

Engaging with CALD Communities

Engagement and best practices experiences



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City of Logan

more than 217
different
cultures
represented

36.6% (27.9% QLD) both
parents born overseas
7.2% (6.7% QLD) Father
only born overseas
5.7% (5.3% QLD) Mother
only born overseas
43.6% (53.4% QLD) Both
parents born in Australia
7.0% (6.6% QLD) Not
Stated
(ABS Census Data 2021)

4.2% (4.6% QLD)
Aboriginal and/or Torres
Strait Islander
89.7% (89.9% QLD)
Non-Indigenous
6.0% (5.5% QLD)
Indigenous status not
stated
(ABS Census Data 2021)

CALD

The term *Culturally & Linguistically Diverse* (CALD) describes the many Australian communities that originally came from different countries outside of Australia and have diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.



People from CALD backgrounds are



Migrants

A migrant is a person who has left their own country voluntary to seek opportunities and a better life. Migration can be voluntary or involuntary, but most of the time a combination of choices and constraints is involved.

Refugees

A person who has fled their own country because they are at risk of serious human rights violations and persecution.

The risks to their safety were so great that they had no choice but to leave and seek safety outside their country because their own country cannot or will not protect them from those dangers. (Amnesty International) Similarly unlike migrant, a refugee does not have enough time to plan and may never be able to return to their homeland!

Asylum Seekers

An Asylum seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country but hasn't yet been legally recognised as a refugee and is waiting to receive a decision on their asylum claim. An Asylum Seeker has sought recognition and protection as a refugee in Australia (this referred to as a Protection Visa applicant) but has yet to receive a final decision on their application.

Unaccompanied Humanitarian Minors

A person under the age of eighteen, who has been granted a humanitarian visa by Australia. Without a parent to care for them, an unaccompanied humanitarian child might be both a-ward and non-ward.

Barriers

- Language
- Literacy
- Numeracy
- Fear of authority
- Access to Transport
- Technology
- Trust issues
- Traumatic background

Strategies

- Encourage confidence to communicate
- Use TIS only if necessary
- Identify and engage Various community champions
- Engagement with Community Leaders
- Attend cultural events to enhance networking
- Uses mixed of media tools for communications : emails, phone, text or hard copies
- Walk the journey with client
- Provide a safe and dignified environment for face to face interview
- Casual interview mode

Examples of best practice approaches

- Text first before calling or if calls unanswered, immediately follow up with text message to summarise who we are and the purpose of call and ask request a call back or advise that we will call back.
- Provide help to write down a note to be taken to the intended agency if client need to obtain documents. Summarising what documents required.
- Advocate to get better quote/service for client.
- Understanding the dynamic in applicants family to get a better idea of their financial matter.
- Simplify process. Identify of required data on application form from supporting documents provided, only ask when necessary.
- Gather all the consent, signatures as soon as practicable to make the process faster and efficient.
- Help to write the application and agreement as soon as we identify that client having a literacy barrier.
- Be prepared to help clients in obtain documents via their mobile phone with their consent, emailed or texted directly to our work inbox.



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Mamana
Kiitos
Chokrane
Juspaxar
Dankon
Maake
Ua Tsaug Rau Koj
Mochchakkeram
Terma Kasih
Multumesc
Merci
Raibh Malth Agat
Obrigado
Asante
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Merci
Chokrane
Maake
Arigato
Obrigado
Mochchakkeram
Ua Tsaug Rau Koj
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Matondo
Niringrazzjak
Obrigado

Background

- Established in 1989
- Delivering NILS program since 2010
- NILS CSP provider, office based in Logan Central, QLD
- Multicultural Neighbourhood Centre delivering services across Employment & Training, Settlement, Aged Care & Disability, Community Engagement & Support (Logan Multicultural Community Worker & Neighbourhood/Community Centre), Financial Wellbeing and Youth Services
- NILS clients in 2021/22 came from 17 culturally and linguistically diverse backgrounds



Engaging with Community

- Identify CALD groups your organisation predominantly works with. Identify and engage volunteers, bilingual workers for these languages (establish a CALD workforce)
- Go out to community, don't expect them to always come to you - "they don't know what they don't know" - they might not know the service exists
- Utilise your CALD staff - links to their communities
- Attend events, community meetings, places of worship (with permission/invitation) - presence and engagement is important
- Engage with organisations in your area to enable referrals where appropriate or collaboration where required
- Understand and do your research about the groups you're engaging with
- What else can you provide? i.e. talk about the other services you offer
- Upskill your community - teach them where to access documents, support them to create logins for services, link them with services who can help
- Not everyone will want to engage or want your help and that's okay

Building rapport in a short time frame

- First impressions matter - introduce yourself
- Use the clients preferred name - ask them how they want to be addressed
- Have a conversation - this is not just an interview
- Explain the NLS process, how long the appointment will take, what the next steps are
- Explain what you're doing, as you're doing it, if possible, turn your screen so they can see (transparency)
- Repeat what they have said to you to make sure you have understood

Language Barriers

- Don't assume your client needs an interpreter, have a conversation with them first
- Clients have the right to refuse/decline an interpreter if they don't want one
- Don't assume your client has understood what you have asked if they answer "yes", sometimes this is a default answer when they don't understand
- Speak to and ask the client questions, not the interpreter. Your client is the applicant, not including them may make them feel left out
- Allow extra time for your appointments
- Be flexible in your delivery - sometimes, no matter how many ways you explain it, you will need to help your client download their documents. Alter your delivery methods to suit the client - one size doesn't fit all
- Include notes under expenses and under "submit" if you need to explain something, don't assume the assessor will understand all of the items listed under expenses