the local community. This statement may refer to the demographic information or report findings previously undertaken by the service.

Develop the 'Statement of Intent'

This Statement of Intent or Policy Statement will refer to and reflect relevant Government policy:

- Define Access and Equity and how it applies to your service.

- State the broad aim or 'vision' of your service in terms of achieving greater access and equity for NESB young people.

- State your service's commitment to the implementation of its 'vision'.

Develop the Action Plan to Implement the Policy

This Implementation or Action Plan outlines how, by who, resources and timelines to achieve the implementation of the policy. It will include a set of:

- Objectives.
- Strategies/tasks.
- Responsibility.

- Allocated resources.

- Time frame.

- Evaluation/monitoring process.

SAMPLE ACTION PLAN

Note: This sample action plan is INTENDED AS A GUIDE ONLY. The strategies outlined here are by no means comprehensive or definitive. For an access and equity policy to be relevant, services need to develop and 'own' their individual policy, incorporating the particular needs of the local community and the service itself. Policies are only effective if they are implemented, regularly monitored and evaluated, and modified where necessary. That is, policies need to be 'living' or dynamic documents that reflect the reality of the service

1. POLICIES & PROCEDURES

Objective 1: Development of a general organisational Policies and Procedures Manual that includes an implementation and evaluation plan.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
		This will typically include:	These would depend on each of the strategies. It is important to 'budget' for time, so that time frames are realistic and achievable.	These will be the specific things that the organisation wants to achieve through the implementation of these strategies. For example, in response to Strategy 2, the outcome would be "a P&P manual that covers all areas of service delivery, as required by government policy, legislation and funding agreements"
1. Review the organisation's constitution, aims, and objectives to ensure that the principles of Access & Equity are incorporated.	M'gment/staff	– Staff members – Staff hours		
2. Develop a Policy and Procedures manual that includes information on areas such as: A&E, EEO, User's Right Policy, Unpaid Workers' Policy, Grievance Policy etc.	M'gment/staff	– Management meetings – Allocation of responsibilities to staff/management		
3. Ensure that the manual incorporates an implementation and evaluation plan.	M'gment/staff	members to undertake specific tasks		
4. Ensure that the manual can be centrally located and accessible to all management and staff	M'gment/staff			
5. Ensure that all staff and management, particularly new members, receive an orientation to this manual.	M'gment/staff			

Objective 2: That an Access and Equity policy be developed and used as the principle policy for which all other policies refer to and are contingent upon.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Develop an Access and Equity 'Statement of Intent', which articulates a commitment to access and equity, cultural diversity and anti-discrimination.	A&E Committee	See comments as per Objective 1.	See comments as per Objective 1.	An example to Strategy 1 could be *"Statement of Intent, written and adopted within the desired timeframe"*
2. Ensure that Access & Equity policy incorporates positive statements in relation to: a. participation of people from a culturally and linguistically diverse background, including NESB, on Management Committee. b. provision of language assistance, including translated information. c. networking and liaison with multicultural and ethno-specific workers and agencies. d. training on A&E, cultural sensitivity and cultural diversity.	A&E Committee			
3. Develop an evaluation mechanism that is part of the policy document to ensure that it is appropriate and workable.	A&E Committee			

2. MANAGEMENT COMMITTEE

Objective 2: That culturally and linguistically diverse youth issues are represented within the organisation and that its management members are representative of the Community it services.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Actively encourage workers and/or or representatives from culturally and linguistically diverse backgrounds and communities to join the management committee, particularly persons from NESB.	Staff/M'gement	See comments as per Objective 1.	This is an on-going strategy.	A possible outcome to Strategy 1 could be *"that at least 2 people representing culturally and linguistically diverse young people be recruited on Management Committee"*

2. Establish an Access and Equity committee or working group involving members of management and staff to oversee the development, implementation and monitoring of an Access & Equity policy within the service.

Responsibility: Management

Outcomes: *A possible outcome to Strategy 1 could be "that at least 2 people representing culturally and linguistically diverse young people be recruited on Management Committee"*

3. TRAINING

Objective 3: That all staff and management understand social justice and access and equity principles and practices and are competent and confident in working with culturally and linguistically diverse young people.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Allocate resources from the service's budget to provide training for staff and management.	M'gment/ Service Manager	The provision of training requires a funding allocation, staff hours to attend training sessions (in-house or external), hours to identify free or competitive training and hours to develop and implement training in-house.	For Strategy 1, this could include: "At least twice a year and then ongoing as required e.g. new staff"	*A possible outcome for Strategy 1 could be "That all staff, volunteers and management allocate at least 2 days to attend training"*
2. Develop and implement cross cultural/cultural diversity competencies or adopt existing ones that will assist the organisation meet its obligations.				
3. Ensure Staff, Volunteers and Management attend training on: – access and equity (to include needs based planning, policy development and strategies). – cross cultural sensitivity/cross cultural skills. – anti-discrimination legislation.	M'gment/ Service Manager			
4. Train staff in the use of language services as part of the competencies to be acquired by staff and members of the organisation.	Service Manager /Staff			

4. COMMUNITY DEVELOPMENT

Objective 4: The development and maintenance of relationships with relevant multicultural/ethno-specific organisations and individuals to support and resource the service's work with NESB young people

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Identify existing groups, services, organisations, peak bodies and interagencies that relate to and work with culturally and linguistically diverse young people and communities	Staff	See comments as per Objective 1. Resource allocation in this instance will also include: staff hours to attend meetings, traveling expenses and other support to be factored into it.	This is an on-going strategy	A possible outcome for Strategy 3 could be: *"Organisation's profile is raised, cost effective publicity in place"*
2. Organise visits to individual organisations, to raise your Centre's profile and exchange information on access strategies for culturally and linguistically diverse young people. For example, request to attend staff meetings of other organisations.	Staff			
3. Promote your services to culturally and linguistically diverse young people through existing local and regional newsletters and publications, notice boards, etc.	Staff			
4. Attend networks like migrant interagencies and other relevant staff migrant forums to network and participate in current activities	Staff			
5. Actively invite members of target group to join the management of the Centre/ subcommittees/ working parties/ reference groups etc.	Staff			
6. Undertake joint activities with other services, such as local or regional multicultural resource centres or organisations, ethno specific services, etc.	Staff			

5. SERVICE PROVISION – NEEDS ASSESSMENT, PLANNING AND EVALUATION

Objective 5.1: The accurate identification of major issues and cultural groups in the local area

Objective 5.2: Responding appropriately to the identified needs of the NESB community, including planning and delivery of programs to address these needs

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Obtain data on culturally and linguistically diverse young people from existing sources (as outlined in the Resources Section of this guide)	Staff	See comments as per Objective 1.	This is an on-going strategy	A possible outcome for Strategy 1 could be: *"the organisation is informed about cultural and linguistic issues impacting on CALD young people and this, in turn, informs service development and delivery"*
2. Conduct a needs assessment and profile of culturally and linguistically diverse young people in your area.	Staff	Resource Allocation in this instance may also include: budget allocation for the purchase of statistical material, budget allocation for the development and implementation of needs assessment and for consultations, including venue, publicity, staff hours to facilitate consultation, etc.		
3. Liaise with peak or statewide organisations to draw on their support and expertise	Staff			A possible outcome for Strategy 3 could be: *"Organisation's profile is raised, cost effective publicity in place"*
4. Liaise with interagencies and other forums to obtain relevant local material or studies on the needs of local young people.	Staff			
5. Hold consultations for culturally and linguistically diverse young people, in partnership with other multicultural/ethno-specific agencies. Include service areas which target young people (schools, recreational centres, cultural and language centres, etc)	Staff			
6. Analyse and document information to feed into the organisation's planning and evaluation systems	Staff			

Definition of Needs – Need should not be interpreted in terms of numbers. When responding to the needs of culturally and linguistically diverse young people, services will take into account the length of residency in Australia, level of English language proficiency and level of social and welfare infrastructure available to the particular community.

Culturally and linguistically diverse young people fit broadly within the following categories:

- refugees, including unaccompanied minors
- emerging communities
- newly arrived migrants
- longer established migrant communities (over 5 years residency)

Some groups may also face specific issues, which require urgent attention such as homelessness and juvenile justice.

6. PUBLICITY/PROMOTION

Objective 6: The Effective promotion and publicity of programs and services to culturally and linguistically diverse young people.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Develop and implement publicity strategies (e.g. create awareness, increase usage, motivate people, or influence attitudes/behaviour) and target audience e.g. young people, parents and community support structures	Staff	See comments as per Objective 1. Resource Allocation in this instance may also include: budget allocation for the implementation of publicity campaigns, staff hours to maintain an up-to-date media listing, time to direct publicity information to the appropriate destination, etc.	This is on going, at different times of the year when programs or services are developed or launched.	A possible outcome for Strategy 1 could be: *"Publicity strategy in place to raise organisation's profile and awareness of issues"*
2. Undertake wide consultation with relevant multicultural/ethno-specific organisations to ensure relevance and appropriateness of the publicity strategy(ies).	Staff			
3. Test the message on a sample target group to ensure its purpose and clarity	Staff			A possible outcome for Strategy 7 could be: *"Availability of translated information and language support for target group"* and *"Organisation is responsive to client group's language needs"*
4. Anticipate the impact of the publicity on the organisation by ensuring that resources are available to respond appropriately	Staff			
5. Utilise a variety of publicity mediums to ensure the success of the strategy, (e.g. ethnic radio, community television, ethnic and local press, multilingual pamphlets/posters, face-to-face information sessions, migrant interagencies, bilingual and ethno-specific workers, multilingual signage at the centre, etc).	Staff			
6. Regularly monitor and review the publicity programs	Staff			
7. Ensure that the centre's pamphlet or information is translated in relevant languages (as previously identified by your research and needs assessment). Consider ways of maximizing existing resource allocation for the translation and dissemination of the information.	Staff			

For example, translations in 15 different languages may be costly and an alternative option is to indicate a list of languages followed by "if you speak any of these languages, we can provide language assistance" However, it is important that staff have received training on the use of interpreters (face to face and telephone) and the use of translated material, including what, when, how and where to translate.

7. DATA COLLECTION

Objective 7: The development of a data collection system as a tool to measure and evaluate Access and Equity strategies and incorporation of the information gathered into service planning and evaluation.

Strategies	Responsibility	Resource Allocation	Timeframe	Outcomes
1. Develop and implement a data collection system for the service, which includes information about clients' ethnic background, language spoken and ancestry, where possible.	A&E Committee	See comments as per Objective 1.	This is an on-going strategy	A possible outcome for Strategy 1 could be: *"Data collection system in place that provides an accurate picture of target group"*
2. Trial data collection system for at least 2 weeks, evaluate and retrial until an appropriate and efficient system is finalised	Staff	Resource Allocation in this instance may also include: budget allocation for the implementation of publicity campaigns, staff hours to maintain an up-to-date media listing, time to direct publicity information to the appropriate destination, etc.		
3. Ensure that the data collection system is used at all times to gain a client profile of the service as well as monitor implementation of A&E strategies.	Staff			
4. Undertake analysis and documentation of findings and report to staff and management for incorporation into service planning and evaluation process.	A&E Committee			

Data Collection on Ethnicity – Some data available on NESB young people are based on 'place of birth', which leaves out second or third generation young people from culturally and linguistically diverse backgrounds. Data collection based on 'language other than English spoken at home' gives a more accurate profile.

NOTE:

These broad objectives, as they relate to the implementation of A&E within your service, are the basic elements of best practice within our culturally and linguistically diverse society.

YAPA acknowledges the difficulties that may arise when organisations aim to develop and implement good practices. However, as a youth peak organisation, it is available to resource and support an agency's Access and Equity development process through advice and identification of resources (as is this guide, for example) to assist organisations succeed in their policy development and implementation, that ultimately leads to responsive service delivery to young people from culturally and linguistically diverse backgrounds.

RESOURCES

For Statistical and Demographic Information:

Youth Worker, Multicultural or Community Worker in your Local Council.
A number of Councils now have social plans. For a full list of Councils in NSW, contact the Local Government and Shires Association on ph (02) 9242 4000 or visit:
www.dlc.nsw.gov.au or www.lgov.org.au to view the complete list of local government services in NSW.

Australian Bureau of Statistics.
For basic demographic information contact the Bureau on 1300 135 070 or
Fax 1300 135 211 or at: www.abs.gov.au

Census Statistics are also available from local libraries, most local government community services departments and the Information and Research Unit of the NSW Department of Community Services phone (02) 9716 2222.

NSW Community Relations Commission
The Publication *People of New South Wales: Statistics from the 1996 Census* is available from the Commission's Sydney Office located on the first floor, 164-174 Liverpool Road, Ashfield 2131, free of charge or at a cost to cover postage and handling. Order forms and selected statistical tables are available at: www.crc.nsw.gov.au/publications/pnsw/index.htm

Australian Institute of Criminology.
Statistics can be obtained by visiting:
www.aic.gov.au/stats/juveniles/2000/index.html

NSW Department of School Education:
For information relating to state school students visit:
www.dse.nsw.edu.au/stand.cgi/dse/D3.0/school/distrsearch.cgi
for a search of schools in districts across the state of NSW.

Statistical Information can be downloaded for free from:
www.dse.nsw.edu.au/text.cgi/dse/D4.0/index.htm

NSW Department of Community Services
Contact your local District Centre, under 'Community Services' in the White Pages
or the Information Unit in Central Office on ph (02) 9716 2222 or visit:
www.community.nsw.gov.au/csc-list.htm

NSW Health Department
The NSW Health Department has a number of publications and information units that can assist with statistics on young people from culturally and linguistically diverse background. Contact
ph (02) 9391 9000 or fax (02) 9391 910. The Multicultural Communications Section of the Department can also assist with health information already translated in different languages. Not all material is relevant but it is worth checking out at: www.health.nsw.gov.au

Department of Immigration and Multicultural and Indigenous Affairs – Australian Immigration Statistics
Available from the Department of Immigration and Multicultural Affairs website:

www.immi.gov.au/statistics/statistics/statistics_menu_main.htm
and download the Adobe Acrobat PDF documents for free.

Centrelink Multicultural Service Officers
Contact the Centrelink office in your local area. To view complete list of NSW Offices, visit:
http://cgi.centrelink.gov.au/cgi-bin/newofficesrch.cgi
or contact for: Appointments: 13 1021, Customer Relations: 1800 050 004 or Centrelink
Multilingual Call: 13 1202. Also, contact the Centrelink Multicultural Segment to link with
Multicultural Service Officers or other appropriate multicultural staff.

Directories/Resource Directories

Ethnic Communities Reference Yearbook
Contains a directory of ethnic, multicultural and mainstream services working with NESB people in the
youth, community, education, media, government and health sectors. Available from the Ethnic
Communities Council, at a cost, by phoning (02) 9319 0288.

Community Directories from Local Councils
See entry for LGSA.

Networks / Forums

Culturally and Linguistically Diverse Youth

NSW NESB Youth Issues Network (NYIN)
Contact YAPA on ph (02) 9281 2344.

For up-to-date Multicultural Youth Networks around the state of NSW:
Contact YAPA on ph (02) 9281 2344.

Migrant Networks / Services

For up-to-date Migrant Networks / Services
Contact the Multicultural community worker at your local Council or the Ethnic Communities Council
(ECC) on ph (02) 9319 0288

Reports / Research

On Culturally and Linguistically Diverse Young People in different areas of NSW:

Growing Up Different: a report of the NESB MAPS Youth Project for the Ethnic Communities Council
(ECC) of Newcastle and Hunter region, Prepared by Key Insights, 1995. Available from ECC of the
Newcastle and Hunter region ph (02) 4929 5880

Young People of NESB in Liverpool David Hemmings: Liverpool Migrant Resource Centre (MRC)
1996. Available from the Liverpool MRC ph (02) 9601 1398

Issues Affecting Indochinese Young People in Fairfield Stefanie Hasleton and Margo Rawsthorne,
Ettinger House 1995.

Juvenile Justice and Young People of NESB, Human Rights and Equal Opportunity Commission,
1994. Available from HREOC ph: (02) 9284 9600 or general enquiries and publications: 1300 369 711

Access and Equity to Education, Employment and Training by Vietnamese Youth, Rick Yamine and Anne-Marie Elias for the Vietnamese Australia Welfare Association (VAWA), 1992. Contact YAPA on ph (02) 9281 2344 to ascertain availability.

Look Into Our Eyes … Personal Development and Indochinese students, Ninh Nguyen, Care Force 1991. Contact YAPA on ph (02) 9281 2344.

Ethnic Minority Youth in Australia: Challenges and Myths, edited by Carmel Guerra and Rob White 1996. Available from the National Clearinghouse for Youth Studies , at a cost.

Vietnamese Youth in NSW – Service Provisions and Strategies, Ethnic Affairs Commission (EAC) of NSW, 1994. Available from the Community Relations Commission (CRC) ph (02) 8255 6729

Juveniles in Detention – Issues of Over-Representation, Michael Cain, Department of Juvenile Justice (DJJ), 1995, ph (02) 9289 3333, fax (02) 9289 3311

Special Needs Groups, Michael Cain, DJJ, 1994. Both publications available from DJJ ph (02) 9289 3333, fax (02) 9289 3399

Profile of Lao, Khmer and Hmong Young People (2000) by Santi Devjongsa and John Owen. Fairfield Migrant Resource Centre, ph: (02) 8707 0619

Access & Equity Needs Profile of NESB Young Women: Fairfield and Liverpool (2001) by John Owen. Fairfield Migrant Resource Centre, ph: (02) 8707 0619

Macedonian Young People – a report on their needs and on issues that affect them, Beatriz Leoncini, 1996. Publication available electronically (pdf) from the Australian Development and Training Group ph (02) 9594 0205 or email request to: research@adtgroup.com.au or hard copy from Macedonian Welfare Association of Sydney, ph (02) 9597 5455, at a cost.

"We're just like other kids" – Street frequenting Youth of non-English Speaking Background, Rogelia Pe-Pua, 1996, available from AGPS, at a cost.

Language Services:

Translating and Interpreting Services (TIS) The Translating and Interpreting Service (TIS) of the Department of Immigration and Multicultural Affairs provides a national 24 hour a day, seven days a week telephone interpreting service on a national telephone number-131 450.

Community Relations Commission (ex-Ethnic Affairs Commission) The Language Services Division of the Commission provides a comprehensive interpreter and translation service throughout the State.

Face to face interpreting services are provided 24 hours a day 7 days a week. These services may be obtained from anywhere in the State by telephoning 1300 651 500 and for the cost of a local call.

Interpreter and translator bookings may be made in person at Commission offices in
      Ashfield : Ground floor, 164-174 Liverpool Road, Ashfield 2131
      Newcastle : 117 Bull Street Newcastle 2300
      Wollongong :84 Crown Street Wollongong 2500

Health Care Interpreter Service (HCIS) Staff within the health service you may be making referral to can book an interpreter for your client, or you can ring yourself to do so. For more information visit: http://www.health.nsw.gov.au/health-public-affairs/mhcs/publications/5300.html
or contact the following numbers in the different regions:

Central and South Eastern Sydney
(02) 9515 3222 After Hours (02) 9515 3222.

Northern Sydney
(02) 9926 7560 After Hours (02) 9962 5772

South Western Sydney
(02) 9828 6088 After Hours (02) 9616 81 11

Western Sydney and Wentworth
(02) 9840 3456 After Hours (02) 9840 3456

Hunter
(02) 4924 6285 After Hours (02) 4921 3000

All country areas of NSW except Greater Murray and Southern
1800 674 994 After Hours 1800 674 994

Illawarra
(02) 4274 4211 After Hours (02) 4274 4211

Greater Murray and Southern
1800 247 272 After Hours (02) 1800 247 272

There are also a number of private language service providers. **Language Professionals** can assist organisations to translate their information or specific documents, at a cost similar to existing government services. They can be contacted on Tel: 9358-4188 Fax 9358-4177 or through e-mail: info@langpro.com.au

Other Access & Equity Resources

Planning Manual for Community Services, Blacktown Migrant Resource Centre, Blacktown City Community Services Network & Ethnic Communities Council of NSW, 1994. A manual to assist services to better target people from NESB, Indigenous background, and people with disabilities. Currently out of print. Contact YAPA on ph (02) 9281 2344.

Multicultural Access Training Kit – A trainers' manual – Lionel Davies and Nita Kambouris 1989 – Canterbury Bankstown Migrant Resource Centre – copies may be obtained by phoning (02) 9789 3744, at a cost.

Ethnic Affairs Policy Directions, available from the Department of Community Services ph (02) 9716 2222 or by visiting the department's website at: http://www.community.nsw.gov.au/document/eac.pdf and downloading the Adobe Acrobat PDF document free

Human Rights and Equal Opportunity Commission: visit their site at: http://www.hreoc.gov.au/racial_discrimination/index.html, to download free publications (Face the Facts and other titles) and get further information or ring on ph: (02) 9284 9600 – General enquiries and publications: 1300 369 711

LCSA – Local Community Services Association – Peak body for neighbourhood and community centres contact them for publications and information about neighbourhood centre projects and resources Contact numbers: 9211 3644 www.lcsa.org.au

Ethno/Religious Specific Resources:

Islam and Muslim Communities, available from the Department of Community Services' website at: http://www.community.nsw.gov.au/document/muslim.pdf and downloading the Adobe Acrobat PDF free

Australian Immigration Statistics – Country Information Summaries – Available from the Department of Immigration and Multicultural Affairs website: http://www.immi.gov.au/statistics/infosummary/index.htm – download Adobe Acrobat PDF documents free.

Planning and development resources/tools:

Checklists for Cultural Assessment, a useful publication that incorporates working within a culturally and linguistically diverse framework, in Adobe Acrobat PDF, that can be downloaded for free from the Queensland Department of Health at: www.health.qld.gov.au/

Making your Services Accessible – The Australian Development and Training Group: visit their site at: www.adtgroup.com.au, to get more information about the publication and training program or ring 02 9546 2416 for general enquiries.

Writing Policy and Organisational Manuals
www.mapl.com.au/policy/tp.htm

Community Builders
www.communitybuilders.nsw.gov.au/

Some Access & Equity and Cultural Awareness Training/Trainers

The following services can either provide a list of trainers or deliver training.

Centre for Community Welfare Training (CCWT)
ph (02) 9281 8822

Ethnic Communities Council of NSW
ph (02) 9319 0288

Youth Action and Policy Association NSW
ph (02) 281 2344

Migrant Resource Centre (MRC) in NSW (and your local area):

Auburn Migrant Resource Centre
17 Macquarie Road, Auburn NSW 2144
Phone: (02) 9649 6955; fax (02) 9649 4688; email: amrc@qpa.com.au

Baulkham Hills/Holroyd/Parramatta Migrant Resource Centre
Suite 601, 169 Macquarie Street, Parramatta NSW 2150
Phone: (02) 9687 9901; fax (02) 9687 9990; email: enquiries@bhhpmrc.org.au

Blacktown Migrant Resource Centre
Level 2, 125 Main Street, Blacktown NSW 2148
Phone (02) 9621 6633; fax (02) 9831 5625; email: bmrc@qpa.com.au

Botany Multicultural Resource Centre
3-3a General Bridges Crescent, Daceyville NSW 2032
Phone (02) 9663 3922; fax (02) 9662 7627; email: bmrci@qpa.com.au

Fairfield Migrant Resource Centre (Cabramatta Community Centre)
Community Centre, Cnr Railway Parade and McBurney Road, Cabramatta NSW 2166 Phone (02) 9727 0477; fax (02) 9728 6080; email: fmrc@fl.net.au

Canterbury/Bankstown Migrant Resource Centre
2nd Floor, 59-63 Evaline St Campsie NSW 2194
Phone (02) 9789 3744; fax (02) 9718 0236; email: cbmrc@qpa.com.au

Illawarra Migrant Resource Centre
70 Kembla Street, Wollongong NSW 2500
Phone (02) 4229 6855; fax (02) 4226 3634; email: imrc@tpg.com.au

Liverpool Migrant Resource Centre
Level 4 171 Bigge St. Liverpool 2170
Phone (02) 9601 3788; fax (02) 9601 1398; email: assc@lmrc.org.au

Macarthur Migrant Resource Centre
Shop 17, 171-179 Queen Street, Campbelltown NSW 2560
Phone (02) 4627 1188; fax (02) 4628 6068; email: mmrc@eagles.com.au

Migrant Network Services (Northern Sydney Ltd)
Level 3, 20 George Street, Hornsby NSW 2077
Phone (02) 9987 2333; fax (02) 9987 1619; email: mnsnorth@eisa.net.au

Newcastle and the Hunter Region Migrant Resource Centre
Chaucer House, Suites 3 and 4, 8 Chaucer Street, Hamilton NSW 2303
Phone (02) 4969 3399; (02) 4961 4997; email: mrcnh@mrcnh.org

St George Migrant Resource Centre
552 Princes Highway, Rockdale NSW 2216
Phone: (02) 9597 5455; fax (02) 9567 3326; email: sgmrc@qpa.com.au

Western Sydney Community Forum
(for services in Western Sydney) Contact Community Training Officer
ph (02) 9687 1456

SAAP Training Unit
for Supported Accommodation Assistance Program services ph (02) 9716 2222

STARTTS – Service for the Treatment and Rehabilitation of Torture and Trauma
Survivors (focusing on Refugee issues) –
Contact Training Officer ph (02) 9794 1900 or visit their web at: http://www.startts.org

The Australian Development and Training Group. (Cross cultural and Diversity Training in SAAP,
DOCS and A&E Policy Development) has an extensive list of community based diversity training and
resources available, at a cost. Contact the ADTGroup on 02 9546 2416 or email:
training@adtgroup.com.au

Tri Community Exchange – Wesnet
(for services in the Blue Mountains, Hawkesbury and Penrith LGA's)
ph (02) 4721 1866 to find out their training programes and fees.

This list is not exhaustive. If you would like to make comments or be included in a possible reprint in the
future, please contact YAPA on ph 9281 2344 or fax 9211 2037 or email info@yapa.org.au