

## June 2009 Networking Event for Volunteer Coordinators:

### Working effectively with CALD volunteers

Tuesday, 16 June 2009, 2pm–4pm

Level 2, 228 Pitt St, Sydney



The Centre for Volunteering Volunteer Referrals Service has seen a marked increase in the number of CaLD potential volunteers wanting to engage in volunteer roles. The challenge has been to find positions that benefit both the potential volunteer and the organisation.

Michelle and Susana work with CALD volunteers on the Super V Multicultural Volunteer Program run by the City of Sydney. They will present the research and theories that informed the introduction and implementation of this successful Multicultural Volunteer Program and also present case studies about one of the volunteers and specific volunteer programs and the benefits of engaging with volunteers from a CALD background. The networking session will also include a group discussion about the experiences and challenges of engaging CALD volunteers.

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#### **Definition of Cultural and linguistic diversity (CALD)**

The Australian Bureau of Statistics (ABS) defines cultural and linguistic diversity (CALD) by three variables:

- Country of birth (COB)
- Language other than English (LOTE) spoken at home
- English language proficiency.

Because CALD is a combination of factors, it is acknowledged that there is no one definition of CALD and the following description is used:

*'In the Australian context, individuals from a CALD background are those who identify as having a specific cultural or linguistic affiliation by virtue of their place of birth, ancestry, ethnic origin, religion, preferred language, language(s) spoken at home, or because of their parents' identification on a similar basis.'*

(Department of Human Services Multicultural Strategy Unit, 2002)

#### **Definition of Culture**

Culture is defined as shared, learned behaviour, which is passed on from one generation to another for newcomers to learn. Culture is beneath awareness in the sense that no one bothers to verbalise it, yet it forms the roots of action. Culture is likened to an iceberg, with its largest implicit part beneath the water.

In the language of Clifford Geertz, culture is the means by which people "communicate, perpetuate, and develop their knowledge about attitudes towards life. Culture is the fabric of meaning in terms of which human beings interpret their experience and guide their action." (Trompenaars and Hampden-Turner, 2002)

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### ***"Highly Skilled with Insufficient English" Culturally and Linguistically Diverse (CALD) Volunteers Utilisation Research Report***

#### **Executive Summary**

This project was initiated by The Centre for Volunteering (The Centre) as a result of its research department becoming aware from various sources that the number of culturally and linguistically diverse (CALD) people wanting to volunteer was increasing and that a substantial number of people from CALD backgrounds were found to have difficulties communicating in English.

At the same time, it was identified that CALD volunteers who were highly skilled in managerial, technical or other professional areas were using volunteering to improve their English, maintain their skills and learn about the Australian workplace. This is a way they can make a valuable contribution to the not-for-

profit (NFP) sector, which is in need of their valuable skills. It also improves the volunteers' employment prospects, a win/win situation.

The take-up and potential contribution by skilled CALD volunteers into the NFP sector is limited. This presents challenges for both the volunteers and organisations wanting access to them. Therefore, The Centre's research project was designed to investigate if not-for-profit organisations currently using highly skilled CALD volunteers had developed strategies that were able to utilise the volunteers' expertise and capability.

**Download the report:**

[http://www.volunteering.com.au/tools\\_and\\_research/research\\_reports/CALD\\_research\\_report.asp](http://www.volunteering.com.au/tools_and_research/research_reports/CALD_research_report.asp)

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## **Demographic Statistics**

### **NSW Multicultural Health Communication Service**

<http://www.health.nsw.gov.au/mhcs/subpages/faq.html#A1>

#### **How many people speak a language other than English at home?**

1,197,071 people or 18.9% of the NSW population speak a language other than English at home. There were 1,092,219 people who spoke a language other than English in the 1996 Census. It represents an additional 104,852 or 9.6% increase in population that speak a language other than English at home. (ABS Census 2001)

#### **Which Culturally and Linguistically Diverse (CALD) groups have the lowest English language proficiency (ELP) in NSW?**

The five highest ranking Culturally and Linguistically Diverse (CALD) population groups in NSW with low ELP (in order of priority and weighted by size of population and % with Low ELP) is: Vietnamese, Khmer, Korean, Chinese, and Lao. (2001 ABS Census data)

#### **What are the top 10 most common languages other than English spoken in NSW?**

The top 10 languages other than English spoken in NSW are: Arabic, Chinese, Italian, Greek, Vietnamese, Spanish, Tagalog (Filipino), Macedonian, Korean and Hindi. (ABS Census 2001)

#### **What percentage of people in NSW was born overseas?**

The percentage of people born overseas from non-English speaking countries was 1,020,507 or 16.1% of the NSW population (ABS Census 2001)

#### **What percentage of people in NSW has low English proficiency?**

There are 3.56% of the NSW population that speak English not well or not all (ABS Census 2001)

#### **Which are the largest multicultural communities in NSW?**

The five highest ranking CALD population groups in NSW by language spoken at home are: Arabic, Cantonese, Greek, Italian and Vietnamese speaking communities (in order of priority) (2001 ABS Census data)

The top five countries of birth in NSW (non-English speaking country) are: China, Vietnam, Italy, Lebanon and the Philippines (2001 ABS Census data)

#### **Which CALD communities have settled in NSW recently?**

In 2003-04, the total number of settlers was 40,561. The top ten source countries of new settler arrivals for New South Wales (in order of size) were: the PRC (12.4 per cent), the United Kingdom (11.1 per cent), New Zealand (10.1 per cent), India (9.0 per cent) the Philippines (4.5 per cent). South Africa, Sudan, Indonesia, Iraq and Lebanon. This compares closely with the top source countries for Australia: the United Kingdom, New Zealand, the PRC, India and South Africa. (Population Flows: Immigration Aspects 2003-04 Edition, DIMIA)

Resident populations born in South Africa, India, China, Korea, New Zealand, and Fiji all grew by 20% or

more between 1996 and 2001, as did populations speaking Hindi, Indonesian, Korean, Chinese, Serbian and Vietnamese languages at home. (Report of the NSW Chief Health Officer 2004)

The distribution of females and males across most source countries was fairly evenly balanced. Some exceptions included Thailand (77.8 per cent female), Japan (67.2 per cent female) and Vietnam (64.9 per cent female). (Population Flows: Immigration Aspects 2003-04 Edition, DIMIA)

### **Where can I find more background information about specific CALD communities?**

The DIMIA website provides community information summaries.

See: <http://www.immi.gov.au/>

The Community Relations Commission (CRC) provides Census statistics according to CALD community. See the section 'People of NSW' at: <http://www.crc.nsw.gov.au/statistics/index.htm>

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### **Research Literature Summary**

This Appendix contains a summary of literature found dealing with management of CALD Volunteers.

***Connecting Cultures. Building Community.*, 2004, Blacktown Migrant Resource Centre, retrieved 30 November 2007, [www.blacktownmrc.org.au/pubs/annual\\_report\\_2004.pdf](http://www.blacktownmrc.org.au/pubs/annual_report_2004.pdf)**

English writing workshops are coordinated by Blacktown Migrant Resource Centre and are aimed at improving writing skills in English among young people from refugee and migrant communities. English conversation classes are provided by Blacktown MRC through the support of volunteer tutors. It provides a much-needed service for people who are not eligible for other English courses. A Skilled Migrant Placement Program has provided valuable support to newly arrived professionals seeking a new start in Australia.

***Migrant Women Benefit from Volunteering Program, 2004, Victoria Government Media Release, retrieved 7 December 2007, [www.legislation.vic.gov.au/domino/Web\\_Notes/newmedia.nsf](http://www.legislation.vic.gov.au/domino/Web_Notes/newmedia.nsf)***

On-the-job volunteer experience with community sector organisations combined with formal English language classes were of benefit for migrant women in Victoria. The services benefited from the women's time and efforts and the women gained the confidence and skills to be more involved in the broader community. The next stage of the program involved training workers in community organisations to recruit, train and support women from CALD backgrounds who wanted to do voluntary work.

***My New Aussie Mate Volunteer Program, n.d., Northern Migrant Resource Centre, retrieved 7 December 2007, [www.spectrumvic.org.au/settlement\\_family\\_services/my\\_new\\_aussie\\_mate\\_mnam\\_volunteer\\_program\\_1](http://www.spectrumvic.org.au/settlement_family_services/my_new_aussie_mate_mnam_volunteer_program_1)***

Local established Australian volunteers from a variety of professional backgrounds are linked up with newly arrived people from Africa and the Middle East and the participants are able to focus on equality in their friendships with two-way cultural learning. This enables the CALD participant to practice English conversation skills and receive answers and explanations regarding any questions they may have about Australian culture, lifestyle and values. The Australian volunteer acts as a bridging point between the migrant/refugee and the local Australian community in this program.

***Cultural Perceptions of Volunteering, n.d., University of Wollongong, retrieved 7 December 2007, [www.ro.uow.edu.au/commpapers/65](http://www.ro.uow.edu.au/commpapers/65)***

There has been general recognition that cultural minorities are under-represented in voluntary organisations. There are two reasons suggested for this under-representation: firstly, minority groups may use volunteering to compensate for the lack of opportunities afforded to them within the wider community; and secondly, minorities strongly identify with their ethnic group and use volunteering as a way of instigating changes which benefit their community. One theme that was consistent amongst the non-English speaking background cultures was their preference to volunteer for culturally specific activities. Most cultures were less comfortable in the more mainstream volunteering activities because they thought there would be no other people like them. Middle Eastern cultures associate volunteering with slavery, that is, it takes advantage of

people by getting them to work for no pay.

Different cultural groups have different motivations for being involved in volunteering activities. They are looking for different experiences and benefits from being involved. These findings are important for non-profit marketers because they illustrate the importance of understanding not only the motivations of different cultural groups but also the image these groups have of their particular organisation.

***Making a Difference*, n.d., Australian Government Dept. of EE&WR, retrieved 7 December 2007, [www.dest.gov.au/sectors/training\\_skills/publications\\_resources/trainingtalk/issue\\_03/making\\_a\\_difference.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/trainingtalk/issue_03/making_a_difference.htm)**

A project, conducted by the Australian Multicultural Foundation (AMF) and Judith Miralles & Associates, provided the tools and support needed by migrant and refugee women wanting to contribute to the community as volunteers, using techniques normally applied to teaching English as a second language. The participants experienced increased self confidence and pride in completing a nationally recognised course and there was a noticeable improvement in their English language skills and a sense of connectedness with the wider community.

The project sought to enhance the participants' self esteem to feel able to become active in the community, demonstrate that vocational outcomes are possible for people with limited English language skills, and facilitate greater diversity in the voluntary sector.

***Step Into Voluntary Work*, n.d., Australian Multicultural Foundation, retrieved 7 December 2007, [www.amf.net.au/rsch\\_research\\_step.shtml](http://www.amf.net.au/rsch_research_step.shtml)**

Research conducted by the Australian Multicultural Foundation and the Office of Multicultural Affairs showed that, while people from CALD backgrounds are often involved in the "informal" voluntary sector within their own communities, they were less likely to become involved in the "mainstream" voluntary sector.

***Community Relations Report, 2006*, NSW Government Community Relations Commission, retrieved 7 December 2007, [www.crc.nsw.gov.au](http://www.crc.nsw.gov.au)**

Two areas in particular owe a considerable debt to the work of volunteers from CALD backgrounds. These two areas are in community welfare activities and in the vital work being done for cultural and language maintenance through the community language schools.

***Employment Services Toolboxes*, n.d., Australian Government Dept. of E&WR, retrieved 7 December 2007, [www.portals.dewr.gov.au/toolboxes/cald.htm](http://www.portals.dewr.gov.au/toolboxes/cald.htm)**

Free English classes are provided under the Adult Migrant English Programme (AMEP). Clients should register within three months of arriving in Australia or becoming a permanent resident and begin classes within one year of registration. If they don't, they may lose their entitlement to these free classes.

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## Resources:

***Inviting Cultural Diversity in Volunteering*** is a project funded by the Home and Community Care (HACC) program (a joint Commonwealth and State Government funded program) and coordinated by the Migrant Information Centre (Eastern Melbourne). One objective of this project is to pilot a volunteer mentor program with two or three HACC funded organisations in the Eastern Metropolitan Region (EMR). This document outlines the volunteer mentor model developed.

[http://www.miceastmelb.com.au/documents/volunteer/Pilot\\_Mentor\\_Program\\_Model.pdf](http://www.miceastmelb.com.au/documents/volunteer/Pilot_Mentor_Program_Model.pdf)

### **Involving Volunteers from Culturally and Linguistically Diverse Backgrounds**

People from culturally and linguistically diverse (CALD) backgrounds make an important contribution to volunteering in Australia. While this remains a largely under-researched area, particularly in emerging communities, there is growing evidence that many thousands of CALD Australians volunteer both within and outside their communities<sup>1</sup>.

Many organisations would like to involve volunteers from diverse cultures, but some are unsure of how to engage with CALD communities. In this information sheet we will look at tips for engaging with CALD communities, and for recruiting and managing volunteers from diverse backgrounds.

*1 – Australian Multicultural Foundation and Volunteering Australia (2005) unreleased research*

<http://www.volunteernetwork.org.au/documents/VolunteernetworkCALDInfosheet.pdf>

### ***Practical Guide – Involving Volunteers from Diverse Cultural and Language Backgrounds in Your Organisation, June 2007, Volunteering Australia***

This guide details ways that CALD volunteers have been used in not-for-profit organisations. It discusses what motivates people from CALD backgrounds to volunteer and the benefits for not-for-profit organisations in using their skills. The document then goes on to discuss ways in which not-for-profit organisations can help these volunteers be at their most productive level and help them gain good skills and work effectively with other staff and volunteers.

[http://www.volunteeringaustralia.org/files/F1ZEYQ9MHW/VA\\_CALD%20Practical%20Guide\\_FA.pdf](http://www.volunteeringaustralia.org/files/F1ZEYQ9MHW/VA_CALD%20Practical%20Guide_FA.pdf)

### **Culturally and linguistically diverse (CALD) communities**

The purpose of *Engaging Queenslanders: An introduction to working with culturally and linguistically diverse (CALD) communities* is to improve engagement with people from culturally and linguistically diverse backgrounds.

Research indicates that culturally and linguistically diverse communities experience barriers to engagement with government. Information contained in this guide supports the development, implementation and monitoring of departmental multicultural action plans. It also assists departments to respond to community initiated engagement.

The resource is not a comprehensive how to guide but rather a starting-point for the public sector in working with cultural diversity issues. Cross-cultural expertise takes many years to develop, and this resource raises key issues to consider when engaging with diverse communities.

<http://www.getinvolved.qld.gov.au/assets/pdfs/cald-guide.pdf>

### **CALD Volunteer Resource Kit**

#### **Community Services Target Diverse Backgrounds to Boost Volunteer Numbers**

Community services are responding to a drop in volunteer numbers by promoting Home and Community Care (HACC) services who rely on volunteers to people from diverse cultural and linguistic backgrounds. A new resource was launched by Bankstown Area Multicultural Network Inc. (BAMN), titled *Enriching HACC Services: The Kit*. It is a step by step guide for community services on how to recruit, retain and manage volunteers from diverse cultural and linguistic backgrounds. It has been specifically written for services in the South West Sydney region.

The Kit are based on the search for best practice in managing volunteers across a number of services and regions. The results centre on the need for collaboration, new ways of doing things and adapting to the current needs of potential volunteers, instead of volunteers adapting to services.

<http://www.supportservices.org.au/resources/?category=6ff66943cf92ec1c938c71c705582c39&sessid=85c124db33ac7d9023d6a0b247c7d7d7>

### ***Translating and Interpreting Service (TIS)***

This service is for people who do not speak English and for English speakers needing to communicate with them. TIS is Australia's only national service, and is available to any person or organisation in Australia requiring interpreting services. TIS is available 24 hours a day, 7 days a week, and is accessible from anywhere in Australia for the cost of a local call Ph: 13 14 50 or by visiting

[www.immi.gov.au/tis](http://www.immi.gov.au/tis).