

September 2002 Issue

**In this Issue**

**Developing Leadership**

**By Diann Rodgers-Healey**

**Leadership Dinner for the South Eastern Cluster of the Catholic Education Office, Wollongong NSW Australia, 15 August 2002**

How can leadership be developed in Students and Staff, in a School environment and why is it necessary for leadership to be developed in students and staff are two central themes focussed on in a speech that I recently presented to Principals and Executives of the South Eastern Cluster of the Catholic Education Office in Wollongong.

Developing Leadership In Students and Staff

By Diann Rodgers-Healey, Founder CLW

Leadership Dinner for the South Eastern Cluster of the Catholic Education Office, Wollongong NSW Australia, 15 August 2002

My talk today will focus on developing leadership in two areas, in Students and Staff, in a School environment. Out of it will emerge my definition of leadership, why I believe it is necessary for leadership to be developed in students and staff and some suggestions and considerations for how this can be achieved.

Why should leadership be developed in our Students?

Before we look at how leadership can be developed in students, let's look at why it should be developed in students. My answer to this questions stems from what is happening in the world today. A look at what has made headlines internationally and nationally in the last week, and in the recent forty-eight hours is a good starting point. Below are listed some of the headlines:

- Americans back Iraq attack, Howard calls for national debate on Iraq
- Merits of Pacific solution to be debated in Pacific Forum
- Australia yet to sign Kyoto Protocol

- Stem cells – Science and ethics clash
- UN warns six million Zimbabweans will face hunger as Mugabe tells white farmers to leave land
- Double-dip US recession to affect Australian exports
- US abstains on U.N. vote to enforce treaty on torture
- Anthrax detected in New Jersey Post-box
- 2.3m children currently facing starvation due to food crisis in Africa.

At the recently held UN Children's Summit, Secretary General Kofi Annan listed these statistics relating to children:

- Half a billion children live on less than a dollar a day. Each year 11million children under the age of five die - that is 30,000 a day, one every three seconds.
- Between 1990 and 2000, as a result of war, more than 1m children were orphaned or were separated from their families; more than 300,000 were recruited as soldiers; more than 2m were killed in civil wars; more than 6m have been wounded, mutilated or handicapped for life; some 12m have lost their family homes; and 20m have been driven away from their homes.
- Every year more than 700,000 children are also victims of trafficking. More than 211m of the world's children between the ages of five and 14 are used for child labour.

I am sure that you will agree that the world is changing at a fast pace, that this change is not only unprecedented at a global scale, but that it is turbulent. Such upheaval has affected many sectors - political, social, humanitarian and every other sector that you may think of.

In this context of upheaval, if we are to address the real needs of young people, their need to feel important, to belong and to feel valued; if we are to enable youth to engage in the world, that is to feel that they can partake in decision making and affect change; and if we are to enable youth to create new realities, then we as educators must develop leadership in students.

How do we go about undertaking such a task?

The Essence of Leadership

The essence of leadership I believe is to construct a new reality. To

construct any new reality, one needs:

- Vision

- The ability to inspire others to consider this vision and express their own vision

- And the ability to develop a shared vision in collaboration with others and manage its implementation.

### The Building Blocks of Leadership

There are many theories of leadership, ranging from the autocratic to the democratic. However, these theories apply to adults and usually in a workplace environment. What is needed is an understanding or distilling of leadership into manageable concepts that can be embedded in the school's curriculum without resorting to delegate such learning to a separate subject area. Leadership needs to emerge from all subject areas and in the day-to-day schedule of the school environment.

I propose that there are two Building Blocks of Leadership that we can begin to work on with students. They are:

- Developing the Self

- Practising Leadership

### Developing the Self

I would like to focus on five areas with respect to Developing the Self in Students. They are:

- Self-Identity
- Strategic Thinking
- Self-Confidence to Communicate a Vision
- Mobilising Others
- Skills of Facilitation and Team Work

Self-identity as we all know is the make-up of an individual, the individual's values, beliefs, principles and morals. It is the character or what substance

the individual is made of. It is the inner life of the person as opposed to the external influences. The quality of the individual's vision or the goodness of the vision is determined by the character of the individual. "Lasting leadership must be rooted in moral character if it is to endure. If it is for personal gain, it will compromise integrity and ultimately erode our own and public confidence." (John Baldoni)

How effectively does our interaction and teaching focus on developing a sense of self, and of self-appraisal in students?

When students graduate from school, we focus on which career or tertiary course they will be undertaking. Could we not focus on asking them, do they know who they have become? Do they like the person they have become? Do they know what their strengths and weaknesses are and how they can overcome their weaknesses? What are the issues they are most concerned about as they embark upon the world?

#### Strategic Thinking for Students

You would have been dealing with the concept of Strategic Planning in your aim to create a vision for your school. Garratt's definition of Strategic Planning I believe has elements that can be extrapolated to teach Strategic Thinking to students. The elements are:

- to see beyond the bulk of accumulated knowledge
- to gain different perspectives – by questioning, debating, hypothesizing
- to look both forwards and backwards while appreciating the present and come to their own conclusion
- to formulate their own vision for the future

When we give students a project on Hitler for example, instead of asking them to tell us everything they can find out about what Hitler did, perhaps we could ask them the question, if you were to judge Hitler in a Court of law today, how would you judge him; or would you become a follower of Hitler, if he were a leader today? The alternate questions gives students the opportunity to engage in the issues with a personal focus. They would still need to do their research, but this would be targeted to identify the issues, problems and solutions underlying the events of the time while engaging them ethically and intellectually. Students would be looking both forwards and backwards while formulating their own evaluation and in so doing, they will be developing their personal code of ethics.

#### Self-confidence to Communicate a Vision

Students need to be encouraged to voice their views and rationale, however contradictory to ours. They need to be aware that learning is a discovery, not an absolute given that needs to be prescribed to them. We need to acknowledge that their individual progress is important. Accepting that society places an emphasis on comparative progress, individual progress must be valued for the development of self-identity and self-appraisal.

### Mobilising Others

If students are going to inspire others to express their own vision and believe that together they can affect change, then as leaders, they need to be shown the importance of living what they preach, of walking the talk of Integrity and of being cognisant of their inner values and motives, so that they are able to understand the behaviour of others.

### Facilitation and Teamwork

To develop and implement a shared vision, leaders need to collaborate with others. As teachers, we need to take credit for the excellent and pervasive use of teamwork in our group activities. I would like you to consider the importance of not just getting students to focus on the outcomes of their teamwork, but on the process of teamwork. If students understand the process of teamwork, then they are able to implement the model outside the classroom setting for the purpose of working together with others in any given context. The following questions are examples of those that can be asked of the whole group to derive students' understanding of the process: How did you arrive at the group's conclusion? Who took on the role of leader? Did you all elect the leader? Which views were compromised when coming to the final conclusion?

The skills required in the application of facilitation and teamwork are listed below.

#### Skills required for Facilitation and Teamwork:

Listening

Setting goals

Offering constructive feedback

Negotiating outcomes

Delegating

Being a team player

Reporting

Thus far we have focussed on the first Building Block of Leadership – Developing the Self. Before we move on to the second Building Block of Leadership – Practising Leadership, I would like to make the point that all of the above needs to be made explicit to students and not remain implicit in their teaching. The language and theory of leadership needs to be conspicuous if students are to become familiar in their understanding and usage of this language.

Practising Leadership

With respect to the second Building Block of Leadership, I would like to focus on two areas:

- Experiencing Leadership
- Witnessing Leadership

Experiencing Leadership

I believe that leadership is not just for the brighter students but for ALL students. All students need to experience the gamut of leadership feelings, thoughts and processes in order to become aware of the power of being a leader and the change their leadership can affect. Students need to be given opportunities to experience leadership in a formal, informal, protracted or prolonged time frame. The opportunity to be a leader and learn about leadership in the real world after they leave school, I believe are quite slim.

Witnessing Leadership

If the Staff, Parents and the Community (Parish) exuded leadership, would not this be a terrific environment for students to be emersed in. It would not require such a great effort from us to educate students in leadership, as they would be living and breathing leadership outside and inside the school setting. However, as such a Utopian world does not exist, one small step in this direction would be to develop leadership in the staff of the School. Just how this can be achieved will be the focus of the second part of my talk. However, before I move on, I would like to re-cap the areas we have covered and also bring to your attention that you will find parallels when we consider how leadership can be developed in staff. The

areas we have covered are:

## The Building Blocks of Leadership

### Developing the Self Leadership

### Practising

- Self-identity  
Experiencing Leadership

-

- Strategic Thinking  
Witnessing Leadership

-

- Self-confidence to communicate the Vision

- Mobilising others

- Facilitation & Team Work

Developing Leadership in our Staff

When you were employed to be Principal of the School, you became the Appointed Leader of the School. How can you, as the appointed leader, develop the leadership potential of your staff?

It must begin with you. As Gandhi said, 'We must be the change we wish to see.'

### Being a Leader vs a Manager

When you became the appointed leader of the School, you were given a Job Description that elaborated on the responsibilities of your position. To fulfil those requirements, you are task oriented, focusing on the operations and logistical functioning of the School. You are in fact a Manager.

You will enter the realm of leadership when you voice your own vision and inspire others to identify theirs, and work with your staff/parent and school community to facilitate a mutually shared vision.

So how do you begin to work on your vision?

## Self-Identity

Think beyond the role of Principal to find your vision.

Include domains other than education, areas that you have personally found meaning in, such as politics, literature, the arts etc. What is it about these areas that have made a connection with you? Why are you passionate about these aspects of life? What do they represent for you about all that is good in life as you see it? What insights have you gained as a Parent that you can use in your role as Principal?

Assess your Life. Why are you still an Educator? Why are you in the Catholic Education system as opposed to any other? What attracted you to teaching in the first place? Can you rekindle that original drive?

Put back into your profession your acquired wisdom. If students are on the road to discovering the golden experiences that they can put into their treasure chests, then what gold have you found in your journey that you can share with others in your profession? Herein lies one of the parallels in leadership development, as self-identity remains the key to finding one's vision. "Leadership is rooted in character. Fundamentally, it stems from a sense of inner conviction that is shaped by experience and example." (J. Baldoni)

## Professional Practice & Professional Knowledge

Hughes found that there were two areas that were vital to developing school leadership. They were Professional Practice and Professional Knowledge. In both areas you need to be at the forefront of what is going on locally, nationally and globally. For example, your expertise as a teacher must be alive if you are to appreciate the strengths of your staff. You need to model the democratic values that you would like them to develop in their professional interaction. Your knowledge of management, administration, global changes in education and leadership, for example, needs to be current so that you can use the best of what research is available to you.

In other words, the question I ask you is this: **'Is your House in order?'** Before you enter the realm of leadership, what shape is your own house in?

## A Transformational Leader

To those who feel that their house is in order and is ticking over very nicely, I would like to ask you, have you looked at some of the solutions and strategies that are being used to solve old problems or emerging issues. Have you researched what it is that your parents and community



are wanting from leadership and have you addressed their needs? Are you aware of your stakeholders needs? A Transformational Leader asks "Why Not?" envisions a tomorrow that is totally different from the present one, persuading others to follow their vision, and in the process completely reinvents the organisation.

### **The Relationship between you and your Staff**

The relationship between you and your staff is pivotal to leadership. Psychologists have found that money is not the key motivator for individuals to achieve in the workplace. "The deepest principle in human nature is the craving to be appreciated." (Mark McCormack) Affirmation, appreciation, acknowledgement and recognition are.

Do you relate to your staff with honesty, trust, respect, and care? Do you value them? Chains of command, whereby the Principal works with an Executive, means that power and meaning is distilled as it travels down the line of command. Chains of command, in my view, are about degrees of importance. The higher up you are, the more important you are to the leader and to the organisation. The lower down you are means a reduced degree of empowerment and engagement in the organisation and its key decision-making processes. I prefer flatter management structures so that everyone can equally partake in steering the organisation.

As Principal, how aware are you of your staff's strengths and weaknesses, their hopes, values and their openness to change? Are you aware of their perceptions of you? What expectations do they have of you? Have you enquired as to why they find passionate the subject area they have chosen to teach? How do they impart this wonder to their students? Have you had the opportunity to see them in action and discover what their unique talents are, so that when you refer to your staff, you are able to praise them in terms of their special attributes, rather than holding on to a collective appraisal of them as being a dedicated team who give more than a hundred percent? Needless to say, it takes a great deal of mutual trust and respect for a staff member to agree to a Principal coming into a classroom to view them in action. If this were to occur with any hint of threat, then such an opportunity is better never to have been considered.

The reason why your relationship with your staff is pivotal to leadership, is because although you are in the position to call the shots, that is make the final decision and set the direction for the organisation, you do not by yourself own this. The credit must be given to all those involved who have contributed their input and worked towards a shared vision. They and you, therefore, are the owners of the vision. With this give and take, a shared vision emerges, leader and follower, or the leader and the contributor become unified in purpose and the organisation can grow and prosper.

## Organisational Culture of Leadership

For schools to take on the task of developing and succeeding in their leadership objectives for their students and staff, the central organisation that heads them ie the Education Office, must epitomise leadership. It must lead through example. Its house must be in order. Its definition of leadership must emerge from all of the rank and file members. If it emerges from the Executive only, then it must be put to the rank and file members for discussion and evaluation. The modified/shared vision that emerges will unify the organisation. Although this process is laborious and time-consuming, it is necessary so that ownership of the vision is spread throughout the organisation.

## Conclusion

In conclusion, I would like to leave you with some final thoughts for why leadership needs to be developed in students and staff.

As educators, ours is the responsibility to avail students the opportunity to understand and practice leadership so that **IF** they choose to **ENGAGE** in **constructing new realities**, they will have the aptitude, knowledge, skills and experience to do so.

They do not have to become leaders when they embark in to the world. **Theirs is the privilege to Engage.** However, we as educators would have done our part in equipping them with the necessary skills and experience that they can rely on, should they wish to become leaders.

With respect to developing leadership in Staff, as appointed leaders, ours is the responsibility to empower teachers by nurturing their leadership potential so that they can **engage in the bigger picture that links, what they do and why they do it, to a broader vision of direction, value and purpose.**

When we embarked upon a career in education, we did so primarily to develop the potential of children. We continue to give the best of our intellect and experience to them. However, when it comes to developing our own potential within the workplace, we are left with the option of attending in-services. **I believe that Principals are in a privileged position to empower their staff. As appointed leaders they owe it to them.**

And if you choose to ignore all of this, then I would like to bring you back to the person of Christ. His leadership was about serving. He was the Servant Leader. His leadership was rooted in the political and social injustices of the time. Before he led others, he had to develop his own identity. Was there any collaboration in his vision? This is where we move beyond the theory of any leadership as his vision continues to unfold

through a collaboration of the Holy Spirit and us. We have not even met this man, yet his character and deeds still persuade us to follow him some two thousand years later. If that is not lasting leadership, I do not know what is.

Thank you.

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[www.leadershipforwomen.com.au](http://www.leadershipforwomen.com.au)

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## **Youth Homelessness Report**

**By David MacKenzie & Assoc. Prof. Chris Chamberlain RMIT University**

"This Report presents the main findings from the second national census of homeless school students, which was carried out in August 2001. The National Census of Homeless school students was carried out in the second week of August 2001, at the same time as the Australian Bureau of Statistics (ABS) was conducting the fourteenth National Census of Population and Housing on August 7th. Ninety-nine per cent of secondary schools completed a census return (1,930 schools out of 1,937).

Young people were defined as homeless using the categories in the cultural definition (primary, secondary and tertiary homelessness), but schools were asked to include students who 'had been homeless within the last three months, if they are in need of continuing support'.

Schools reported 12,230 homeless school students in census week. The numbers are similar in New South Wales (3,060), Victoria (2,890) and Queensland (3,070), but the rate of homelessness varies significantly. There were 1,020 homeless students in South Australia, 830 in Western Australia, 570 in Tasmania, 320 in the ACT and 460 in the Northern Territory, once again with variation in the rate of homelessness.

Sixty-nine percent of state schools reported small numbers of homeless students in census week, as did 41 per cent of Catholic schools. However, 93 per cent of homeless teenagers were in the state system. There were 11,370 homeless students in state schools and 860 homeless teenagers in the Catholic system.

Overall there were 26,060 homeless young people in census week, and the rate of homelessness was 14 per 1,000. per 1,000 of the youth population in NSW, Victoria and the ACT. This is the 'low cluster'.

There were between 17 and 21 homeless young people per 1,000 in Queensland, South Australia, Western Australia and Tasmania. This is the 'high cluster'. In the Northern Territory, there were 69 homeless young people per 1,000. This is much higher than in any other state.

Since 1995, there has been an explicit turn in youth policy towards building an early intervention capacity in schools and local communities. Early intervention focuses on assisting young people who are 'at risk' of homelessness, or who have become homeless recently. In some communities there is a high level of awareness about the need to develop links between schools and local services. A lot of innovative small-scale local initiatives exist on the ground to support at risk and homeless youth. There have been several Commonwealth and State based early intervention initiatives. Of the state based initiatives, the Victorian School Focused Youth Service model deserves to be considered for national implementation. The evaluation described it as 'ground breaking, innovative and broadly successful'. A national program of this type would ensure that a

coordination capacity was developed in all communities."

For the entire Report see:

**[http://www.salvationarmy.org.au/reports/RMIT\\_youth\\_homelessness.pdf](http://www.salvationarmy.org.au/reports/RMIT_youth_homelessness.pdf)**

## **Leadership Survey for the Older Women's Network (Australia)**

The following survey is part of a capacity building project for the Older Women's Network (Australia). We would be grateful if you could complete the survey and/or pass on the details to appropriate people.

The information will be used to develop a kit from the outcomes of the surveys and workshops – a capacity building publication. Please indicate on the final page of the survey if you would like to receive this kit.

Like many community groups all over Australia, the Older Women's Network groups are finding it difficult to encourage older women to take a leading role within the organisation and, in some areas, have had difficulty finding enough women prepared to assist with the running of groups. Older women often acknowledge their willingness to be involved but sometimes believe that they lack the skills or knowledge to be useful. They often do not realise that, through their life experiences at home and at work that they are highly skilled leader, advocates, negotiators and networkers.

### **Aims of the Project:**

- To encourage older women to participate in the management of Older Women's Network groups or other women's organisations.
- To assist older women to recognise and to develop their skills in networking, meeting participation and procedures, advocacy, lobbying and research.
- To assist older women to overcome negative social attitudes to older women.
- To increase confidence and self esteem in older women.
- To support older women in whatever capacity they are involved in women's organisations, whether as office bearers, as advocates, as consumer representatives, and as networkers
- To investigate innovative [practices] older women can work with

### **Outcomes of the Project**

Workshops have been held in Perth, Brisbane, Sydney and Melbourne to consider the issue of leadership and to gather an understanding of how older women see leadership and what skills they think they need to strengthen leadership within their own organisations. These workshops included women from a range of womens groups. The information will be used to produce a kit from the outcomes of the workshops – a capacity building publication.

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**OWN Leadership Survey**

## **The Older Women's Network (Australia) Leadership Survey**

**'I'd like to help...'**

**A capacity building project on leadership**

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**This is a project of the Older Women's Network (Australia), funded by the Office for the Status of Women in the Department of the Prime Minister and Cabinet.**

**Please print the following survey and fax to (02) 4441 8885.**

**Thank you for your help.**

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### **Community leadership**

**Communities in many different areas are, it seems, crying out for leadership. Leadership can inspire trust and faith and provide someone to look up to. Traditionally we looked for leadership from four sources: churches; the media; politicians; and universities. Some people feel that these institutions have lost some of their previous influence, and their role in providing leadership to the community has declined. Attendance at most churches is declining; the media is sometimes seen as too powerful for the public's good; faith in politicians is low and possibly declining; and universities are focussed on survival and the teaching of skills rather than suggesting new ways of dealing with issues.**

### **Questions**

- What qualities do leaders have?**
- Why is leadership important?**

### **Leading from behind**

**For most of us women's history of leadership is in families and communities.**

**This type of leadership is most often ignored, or at best discounted. While women may be partners with a man and provide the care of children, the housework and the community work to the relationship, the research shows that this work is not only undervalued in society but that it also tends to reduce the confidence of women. How often have you heard it said "I'm just a mother"**

or I'm just a housewife."

But we also know that older women understand the need for and the rewards obtained from, nurturing activities and voluntary work. Older women have retained the values of a world where women provide the fabric of society.

Where, often from behind the scenes, women provide the support and effort to give themselves and others a supportive network. Everything from Bushfire brigades, children's services, such as playgroups to meals and wheels.

#### Questions

- What does leadership mean to you?
- What examples do you know of women leading from behind the scenes?

#### Women and leadership

Some women are suggesting that the traditional models of leadership are based on a male hierarchical system which women are not good at. The only way for women to succeed in this arena is to become aggressive, like successful males.

What these women argue is that we need to develop women's leadership styles which distribute power and skills to all members of a group. For women, leadership is not about individualised actions but it is about group strength and collective decision making. In this style of leadership an individuals achievements are not as important as the confidence, power and influence of the team. Or group.

#### Questions

- In what ways do you think women lead differently?
- What advantages do older women have in this type of leadership?

#### Everyone's a leader

In different ways and different places we all take on some aspects of leadership.

"Communities are healthy when leaders grasp opportunities as they become available and tackle problems before they become crises. Each of us need to be a leader in this sense, sharing the responsibility to help shape the future."

Robert Theobald, 1999, *We do have future choices*

"Organizations of older women, for older women, can have a catalytic effect,



**not only in increasing the skills, mutual support, and confidence of its members, but also in challenging government, the media, and the wider society."Chris Wieneke, Aileen Power, Lyn Bevington and Dianne Rankin-Ssmith, 1999, Separate**

**Lives: Older Women, Connectedness, and Well-Being.**

**Questions**

- **What leadership skills do older women need to develop?**
- **What are the best ways for us to develop these skills? — do we need mentors, courses, tutors, manuals or what else?**

**Yes please send me the kit as a pdf file when it is available**

**My email address is.....**

### **Australia 'denied benefits' of Kyoto Protocol**

Amid criticism from Pacific island nations that Australia should ratify the Kyoto Protocol, Opposition spokesman on environment and heritage Kelvin Thomson said that greenhouse emissions data released on August 15 exposed the Government's position on climate change to be a sham by confirming Australia can meet its Kyoto target.

The figures show that by including emission reductions from controlling land clearing and with current programs, Australia was already within striking distance of its Kyoto target, despite the Government's refusal to ratify the international climate change treaty. Ratifying the Protocol would allow Australian industry to reap flow-on benefits currently barred to Australia.

At the Pacific Forum in Fiji, the Prime Minister, John Howard, said, "... I don't think the differences between the member states of the forum on this issue are as great as sometimes believed and said and reported. We all agree that climate change is a huge challenge and we all agree that there is, well I certainly accept that there is evidence of global warming. ... We are unwilling for national interest reasons to sign up to Kyoto at present because of the absence of the developing countries and the United States. But we are committed to meeting our obligations under Kyoto and that's been reaffirmed by Mr Downer and Dr Kemp and I do so, as well. We're within striking distance on the figures available of that already. ..."

Source: United Nations Association of Australia, UNity No 309 August 16 , 2002 --  
The United Nations - 1945-2002 UN57 ISSN 1035-218X

## **Number of Children Orphaned By AIDS Will Rise Dramatically**

A major international report *Children on the Brink* finds that an already grim global orphan crisis is set to get much worse as more and more adults with children die from AIDS, especially in sub-Saharan Africa.

*Children on the Brink* was released at the XIV International AIDS Conference in Barcelona, Spain, and is the third in a series (earlier versions were published in 1997 and 2000). For the first time, the report is being published jointly by USAID, UNAIDS and UNICEF, with estimates developed by the U.S. Bureau of the Census.

The report contains the broadest and most comprehensive statistics yet on the historical, current and projected number of children orphaned by HIV/AIDS. It finds more than 13.4 million children have lost one or both parents to the epidemic in the three regions studied (Sub-Saharan Africa, Asia, Latin America and the Caribbean), a number that will increase to 25 million by 2010. In addition to the millions of children orphaned by AIDS, millions more are being adversely affected by the disease.

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[\*\*Children on the Brink\*\*](#)

## **Number of Children Orphaned By AIDS Will Rise Dramatically**

BARCELONA, SPAIN, 10 July 2002

In addition to providing statistics on orphans from 88 countries, the Report, *Children on the Brink*, identifies several trends: Africa has the greatest proportion of children who are orphans. In 2001, 34 million children in sub-Saharan Africa were orphans, one-third of them due to AIDS. Because of AIDS, the number of orphans is increasing dramatically. By 2010, the number of orphans will reach 42 million. Twenty million of these children - or almost 6 percent of all children in Africa - will be orphaned due to AIDS.

Asia has the largest number of orphans. Due to Asia's large population, the number of orphans in Asia is much larger than in Africa. In 2001, there were 65 million orphans, with approximately 2 million of them orphaned due to AIDS. The populations in many Asian countries are so large, however, that even at a low prevalence, the number of people with HIV/AIDS threatens to surpass the numbers in some of the most severely affected African countries. Even a relatively small increase in prevalence could lead to even greater numbers of orphans due to AIDS.

Orphan populations are concentrated, reflecting broader trends in HIV prevalence and population. In 2001, 12 countries in sub-Saharan Africa accounted for 70 percent of the orphans. The three countries with the largest populations also had the most orphans - Nigeria, Ethiopia and the Democratic

Republic of Congo.

However, the impact of AIDS will be felt even more acutely in countries with smaller populations, but higher HIV prevalence rates. In addition, within countries, orphan populations vary greatly based on concentration of HIV prevalence.

Number of orphans will continue to rise. Today's prevalence rates will largely determine the pattern of orphaning for the next decade. In countries where HIV/AIDS prevalence has recently escalated, the full impact on the estimated number of orphans has yet to emerge.

The new publication also discusses the devastating impact AIDS has had on children, families and communities, and the need for a coordinated response to address this. "HIV/AIDS has created an orphans crisis," said Peter Piot, Executive Director of UNAIDS.

"This unprecedented crisis will require radically scaled-up national, regional and community responses in the decades to come."

Children on the Brink also discusses five key strategies to assist children affected by AIDS, and urges that responses not overlook other children who are impacted by the epidemic. "We must respond to these devastating statistics by addressing the needs and rights of both orphans and vulnerable children whose parents are still living," said Carol Bellamy, Executive Director of UNICEF.

"Countries that have high rates of orphaning due to AIDS also have high levels of children seriously impacted by the epidemic, such as those with ill parents or living in households that have taken in orphans. They are often just as vulnerable."

At a press conference in Barcelona, programs that have successfully helped children were also discussed, and USAID distributed a summary of its 75 programs in 22 countries that work with children affected by AIDS. "Communities with a high proportion of orphans require urgent assistance," said Anne Peterson, USAID's assistant administrator for global health.

"Responses need to be focused and scaled up in communities with high proportions of orphans and children affected by HIV/AIDS. And communities with emerging orphan issues need to prepare now for the upcoming challenges."

USAID is the world's leader in providing funding to fight the HIV/AIDS pandemic. Since 1986, it has provided over \$2.3 billion for prevention, care and treatment programs in over 50 countries around the world. Information on USAID's HIV/AIDS programs is available at [www.usaid.gov](http://www.usaid.gov).

As the main advocate for global action on HIV/AIDS, UNAIDS leads, strengthens

and supports an expanded response aimed at preventing the transmission of HIV, providing care and support, reducing the vulnerability of individuals and communities to HIV/AIDS, and alleviating the impact of the epidemic.

UNICEF is the United Nations agency responsible for the rights and welfare of children, with offices in 161 countries worldwide. Because HIV/AIDS disproportionately affects the young, UNICEF has named HIV/AIDS one of its five key priorities for the coming years. The organization is concentrating its work in: prevention among young people, prevention of mother-to-child transmission, and care and support for children impacted by the pandemic.

Source: Unicef <http://www.unicef.org/newsline/02pr43brink.htm>

## **New Australia-wide community banking service launched - Community Sector Banking**

A new national community banking service was recently launched to provide banking and financial services to the non-profit community services sector. Peter Quarmby, Joint CEO of the bank, said:

"Community Sector Banking ... offers a Cash Management Account and other banking products including Credit Cards and Loans. It is a joint venture between the Bendigo Bank and Community 21 — an unlisted public company of almost twenty major charities and welfare groups including the Australian Council of Social Service, Brotherhood of St Laurence, Jobs Australia, Scope (Vic), The Deaf-Blind Association (Vic), and the NSW Council of Social Service."

"Access to the bank's services will soon be available via the Internet at [www.csbanking.com.au](http://www.csbanking.com.au) Additional access is provided through Bendigo Bank's access to an Australia-wide network of 210 branches and around 12,000 ATMs and 350,000 EFTPOS outlets. Community Sector Banking aims to help both large and small non-profit organisations. Both metropolitan and regionally-based community service organisations are strongly involved in the venture."

Joint CEO of the new banking service, Greg Peel said:

"Collectively, community service organisations turnover around \$20 billion a year and are a significant contributor to the nation. Yet few strategies have been in place to better manage this capital and to meet the specific financial needs of the sector."

"Community Sector Banking represents a new and unique version of the community bank model. Instead of being a geographically-based, local bank, it is a national enterprise based on the shared 'community of interest' within Australia's community services sector. It is commercially based but is cooperatively spirited. Profits will be shared equally between Community 21 and Bendigo Bank."

For further information contact Peter Quarmby mob 04048 851 595

## **Rural Australians for Refugees (RAR) Welcome Refugees**

**By Anne Coombs, NSW Southern Highlands, Convenor of Rural Australians for Refugees**

Rural Australians for Refugees (RAR) have undertaken two initiatives that promote the concept of "welcome": Welcome Towns and Welcome Books.

### **- Welcome Towns -**

RAR, which now has around 35 groups in towns across the country and is growing rapidly, is proposing that the Federal Government allow asylum seekers to live in the community while their applications for asylum are being processed. In recent months, thousands of Australians have offered to take in asylum seekers rather than see them incarcerated in detention centres. They have offered their spare rooms and sofas, in acts of generosity that demonstrate their good will towards people who have arrived in Australia with nothing. The model that RAR proposes has precedence in New Zealand, in Sweden and in the United Kingdom, and even within Australia itself.

RAR is proposing that local committees in regional towns offer to sponsor at the outset two or three families or family groups. They propose that each rural town committee undertake to provide housing, to co-ordinate the provision of household goods where necessary and to help with general settling in and socialisation. This committee would also help co-ordinate local appropriately skilled and screened volunteers to assist with English classes. The Government's contribution would be the provision of Medicare cover, special benefits and other relevant benefits as well as the provision of education and work rights. Such a contribution on the Government's part would still be a considerable saving on the current cost of maintaining people in detention.

The idea of Rural and Regional Welcome towns is to provide a practical alternative for the care of asylum seekers and to help foster constructive and positive social attitudes towards new arrivals. In this sense Welcome Towns is in the spirit of the Good Neighbour movement of the 1950s and mirrors the response of rural and regional Australia to the Vietnamese and Cambodian crisis of the 1970s. Our proposal is along similar lines and broadens the existing Community Resettlement Support Schemes, which have operated in many towns for many years.

RAR believes that there are many towns across Australia that could benefit from the settlement of refugees. There are already several such towns where refugees on temporary protection visas are living and working - Young and Dubbo in NSW, Shepparton and Swan Hill in Victoria just for starters. They are respected for their hard work and welcomed for the contribution they make to the local economy. (Indeed the people of Young are fighting to keep their 'boys' when their

temporary protection visas expire in the near future.)

Three RAR groups - in Bowral and Armidale in NSW and Castlemaine in Victoria - are proposing that the Government allow them to set up a pilot scheme of 'Welcome Towns'. A formal proposal to this effect has been presented to the Government. Groups in many other towns are eager to be involved. Local councils are being asked for their support - Castlemaine has already declared itself a 'Welcome Town'.

Towns involved in the Welcome Towns scheme need to be large enough to have a functioning social welfare system and to provide a pool of committed volunteers. The town should also be within reach of translation and counselling services including trauma counselling services. Extremely remote towns would therefore not be suitable for such a project. A supportive local council would also be advisable as would supportive school principals.

Towns which already have people of different cultural and ethnic origins could be utilised to provide support to families from similar origins. The local committee would undertake to support such families or individuals for as long as their application for asylum is being processed. It would be hoped that within six to twelve months the family would know their visa application status and that with the help of the local committee they would be able to find employment and permanent housing.

#### **- Welcome Books -**

The numerous RAR groups working actively in towns across the country all report a growing community concern. They have noted a significant shift in public opinion on this issue since the Federal election in November 2001 with more and more people calling for a change in Government policy. Many of these people are writing messages in the "Welcome Books" established by RAR. On Saturday mornings RAR members are setting up street stalls in their towns, handing out information and inviting people to sign and write messages in the Welcome Books. When filled, the books are delivered to detention centres, to show the detainees that there are Australians who care about them and who recognise that they could make a valuable contribution to this country.

- Contact - Anne Coombs Convenor, Rural Australians for Refugees P.O. Box 1308 Bowral NSW 2576 Email: [admin@ruralaustraliansforrefugees.org](mailto:admin@ruralaustraliansforrefugees.org) Website: <http://www.ruralaustraliansforrefugees.org>



## **Psychological Wellbeing of Child and Adolescent Refugee and Asylum Seekers: Overview of Major Research Findings of the Past Ten Years**

The National Inquiry into Children in Immigration Detention has released on its website the "*Psychological Wellbeing of Child and Adolescent Refugee and Asylum Seekers: Overview of Major Research Findings of the Past Ten Years*", a literature review undertaken by Trang Thomas, Professor of Psychology, and Winnie Lau, a Clinical Psychology Researcher, at the Royal Melbourne Institute of Technology. Professor Thomas is an assistant commissioner to the National Inquiry.

The literature review, with extensive References and Suggested Readings, can be accessed on the [\*\*Inquiry website\*\*](#)

## **Child Support - How Much?**

Under the law both of the parents of a child have an ongoing obligation to maintain their children to the extent that they are able to do so.

The Child Support Agency provides a calculator to help parents work out how much child support should be paid when the parents have separated. The calculator can be used by parents where one of their children was born on or after 1 October 1989 or the separation happened after that date. If this doesn't apply to you, and you want to know how much child support is payable, you could use the calculator to give an indication, but you also need to get legal advice.

The CSA child support calculator is on the web at: <http://www.csa.org.au> If you need help phone the CSA on 131 272 (toll free) excluding mobile and public phones The CSA web site also contains contacts for relevant services for example, legal help, mediation, and counseling. You can search the community services directory at: <http://www.csa.gov.au/csacid/index.asp>

Source: NWJC

## **ABS - 2001 Census Data**

### **First release of 2001 Census Data**

**The first release of data from the 2001 Census is now available on the Australian Bureau of Statistics website.**

Free information available includes:

- Selected Social and Housing Characteristics, Australia Main Features
- Basic Community Profiles. Free down to Statistical Local Areas
- Snapshots. Free down to Statistical Local Areas
- Indigenous Profiles. Free down to Indigenous Areas

**To view the 2001 Census Data see: [ABS Census Data](#)**