

Element 1.1 Recognise the impact of the refugee experience on settlement in Australia

Training Sequence

Introductory activities	Description	Slide	Resources
<p>Welcome and introductions</p> <p>Where are you from?</p>	<p>Welcome participants</p> <p>The purpose of the introductory activity is for participants to think about where participants come from and the diversity of experiences in any group of people.</p> <p>Have participants introduce themselves and tell 'where they are from'. Participants may want to say the suburb that they live in, the place where they were born, the country they come from, or to explain a brief family history if this involves migration or movement between countries.</p> <p>For example: A group of refugee children from different countries were playing together and talking. Where do you come from? One asks another. One says they are from Sudan, another from Burma, one is from Ethiopia and they turn to the last who says they come from <i>XXXXX(replace with local suburb name)</i>. All this is accepted graciously, these names are just words to the children and <i>XXX</i> is just as exotic as all the other countries and they don't necessarily know where any of them are...!!</p> <p>Introduce yourself, telling your name and where you come from.</p> <p>Allow participants to interpret the question as they wish. You might:</p> <ul style="list-style-type: none"> • Have participants sit in a circle and go round the group introducing themselves • Have participants speak to another person and then introduce their partner • Have participants 'mill' around the room, introducing themselves to others • Have participants speak to another person and then choose a few people to introduce themselves to everyone in the room. 	<p>1, 2</p>	

	<ul style="list-style-type: none"> • Talk about what we mean when we say “where are you from?” Do we mean, your country of birth, your language, your heritage, your family of origin, your last place of residence, the suburb you are living in now? 		
Introductory activities	Description	Slide	Resources
	Overview of Element and Performance Indicators	3, 4	

Awareness	Description	Slide	Resources
Similarities and differences	<p>Have participants read Fact Sheet 1 or present slides with definitions of the terms 'migrant', 'refugee', 'asylum seeker' and 'displaced person'.</p> <p>Ask participants to think about the differences between being a migrant, a refugee and an asylum seeker. You might:</p> <ul style="list-style-type: none"> • have large pieces of butcher's paper headed 'migrant', 'refugee' and 'asylum seeker' and have people write their ideas on post-it notes and place on charts • form three groups, each group thinking about the experience of being a migrant, refugee or asylum seeker and recording their ideas on the paper, then rotating the papers so people read what others have written and add to them. <p>Prompt the groups by asking them:</p> <ul style="list-style-type: none"> • did this group have an option of which country they would go to? <ul style="list-style-type: none"> ○ how did this group travel to Australia? ○ could this group go home? ○ what might this group have brought with them to Australia? ○ for what assistance is this group eligible in Australia? <p>If participants do not have much knowledge or experience with refugees, you might use some of the stories available in Road to Refuge: Developed by the BBC, http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/road_to_refuge/, Success Stories of Australian Migration http://www.immi.gov.au/media/success_stories/index.htm or the Migrant Story Project http://www.randwick.nsw.gov.au/library/scripts/objectifyMedia.aspx?file=pdf/50/59.pdf&siteID=1&str_title=15122008A%20MIGRANT'S%20STORY%20Book%209%20.pdf</p>	5 - 8	Fact Sheet 1: Definitions of Migrants, Refugees and Asylum Seekers

Awareness	Description	Slide	Resources						
	<p data-bbox="488 416 958 443">Here are some ideas of differences:</p> <table border="1" data-bbox="488 448 1610 1318"> <thead> <tr> <th data-bbox="488 448 869 496">Refugees</th> <th data-bbox="869 448 1249 496">Asylum Seekers</th> <th data-bbox="1249 448 1610 496">Migrants</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 496 869 1318"> <ul data-bbox="501 501 855 1305" style="list-style-type: none"> • Often have no option of which country they go to • May have taken numerous (as much as 5-10yrs) years to be recognised as a refugee • Get short notice if any that they will be resettled • No time to say goodbyes • May have travelled through a country of transition (country of initial asylum) prior to recognition as a refugee • Would find it difficult to return to country of origin • May have left behind all possessions and identifying papers during initial flight • Loss of status /family/friends </td> <td data-bbox="869 496 1249 1318"> <ul data-bbox="882 501 1236 1241" style="list-style-type: none"> • All described for refugees may also apply to asylum seekers • May have had a perilous journey to country to seek asylum • May not have had the opportunity to receive assistance re refugee status • May have entered a country without the appropriate permissions for the express purpose of seeking asylum • Not eligible for the same types of settlement services as a recognised refugee • Often referred to as illegal </td> <td data-bbox="1249 496 1610 1318"> <ul data-bbox="1263 501 1603 847" style="list-style-type: none"> • Make the choice of how and when to leave • Choose which country to go to • Say goodbyes • Pack and prepare • Have ability to return to their country without fear </td> </tr> </tbody> </table>	Refugees	Asylum Seekers	Migrants	<ul data-bbox="501 501 855 1305" style="list-style-type: none"> • Often have no option of which country they go to • May have taken numerous (as much as 5-10yrs) years to be recognised as a refugee • Get short notice if any that they will be resettled • No time to say goodbyes • May have travelled through a country of transition (country of initial asylum) prior to recognition as a refugee • Would find it difficult to return to country of origin • May have left behind all possessions and identifying papers during initial flight • Loss of status /family/friends 	<ul data-bbox="882 501 1236 1241" style="list-style-type: none"> • All described for refugees may also apply to asylum seekers • May have had a perilous journey to country to seek asylum • May not have had the opportunity to receive assistance re refugee status • May have entered a country without the appropriate permissions for the express purpose of seeking asylum • Not eligible for the same types of settlement services as a recognised refugee • Often referred to as illegal 	<ul data-bbox="1263 501 1603 847" style="list-style-type: none"> • Make the choice of how and when to leave • Choose which country to go to • Say goodbyes • Pack and prepare • Have ability to return to their country without fear 		
Refugees	Asylum Seekers	Migrants							
<ul data-bbox="501 501 855 1305" style="list-style-type: none"> • Often have no option of which country they go to • May have taken numerous (as much as 5-10yrs) years to be recognised as a refugee • Get short notice if any that they will be resettled • No time to say goodbyes • May have travelled through a country of transition (country of initial asylum) prior to recognition as a refugee • Would find it difficult to return to country of origin • May have left behind all possessions and identifying papers during initial flight • Loss of status /family/friends 	<ul data-bbox="882 501 1236 1241" style="list-style-type: none"> • All described for refugees may also apply to asylum seekers • May have had a perilous journey to country to seek asylum • May not have had the opportunity to receive assistance re refugee status • May have entered a country without the appropriate permissions for the express purpose of seeking asylum • Not eligible for the same types of settlement services as a recognised refugee • Often referred to as illegal 	<ul data-bbox="1263 501 1603 847" style="list-style-type: none"> • Make the choice of how and when to leave • Choose which country to go to • Say goodbyes • Pack and prepare • Have ability to return to their country without fear 							

Awareness	Description			Slide	Resources
	<ul style="list-style-type: none"> Eligible to receive assistance from settlement services in Australia 				

Awareness	Description	Slide	Resources
<p>UN related activities</p> <p><i>(choose one of the following)</i></p> <p>UN Definition of 'Refugee'</p> <p><i>OR</i></p> <p>UN Universal Declaration of Human Rights</p>	<p>The purpose of this activity is for participants to consider the relevance of the 1951 UN Convention definition of a refugee.</p> <p>Ask participants to think and talk about the definition of a 'refugee'</p> <ul style="list-style-type: none"> • What does 'well founded' mean? In whose opinion? • What is considered persecution? • What are the rights and obligations of state members/parties? • Australia is a state party to the Convention and Protocol, and a member of the Executive Committee of the United Nations High Commissioner for Refugees (UNHCR). Does it fulfil this role well? • How do current immigration policies fit with this? <p>The purpose of this activity is for participants to consider the implications of the Declaration on the rights of refugees, migrants and asylum seekers who are in Australia.</p> <p>Ask participants to choose 2-3 Articles and interpret their meaning for the rights or refugees, migrants and asylum seekers in Australia. What do these articles indicate in terms of:</p> <ol style="list-style-type: none"> a. Movement b. Language c. Rights to speak, including to the media d. Practise of religion e. Other issues? <p>Have participants share discussion with people who have considered other articles.</p>		<p>Fact Sheet 1: Definitions of Migrants, Refugees and Asylum Seekers</p> <p>Fact Sheet 2: Migrants definitions and categories</p> <p>Fact Sheet 6: Universal Declaration of Human Rights</p>

Knowledge	Description	Slide	Resources
<p>Where do our migrants come from?</p>	<p>The purpose of this activity is for participants to increase their knowledge of the countries of origin from which Australia receives refugees and the journeys they may take to reach Australia.</p> <p>Ask participants to refer to Fact Sheets 2, 3 and 4 and present information from slides</p> <p>Where do refugees and asylum seekers come from?</p> <p>Give each participant a blank map and ask them to identify the top the top 10-12 humanitarian countries listed below</p> <ul style="list-style-type: none"> • Sudan • Iraq • Afghanistan • Ethiopia • Somalia • Eritrea • Liberia • Sierra Leone • Iran • Burma • Egypt • Kenya <p>Group participants into group of 3 or 4 people and have them share their responses.</p> <p>How many countries were plotted correctly?</p> <p>Use the map to consider issues people coming to Australia from these countries</p>	<p>9 -12</p>	<p>Fact Sheet 2: Migrants definitions and categories</p> <p>Fact Sheet 4: Australia's Humanitarian Program</p> <p>Fact Sheet 3: Humanitarian Entrants Background Information</p> <p>Photocopies of blank map of the world with borders depicted</p> <p>Photocopies of map of the world with country names allocated to each country</p>

Knowledge	Description	Slide	Resources
	<p>might have. Ask groups to think and talk about differences between country of origin and Australia in terms of:</p> <ul style="list-style-type: none"> • Climate • Length of day (number of sunlight hours) in Summer and in Winter • Density of population • Landscape • Proximity to the sea • Understandings of distance • Kinds of food that might be grown • Choice • Anything else that might be unfamiliar to the migrant, refugee or asylum seeker. 		

Skills	Description	Slide	Resources
Services available to the newly arrived	<p>The purpose of this activity is for participants to consider the need for services such as IHSS, basic on arrival introduction and orientation to country.</p> <p>Ask participants to read Fact Sheet 5: Integrated Humanitarian Settlement Strategy (IHSS) and/or present information from slides</p> <p>Ask participants to think about what they would need to know or do if they were in a new country?</p> <p>Move participants into groups to think and talk about the scenario</p> <p style="padding-left: 40px;">Western Australia has been invaded!! You must leave your home immediately, taking nothing with you except your family, no identification, money or passport. You are specifically at risk from the new powers as you have straight hair. You manage to hitch a lift to the eastern states which are also in turmoil and board a boat to New Zealand.</p> <p style="padding-left: 40px;">New Zealand has a new policy in place whereby Western Australians are to be resettled in Istanbul. You arrive with your family in a small village in Istanbul.</p> <p style="padding-left: 40px;">What do you need now? What do you need to know? What are your priorities for your family?</p> <p style="padding-left: 40px;">You might think and talk about:</p> <ul style="list-style-type: none"> • Where will I live? • What is the language? • Is it safe? • Is the water safe? • Who can I trust? • What is the dominant culture/religion? • What are the laws of the country/city? • Where will I get money/employment/food? • How do I get about/transport? 	13-15	Fact Sheet 5: Integrated Humanitarian Settlement Strategy (IHSS)

Skills	Description	Slide	Resources
	<ul style="list-style-type: none"> • What if I'm sick or my family is sick? • Where is the healthcare and how can I access it? Is it reliable? • Where can I learn the language? • Where will my children go to school? • Who can help me? • How do I contact people that can help me? 		

Encounter	Description	Slide	Resources
<p>What are the barriers to access?</p>	<p>Have participants contact an organisation working with refugees and/or spend time in the organisation. What are the barriers to access?</p> <p>OR</p> <p>Organise a speaker from the organisation to speak about the refugee community they are working with. What are the barriers to access? Possible organisations are listed in Section 11 Referral and further information of <i>Promoting Refugee Health</i> at http://pubs.asetts.org.au/Documents/promotingrefhealth.pdf</p> <p>OR</p> <p>If contact with an organisation is not possible, there are some articles that could be copied and studied.</p> <ul style="list-style-type: none"> • <i>Issues in Nutrition for Refugee Children</i> by J. Goette http://www.crr.unsw.edu.au/documents/Nutrition%20Issues.pdf – barriers identified included the infrequency of post-arrival medical screenings; difficulties in finding inexpensive supplies of culturally appropriate foods, dislike of typical “Australian” foods and unfamiliarity with foods available locally; lack of knowledge of food preparation and changes to eating and shopping habits; access to interpreter services during nutrition assessments that can result in miscommunication, misdiagnosis and lack of appropriate follow-up for nutrition-related problems. 	<p>16</p>	<p>Copies of articles as required</p>
	<ul style="list-style-type: none"> • <i>Barriers to access to health care for newly resettled sub-Saharan refugees in Australia</i> by Mohamud Sheikh-Mohammed, C Raina MacIntyre, Nicholas J Wood, Julie Leask and David Isaacs, MJA 2006; 185 (11/12): 594-597 http://www.mja.com.au/public/issues/185_11_041206/she10835_fm.html - barriers identified included language barriers, low levels of education and literacy, lack of transport, and poor understanding of the risk of illness (as shown by misconceptions about measles and TB); negative experiences of health care overseas; fear of job loss, loss of rights as an immigrant or negative reactions from 		

Encounter	Description	Slide	Resources
	<p>family; unemployment and poverty, poor housing, poor nutrition, depression, poor hygiene and poor access to services.</p> <ul style="list-style-type: none"> • <i>Migrant women and the Law: barriers to access and equity</i> by Bronwyn Scheelbeek, Assistant Secretary, Law, Policy & Conciliation, Human Rights and Equal Opportunity Commission, Sydney http://www.aic.gov.au/publications/proceedings/16/Scheelbeek.pdf - barriers identified included discrimination in employment, in promotion and in access to training opportunities; lack of access to English language training; lack of access to adequate child care facilities; poor interpreting services; difficulties in obtaining recognition of overseas qualifications; difficulties in access to legal protection and redress. 		

