International students’ experience of racism:
A City of Ryde report
One of greatest assets in the City of Ryde is the strength of our diverse community. As a University we recognise the important contribution of all cultures in the way we live, study and work.

We also take immense pride in building on the inclusive traditions of the Wattamattagal clan of the Dharug Nation on the land on which our campus is situated, acknowledging the world’s oldest continuous living culture.

As Macquarie University embarks on its 57th year, we continue to foster a culture of service and engagement. Our students, staff and partners are encouraged to challenge convention, break down barriers and develop meaningful connections, while being part of a unique and supportive campus community.

The following report has been assembled by researchers from three faculties from Macquarie University - the Faculty of Arts, the Faculty of Medicine, Health and Human Sciences and the Faculty of Science and Engineering. It contains important findings on the experiences of discrimination and racism faced by international students in the City of Ryde. It also provides a roadmap with five recommendations to help combat racism in the City of Ryde, and in Australia more generally.

The research which has contributed to this report spans several Future Shaping research priorities at Macquarie University. It especially looks at how we build Resilient Societies, focusing on understanding cultures in our changing world and building ethical, just, and inclusive communities.

Embedded in a campus community with a strong multicultural profile and a diverse student body, Macquarie University has a zero-tolerance policy on racism. It supports the ‘Racism. It Stops with Me’ campaign, promotes Refugee Mentoring Schemes and continues its commitment to raising awareness of Indigenous issues and promoting Indigenous knowledges and collaboration. We recognise, however, there is more to be done to ensure racism has no place in our community. We remain committed to supporting diversity, inclusion, and equality in all that we do as a University.

As a part of the City of Ryde community, we all play an essential role in creating a safe and supportive environment built on diversity, inclusion, and respect.

**Vice-Chancellor’s Foreword**

Professor S Bruce Dowton
MBBS MD FACMG FRACP FAICD FRSN
Vice-Chancellor & President, Macquarie University
The City of Ryde acknowledges the Traditional Custodians of this land, the Wallumedegal clan of the Darug nation. We would also like to pay respect to Elders both past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander people.

The City of Ryde is one of the most culturally diverse communities in Australia. Of the 120,000 residents in our City, nearly half were born overseas in more than 100 countries. There are 72 different languages spoken in Ryde and more than 40 religions practised.

This melting point of diversity and culture is what makes our City so unique and as a Council we have worked extremely hard to not only celebrate the area’s multiculturalism, but to also create an inclusive society for the entire community to be a part of. A key part of this work is stamping out acts of racism and other incidents of discriminatory behaviour.

As a Council, we are committed to eradicating all forms of racism in the City of Ryde and that is why we partnered with Macquarie University to produce this important report on the experience of international students when it comes to racist behaviour.

International students are a great addition to our community and help make Ryde richer and more diverse. Unfortunately, the report’s findings confirm that despite the enormous strides we have made as a community, too many international students are still being subject to a form of racism.

A large number of international students are also unsure what they should do if they experience a racist incident. In response, Council will use the recommendations outlined in this report to undertake further work within the community that will better involve international students in community and civic life.

We have already commissioned the Multilingualism Research Centre to produce pamphlets that will be distributed to residents, explaining what racism is, the available reporting mechanisms for people who experience it, and what bystanders can do if they witness it.

As community leaders, it is our role to denounce racism and ensure that everyone living within our City is made to feel welcome, respected and included. With the help of this report, we will achieve that aim.

Clr Jerome Laxale
City of Ryde Mayor
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Acknowledgements

International students’ experience of racism: A City of Ryde report is the outcome of ongoing discussion between the City of Ryde Council and Macquarie University on the experiences of international students. The discussion is intended to further inform forward thinking in making the City of Ryde a welcoming and inclusive city for all to live, study and play.

The research team is very grateful to the City of Ryde for their generous support: especially the Multicultural Advisory Committee, Councillors Simon Zhou and Peter Kim, the staff (including Jonathan Nanlohy, Michael Paine, Andrew Marselos, and Sean Willenberg), and Mayor Jerome Laxale.

We would like to acknowledge the dedication of the student contributors and their PACE advisors:

- Department of Linguistics: Yanran Fu and Alessia Crescenzi (Advisor: Phil Benson)
- Department of Politics and International Relations: Eleanor Gojak, Nicholas Marsden, Daniel Meredith, Salonika Mitter and Anna-Lisa Seidl (Advisor: Adele Garnier)
- Department of Sociology: Maulana Akbar, Elizabeth Dao, Anastasia Fotias, and Molly Smith (Advisors: Alice Chik, Jacqueline Mackaway and Rossella Tisci)

The authors would like to thank the Faculty of Arts, the Faculty of Science and Engineering, and the Faculty of Medicine, Health and Human Sciences for supporting this project.

The views expressed in this publication are those held by the authors and are not necessarily those of the City of Ryde Council or Macquarie University.

Please direct inquiries to Adele Garnier, adele.garnier@mq.edu.au.

The authors of this report are researchers at the North Ryde campus of Macquarie University. We acknowledge the traditional custodians of the Macquarie University land, the Wallumedegal clan of the Darug nation, whose cultures and customs have nurtured and continue to nurture this land since the Dreamtime. We pay our respects to Elders past, present and future.
Contributors

Adele Garnier
Adele Garnier is an Honorary Senior Lecturer in the Department of Modern History, Politics and International Relations and an Assistant Professor at Université Laval, Canada. Her research focuses on immigration policy and politics in comparative perspective, with a focus on Australia, Canada and Belgium.

Alice Chik
Alice Chik is the Associate Director of Multilingualism Research Centre in the Faculty of Medicine and Health Sciences. Based in the School of Education, her work focuses on urban multilingualism, and language education and acquisition.

Michael Chang
Michael Chang is a Senior Lecturer in the Department of Earth and Environmental Sciences. His research focuses on data analytics and visualisation based on locations. That includes the utilisation of remote sensing and geographic information system (GIS) to map land use and land cover change, transport and demographic data.

Phil Benson
Phil Benson is Professor of Applied Linguistics in the Department of Linguistics and the Director of Multilingualism Research Centre in the Faculty of Medicine and Health Sciences. He has more than thirty years of experience working with language learners in multilingual environments.
Stakeholders

The City of Ryde also funds its own ‘Racism. It Stops With Me’ campaign as part of its long-term commitment to eradicate racism from all facets of the Ryde community.

City of Ryde Council

The City of Ryde has been actively involved in a range of initiatives to enhance social inclusion and promote diversity within the community.

In collaboration with key stakeholders such as Macquarie University, the Council undertakes the ‘I and U’ social inclusion campaign as well as the ‘United Ryde’ Harmony Day initiative.

The Council also funds its own ‘Racism. It Stops With Me’ campaign as part of its long-term commitment to eradicate racism from all facets of the Ryde community.

The Council has also established a number of advisory committees to help guide policy and direction in the areas of inclusion, multiculturalism and diversity. This includes the Multicultural Advisory Committee, which is comprised of culturally and linguistically diverse community members, the Festivals and Events Advisory Committee and the Ryde Youth Council.

Several City of Ryde employees have helped coordinate or assist this project, including Jonathan Nanlohy (Community Projects Coordinator), Michael Paine (Community and Cultural Planner), Andrew Marselos (Community Project Officer, Young People) and Sean Willenberg (Community Project Officer, Social Inclusion).

Macquarie University

Macquarie University’s Equity and Diversity Unit is responsible for raising awareness as well as conducting educational events for both staff and students. The Equity and Diversity Unit have been responsible for introducing the ‘Racism. It Stops with Me’ campaign to the University, as well as participating in Refugee Mentoring Schemes and Programmes.

Macquarie University officially partnered with the ‘Racism. It Stops with Me’ campaign in August 2014, with the goal of ‘making Macquarie a community that is culturally competent and confident in addressing racism and racist behaviour’. Since then the University has run workshops and events on campus aimed at promoting the campaign.

New South Wales Police Force

The New South Wales Police Force has pledged their commitment as one of the organisations to support the ‘Racism. It Stops with Me.’ campaign. Within the Ryde local government area, both the Council and The New South Wales Police conduct quarterly community safety meetings along with the local Members of Parliament, the Ryde Chamber of Commerce and the Gladesville Chamber of Commerce to facilitate partnerships and open communication between the Police, Council and community representatives.

8 | International students’ experience of racism: A City of Ryde report
This report investigates the experience of discrimination and racism of international students in the City of Ryde. In 2019, 400 international students responded to a street survey and seven focus group interviews were conducted with 20 students. The respondents were young, pursuing higher education, multicultural, multilingual and most have spent less than two years in Australia. The main findings of the study were:

1. Students are not certain of the definition of racism, and are not familiar with reporting mechanisms
2. From their experiences in the City of Ryde, our respondents were less likely to assert that racism is prevalent
3. Most of the respondents had never interacted with the Council, NSW Police Force, and the student organisations and the counselling services on campus
4. Our respondents generally had more positive attitudes towards people of diverse cultural and linguistic backgrounds than the broader population
5. Most of the respondents had not experienced racism in Ryde, and some had encountered one racism experience
6. The most frequently reported racism experiences reported are verbal abuse
7. Our mapping of student-reported incidents shows a higher concentration in the shopping areas and on campus.

The findings suggest that generally international students found the City of Ryde to be a safe environment but there are various incidents of racist and micro-racist encounters on campus.

The report concludes by identifying the following recommendations:

1. Community education on the definition of racism, and report mechanisms
2. Creation of an online platform for anonymous report of racism
3. An information kit for international students about support network provided by the NSW Police Force, the City of Ryde Council and other community organisations
4. Promotion of multicultural events to international students
5. Promotion of multicultural inclusiveness in the City of Ryde.
Recommendation: An information kit for international students about support network provided by the NSW Police Force, the City of Ryde Council and other community organisations.
Introduction

Australia is a major destination for international students. In 2018, Australia admitted 486,934 overseas students, in contrast to 307,045 in 2012⁸. As of 2017-2018, international education contributed $28.1 billion to the Australian economy, as well as socioeconomic and cultural benefits⁹.

The well-being of international students is a key concern for the City of Ryde, Macquarie University and society at large. More than a third of Australia’s international students are enrolled in New South Wales¹⁰. According to the Department of Education, Skills and Employment, as of December 2019, 18,024 international students were enrolled in the City of Ryde, including 13,072 higher education students and 1,661 English Language Intensive Courses for Overseas Students (ELICOS)¹¹. Many of the City of Ryde international students were studying at Macquarie University. As of September 2019, more than a fifth of Macquarie University’s students were international students (8,641 international students, for a student total of 40,209¹²).

In 2016, 47 percent of the population of the Ryde Local Government Area (LGA) had been born overseas and 48 percent spoke another language than English at home (ABS 2017). In 2016, Ryde was one of the top 10 settlement areas for permanent migration¹³.

Australia has been described as the world’s most successful multicultural country. The local experience of international students is also reported as very positive according to regular surveys of the Department of Education and Training. In 2018, 89 percent of surveyed international students reported overall satisfaction with their tertiary student experience in Australia¹⁴. Yet racism and discrimination have not disappeared.

Several studies show that a significant proportion of the population report experiences of racism in Australia. Western Sydney University’s ‘Challenging Racism’ Project surveyed discrimination and racism in a nationwide survey in 2015-2016. More than 30 percent of respondents reported such experience¹⁵. The Scanlon Foundation conducts annual surveys on social cohesion in Australia, and as of 2018 19 percent of survey respondents reported experience of discrimination because of skin colour, ethnic origin and religion in the last 12 months – with a contrast of 17 percent among the Australian born, 20 percent among the overseas-born of English-speaking background and 25 percent of the overseas-born of non-English speaking background¹⁶. In New South Wales, experience of discrimination because of skin colour, ethnic origin and religion significantly increased from 10 percent in 2007 to 20 percent in 2016, with an average of 19 percent between 2013 and 2018¹⁷.

On average, between 2013 and 2018, experience of discrimination was the highest for the age group of 18 to 34-year-olds¹⁸.
Recently at a large university in Australia, Sophia Arkoudis and colleagues conducted a survey of international students who reported the same level of discrimination and racism as the broader population, with 19 percent reporting experiences of discrimination based on race, ethnicity and culture. A small percentage of students reported verbal assault. Evidence of such discrimination has also been reported anecdotally in the media. International research has also investigated foreign students experience of racism and discrimination. As a consequence of experiencing discrimination and racism, international students report sadness, anger, and are discouraged to recommend their host country as a destination of choice. In Australia, international students have been identified as an at-risk group of mental illness.

To our knowledge there is a dearth of research exploring international students’ local experience of racism and discrimination in Australia, especially the incidence of racism experience at a local geographical level, which forms of racism are experienced and where such experiences occur. Our report addresses this knowledge gap in order to inform relevant stakeholders to formulate future a action plan.
Methodology

In order to understand the local experience of international students studying or living in Ryde, we used a short face-to-face survey and focus group discussion. The project investigated:

• The types of racism that international students experience;
• What international students believe to be the cause of their experiences of racism;
• Where international students experience racism.

The project received ethical approval from the Macquarie University Human Research Ethics Committee. Under the supervision of the academic team, Macquarie University students conducted the survey and the focus group discussion sessions in 2019. These students were enrolled in Professional And Community Engagement (PACE) units from the Department of Linguistics, the Department of Politics and International Relations, and the Department of Sociology.

The survey (Appendix 1) is adapted from national surveys conducted by the Western Sydney University\(^{24}\) and the Scanlon Foundation\(^{25}\). Both surveys investigate attitudes towards and personal experiences of racism and discrimination in Australia. Using the same questions allows comparison of responses of international students with, responses of the broader population and thus may inform Macquarie University the City of Ryde and other stakeholders of similarities and differences in local attitudes and experiences. Our current survey is adapted to elicit additional information about location so we could map ‘hot spots’ where students reported racism experiences.

The survey was conducted with 400 participants on the Macquarie University campus using a stop-and-ask method to invite international students to participate. An online version of the survey will roll out to incoming students in 2020.

Seven sessions (with 20 participants) of focus group discussions were conducted on the Macquarie University campus between May and October 2019. Participants were recruited from publicly posted posters. Each session was about 60 to 75 minutes.

In addition to conducting the survey and focus group sessions, the PACE students also engaged in data analysis and reporting. The preliminary findings were presented at the Multicultural Advisory Committee meeting on 30 May, 2019. A female-focused report was presented to the Multicultural Advisory Committee on 28 November, 2019.
‘The media have a lot of negative information about migrants or the international students, then some people think that international students are just ‘invading’ Australia. So that’s why [they dislike us] I think. But international students are contributing to the Australian economy. So the government-people should understand that international students are impacting positively the Australian economy’

(Ming, Taiwanese)
Findings

Profile of survey participants

Gender distribution: In our survey, 47.1 percent of the students identified as male, 49.7 percent as female, 0.52 percent as other and 2.6 percent preferred not to say. A slightly higher proportion of female students took the survey than the male/female distribution of the overall international population.

Age range: Most of the survey respondents were under 24 years old, with about 120 respondents in the 18-20 age bracket and more than 140 in the 21-23 age bracket (Figure 1).

Level of study

Our survey findings show that slightly over half of the survey respondents (51.8 percent) had already completed an undergraduate degree. 10 percent mentioned having completed a Master’s degree and 7 percent another degree (Figure 2). According to the figures of international student enrolments provided by the Australian Government, 38.1 percent of Ryde-based international students are pursuing an undergraduate degree and 52 percent are pursuing postgraduate studies (See Appendix 2). It is most likely that survey respondents who stated that their highest degree was an undergraduate degree were pursuing postgraduate studies, and thus level of study in our survey is very similar to level of study in the broader international student population in Ryde.

---

Figure 1:

Figure 2:
Time spent in Australia

Close to half of the respondents had been in Australia for less than a year (44.5 percent). Due to the structure of the study programs, for example, a three year Bachelor’s degree, only about 29.8 percent of our respondents have been in Australia for more than two years (Figure 3).

Countries of origin
Most respondents in our survey were born in Asia.

In our survey

31.7% China
5.5% Vietnam
13.3% India
4.4% Bangladesh
4.4% South Korea

This distribution is very similar to the government figures (below) of the Ryde residents.

The top 5 countries of origin are

47% China
19% India
10% Nepal
8.5% Vietnam
7% Bangladesh

Figure 3:

Figure 4:
## Findings

### Religion

<table>
<thead>
<tr>
<th>Religion</th>
<th>Ryde Students (% of Students)</th>
<th>Ryde Residents (% of Residents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Religion</td>
<td>41%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Christianity</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>Hinduism</td>
<td>12.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Islam</td>
<td>11.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Buddhism</td>
<td>10.1%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

The top four nominations are compared to Ryde residents.

### Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Ryde Students (% of Students)</th>
<th>Ryde Residents (% of Residents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>39.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>14.2%</td>
<td>7%</td>
</tr>
<tr>
<td>Korean</td>
<td>7.3%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Our student respondents are multilingual. 74.4 percent of the students speak one language in addition to English, 18 percent two other languages and 6.1 percent more than two additional languages.

Our student respondents also reported a high level of proficiency in English: very well (34.6 percent), and well (48 percent). But 15.2 percent reported speaking English ‘not very well’. These could be non-degree ELICOS students who are in Australia to learn English. Among Ryde residents who reported speaking another language: 39.4 percent reported they also speak English well or very well; and 8.5 percent reported they speak English not well or not at all.
Interactions with institutions

The majority of our student respondents had not interacted with the NSW Police Force, the City of Ryde Council, Student Organisations and Student Counselling & Wellbeing (Figure 5).

![Frequency of interaction with institutions](image)

Summary:

Survey respondents shared a number of characteristics with the broader international student population in Australia and specifically in Ryde, yet some features are also specific to our study, which warrants caution in the interpretation of results presented in the following sections of the report. Similarly to the broader international student population, our respondents were very diverse in terms of ethnic origin, though numerically the largest group by far was Chinese students, and their level of education was also similar. Participants were younger than the broader international student population. Female international students were slightly more represented in our sample than in the national international student population.
94 percent of our survey respondents considered that something should be done to minimise and to fight racism in Australia. This was higher than the national findings of about 85.6 percent.

Participants’ attitudes on the prevalence of racism in Australia

Our survey participants were less likely to assert that there is racial prejudice in Australia than the national sample of Australian population surveyed in Western Sydney University’s Challenging Racism Project (2015 – 2016). In our sample, two-thirds of the participants agreed that there is racial prejudice in Australia but a third disagreed. By contrast, in the Challenging Racism Project study, 84.4 percent of respondents surveyed agreed that there was racial prejudice in Australia.

Yet being less likely to identify racial prejudice in Australia was not correlated with less willingness to do something about racism. 94 percent of our survey respondents considered that something should be done to minimise and to fight racism in Australia. This was higher than the national findings of about 85.6 percent.

The international students in Ryde had more positive personal attitudes towards different groups in society than national survey samples. Attitudes towards different groups were overwhelmingly positive (Table 1). There are variations and the least overall positive attitude was reported towards refugees (8.7 percent reporting negative feelings towards refugees) and Muslim Australians. However divergences were far smaller than the differences in attitudes reported in the national ‘Challenging racism’ survey in 2015/16, in which over 10 percent reported negative attitudes towards refugees, African Australians and Middle Eastern Australians, and over 20 percent towards Muslim Australians. Our findings seem to support that Ryde international students are more accepting of people of diverse backgrounds.
A large majority (78 percent) of international students in our sample also reported that they would stand up for someone who was sick or injured, or discriminated against, regardless of their ethnic background (Figure 6 & 7).

<table>
<thead>
<tr>
<th>Action</th>
<th>Very positive</th>
<th>Some-what positive</th>
<th>Neutral</th>
<th>Some-what negative</th>
<th>Very negative</th>
<th>Don’t know/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo-Australians</td>
<td>29</td>
<td>26</td>
<td>36</td>
<td>2.8</td>
<td>0.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Aboriginal Australians</td>
<td>28</td>
<td>26</td>
<td>33</td>
<td>3.5</td>
<td>0.3</td>
<td>8.5</td>
</tr>
<tr>
<td>Muslim Australians</td>
<td>32</td>
<td>18</td>
<td>38</td>
<td>5</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Refugees in Australia</td>
<td>27</td>
<td>18</td>
<td>37</td>
<td>7</td>
<td>1.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Middle-Eastern Australians</td>
<td>28</td>
<td>25</td>
<td>36</td>
<td>3.6</td>
<td>2.5</td>
<td>4</td>
</tr>
<tr>
<td>African Australians</td>
<td>31</td>
<td>25</td>
<td>36</td>
<td>2.2</td>
<td>0.3</td>
<td>2.8</td>
</tr>
<tr>
<td>Asian Australians</td>
<td>36</td>
<td>30</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Table 1: Ryde international students’ attitudes towards different groups
Types and causes of racism

Racism can take many forms, and racist incidents can be of different degrees of severity. Thus our surveys and focus group discussions assessed the prevalence of the less severe forms of racism among respondents, and asked them to identify the location and nature of racist incidents.

Based on the findings, students are likely to encounter one racism incident during their stay in Australia (Figure 8).

More than 90 percent of survey respondents reported hardly ever or never having been called names or insulted because of their language, cultural and religious background. 9.1 percent reported being called names or insulted for this reason often or very often (Figure 9). A slightly larger proportion (12.9 percent) reported that some people act as if they were not to be trusted because of their language, cultural or religious background. Being treated with disrespect because of one’s background was reported more frequently by a minority of respondents, with 19.7 percent of respondents reporting to be treated with less respect often or very often.

Figure 8: Reported experiences of racism in relation to time spent in Australia
In addition, the international students also reported on their experiences of verbal abuse, physical abuse, being refused entry or being refused service in different settings (see Appendix 1). The most common form of abuse reported in all cases was verbal abuse. Report of abuse was more frequent on the street (16.4 percent, Figure 10) than in the workplace (8.8 percent, Figure 11) and at public sports events (3.7 percent, Figure 12).

‘A few times when I go to the shops usually I feel that there’s some kind of discrimination. For example in the supermarket sometimes, if there is an Australian in front of me, the cashier says like ‘oh hey, how are you? How’s it going? How’s your day today?’ They’re very cheerful. Then when it is my turn, the cashier just says ‘oh that’s it? Oh okay [$20 and go’]. Then if the next person is an Australian, they start talking very kindly. I just feeling shocked and you know what’s happening. Yeah feeling like discriminated like [Asian faces]’

(Chagha’an, Mongolian).

Figure 9: Respondents’ perceived treatment based on their language, cultural or religious background
Students' reports of racist experience in the street

- 83.6% No Response / prefer not to say
- 13.1% Verbal abuse
- 1.5% Physical abuse
- 1.5% Refused entry
- 0.3% Refused service

Students' reports of racist experience in the workplace

- 91.2% No Response / prefer not to say
- 6.3% Verbal abuse
- 0.5% Physical abuse
- 0.5% Refused entry
- 1.5% Refused service

Location of racist incidents

From the surveys collected in 2019, there were only 43 racist incidents reported with recognisable location information (i.e. about 11 percent of the results) as shown in Figures 13 and 14, including four incidents outside Greater Sydney. And only 27 incidents had specific location information which allowed us to determine the geographic coordinates in latitude and longitude as shown in Table 2. Among those, 11 incidents happened on campus and the nearby areas, including 4 cases at the Macquarie Shopping Centre as shown in Figure 15. In Sydney CBD, there were five cases that happened at Central Station.
Table 2. List of the 27 incidents which have a specific description of the location so that the geographic coordinates in latitude and longitude can be determined and plotted on a map (Figure 16).

<table>
<thead>
<tr>
<th>Incident Location</th>
<th>Suburb</th>
<th>Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney International Airport</td>
<td>Mascot</td>
<td>Bayside</td>
</tr>
<tr>
<td>Lidcombe Station</td>
<td>Lidcombe</td>
<td>Cumberland</td>
</tr>
<tr>
<td>Auburn Train Station</td>
<td>Auburn</td>
<td>Cumberland</td>
</tr>
<tr>
<td>Westfield (NAB ATM) at Hornsby</td>
<td>Hornsby</td>
<td>Hornsby</td>
</tr>
<tr>
<td>Parramatta Bus Stop</td>
<td>Parramatta</td>
<td>Parramatta</td>
</tr>
<tr>
<td>Parramatta Shopping Centre (Westfield)</td>
<td>Parramatta</td>
<td>Parramatta</td>
</tr>
<tr>
<td>Rock Farm Avenue</td>
<td>Telopea</td>
<td>Parramatta</td>
</tr>
<tr>
<td>Denistone East</td>
<td>Eastwood</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Eastwood Station</td>
<td>Eastwood</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Herring Road</td>
<td>Marsfield</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Balaclava Road</td>
<td>Eastwood</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Big W at Macquarie Shopping Centre</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie Shopping Centre</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie Shopping Centre</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie Shopping Centre</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Herring Road Apartment</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie University Campus</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie University Campus</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie University Sport and Aquatic Centre</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie University Village</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Macquarie University Village</td>
<td>Macquarie Park</td>
<td>City of Ryde</td>
</tr>
<tr>
<td>Central Station</td>
<td>Haymarket</td>
<td>Sydney</td>
</tr>
<tr>
<td>Central Station</td>
<td>Haymarket</td>
<td>Sydney</td>
</tr>
<tr>
<td>Central Station</td>
<td>Haymarket</td>
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<td>Central Station</td>
<td>Haymarket</td>
<td>Sydney</td>
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<td>Central Station</td>
<td>Haymarket</td>
<td>Sydney</td>
</tr>
<tr>
<td>Central Station</td>
<td>Haymarket</td>
<td>Sydney</td>
</tr>
<tr>
<td>Argyle Club</td>
<td>The Rocks</td>
<td>Sydney</td>
</tr>
</tbody>
</table>
Figure 13: Reported number of incidents based on local government areas (LGA) in Greater Sydney Region.

Figure 14: This map shows the number of incidents reported in the survey based on suburbs. The number of incidents are colour coded and labelled after the suburb names.
Figure 15: There are 14 incidents provided with precise geographic location in City of Ryde. These incidents are marked as red dots on the map. The administrative boundary of is indicated by the white line.

‘My friend wears hijab to cover her head for her faith. In the supermarket, an older Australian woman crashed her shopping cart into hers deliberately, twice. My friend was scared, and she left immediately.’

(Annisa, Indonesia)
Recommendations

The report concludes by identifying the following recommendations:

1. Community education on the definition of racism, and report mechanism
2. Creation of an online platform for anonymous report of racism
3. An information kit for international students about support networks provided by the NSW Police Force, the City of Ryde Council and other community organisations
4. Promotion of multicultural events to international students
5. Promotion of multicultural and diversity inclusiveness in the City of Ryde.

First, some international students do not know if their experiences could be classified as ‘racism’ or not because some might find this to be a new concept. Thus community education will be beneficial.

And international students generally are anxious about reporting to authorities, e.g. the NSW Police Force, City of Ryde Council or even to the university. They are concerned that any reports to the authority will jeopardise their student visas even when they are the victims. So some students call for the creation of an online platform for anonymous reporting.

Because there appear to be knowledge gaps, an information kit on issues related to reporting, supports and legal rights could be highly beneficial for the wellbeing of the international students.

Finally, general community promotion of multicultural and diversity inclusiveness could be a key to reduce racism. From government data, there are about 18,000 international students enrolled in Ryde, and this constitutes about 14 percent of the Ryde population. We have the responsibility to ensure that these international students feel safe to study and live in the City of Ryde.
References


26. See Appendix 2


30. Blair et al. (2017)


32. Blair et al. (2017: 4)
Racism. It Stops with Me.

Survey

Street interview of survey: Every participant will receive a print-out card with information on anti-racism support (e.g. Macquarie Campus Wellbeing NSW Police hotline, The Australian Human Rights Commission complaint handling hotline, Redfern Legal Centre hotline and relevant services).

[Read the instructions first before you start asking questions]

**Background questions**

1. Are you 18 or above? [Only proceed if the respondent says yes] (Y / N)
2. Are you an international student? [Only proceed if the respondent says yes] (Y / N)
3. Choose your education institution [circle]
   - Macquarie University
   - Macquarie English Language Centre
   - TAFE

1. There is racial prejudice in Australia. (Y / N)
2. All migrants should be accepted regardless of where they come from. (Y / N)
3. I would stop to help someone who appeared to be sick or injured, regardless of their ethnic background. (Y / N)
4. I would stand up for someone who was being discriminated against because of their colour, ethnicity or national origin. (Y / N)
5. Something should be done to minimise or fight racism in Australia. (Y / N)
6. Do you think the number of immigrants accepted into Australia is too high, too low or about right?
   - Too high
   - About right
   - Too low
   - Refused / no opinion / don’t know

7. Is your personal attitude positive, negative or neutral towards…

<table>
<thead>
<tr>
<th></th>
<th>Very positive</th>
<th>Somewhat positive</th>
<th>Neutral</th>
<th>Somewhat negative</th>
<th>Very negative</th>
<th>Don’t know / decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo-Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refugees in Australia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-Eastern Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. How often do you feel that because of your language, cultural or religious background

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Hardly Ever</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are treated less respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People act as if you are not to be trusted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are called names or similarly insulted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you think this is because of your (rank in order of cause)

- [ ] Language
- [ ] Culture
- [ ] Religion

9. How frequently do you interact with

<table>
<thead>
<tr>
<th></th>
<th>More than once a week</th>
<th>Once a week</th>
<th>Once a month</th>
<th>Once in the last 3 months</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling/wellbeing staff at your education institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student organisation/body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City of Ryde Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSW Police</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Have you experienced discrimination because of your colour, ethnicity or national origin?

- [ ] Yes
- [ ] No
- [ ] N/A (not applicable)

<table>
<thead>
<tr>
<th>Location</th>
<th>Verbal abuse</th>
<th>Physical violence</th>
<th>Refused entry to a venue</th>
<th>Refused service</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On public transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the street</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At home or a friend/family’s home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In your workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At a shop or shopping centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At a public sport event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When renting or buying a house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In dealings with the police or the court system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In dealings with the City of Ryde Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, can you provide the place / time that the incident happened? (e.g. XXX train station, about 3pm on a Monday)
Census questions Survey

11. Are you ☐ Male ☐ Female ☐ Another option ☐ Preferred not to say

12. What is your age? __________________________________________

13. What is the highest level of education you have completed? ______________________________________

14. How long have you lived in Australia? ______________________________________________________

15. In which country were you born? ____________________________________________________________

16. Do you speak a language other than English at home? __________________________________________
   (Please list the languages)

17. How well do you speak English? ☐ Very well ☐ Well ☐ Not well ☐ Not at all

18. What is your religion? (optional) ☐ No religion ☐ Muslim Faith ☐ Buddhist Faith ☐ Sikh Faith
   ☐ Christian Faith ☐ Jewish Faith ☐ Hindu Faith ☐ Other

19. What do you think the government can do to prevent racist incidents against international students in the Ryde area (or beyond)?
   __________________________________________________________________________________________
   __________________________________________________________________________________________

20. Would you like to receive a short summary report when it is available?
   (If yes, please provide email)
   __________________________________________________________________________________________

21. Would you agree to join a focus group interview to discuss your experience? The interview will last for about an hour, and it will be held at Macquarie University. Participants will be provided with a $20 shopping voucher.
   (If yes, please provide)

   Name: __________________________________________________________________________________
   Email: _____________________________________________ Mobile: ______________________________
Appendix 2 –
International students enrolment in Ryde as of November 2019

17,945 enrolments in Sydney - Ryde (NSW)
January - November 2019

<table>
<thead>
<tr>
<th>Sector</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>13,023</td>
</tr>
<tr>
<td>Vet</td>
<td>2,102</td>
</tr>
<tr>
<td>Elicos</td>
<td>1,660</td>
</tr>
<tr>
<td>Non-award</td>
<td>1,150</td>
</tr>
<tr>
<td>Schools</td>
<td>&lt; 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree (Coursework)</td>
<td>5,544</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>4,938</td>
</tr>
<tr>
<td>Non AQF Award</td>
<td>2,817</td>
</tr>
<tr>
<td>Diploma</td>
<td>1,499</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>849</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>594</td>
</tr>
<tr>
<td>Master’s Degree (Research)</td>
<td>491</td>
</tr>
<tr>
<td>Certificate III</td>
<td>430</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>321</td>
</tr>
<tr>
<td>Bachelor Honours Degree</td>
<td>300</td>
</tr>
<tr>
<td>Master’s Degree (Extended)</td>
<td>94</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>46</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>17</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>&lt; 5</td>
</tr>
<tr>
<td>Junior Secondary Studies</td>
<td>&lt; 5</td>
</tr>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td>&lt; 5</td>
</tr>
</tbody>
</table>

Nationalities with more than 100 international students in Ryde

- China: 6,146
- India: 2,464
- Nepal: 1,311
- Vietnam: 1,114
- Bangladesh: 904
- Korea Republic of (South): 832
- Pakistan: 578
- Indonesia: 523
- United States of America: 327
- Philippines: 270
- Malaysia: 258
- Hong Kong: 243
- Thailand: 196
- Taiwan: 164
- Saudi Arabia: 160
- Japan: 157
- Nigeria: 151
- Iran: 142
- Sri Lanka: 133
- Canada: 129
- Mongolia: 112
- Singapore: 111
- Germany: 107
Contact Us

City of Ryde
Address: 1 Pope Street, Ryde NSW 2112
Phone: 9952 8222
After Hours Assistance: 9952 8222
Email: cityofryde@ryde.nsw.gov.au
URL: www.ryde.nsw.gov.au

Macquarie University
Alice Chik alice.chik@mq.edu.au