Working effectively with asylum seekers and people from refugee backgrounds.

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Why we needed to build an inclusive community and how?.
Building an Inclusive Community.
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why we needed to build an inclusive community and how?

- To work within an inclusive community required leadership and encourages.

- There must be a reason or need to have an inclusive community.

- Could be a crisis or calls to respond to the needs of community.

- Understanding and educating public.
Building an Inclusive Community.

- Values of our works with community.
- Respects to all young people.
- Gives them access to education, and promotes understanding and equal treatment.
- Engages all staff and young people in decision-making processes.
- Responds quickly to anxiety and other discriminating incidents.
Refugees and Asylum Seekers

According to the 1951 Convention (the Refugee Convention), a refugee is a person who left their country of their nationality because of a well-founded fear of being persecuted for reasons of:

- Race
- Religion
- Nationality
- Membership of a particular social group or political opinion.
Often live outside the country of his/her nationality and is unable to return of his/her country because of fear for persecution and often seek protection (Tipping, 2010 and Abur, 2012).

They cannot return unless the situation that forced them to leave improves. In cases where there are protracted conflict situations this can be many years or not at all.
An asylum seeker is a person who is seeking protection as a refugee and is still waiting for their claim to be assessed.

The Refugee Status Determination process is conducted differently in various countries but is based on UNHCR and international treaty guidelines.
How do refugees come to Australia?

- Refugees usually arrive in Australia through the offshore humanitarian programme or as onshore asylum seekers.

- The claims of asylum seekers need to be processed in order to decide whether they qualify for refugee status.

- The humanitarian programme is for people subject to persecution in their home country and in need of resettlement.
People who have fled wars and oppressive regimes have usually experienced significant trauma.

Trauma is experienced differently by different people.

The refugee experience is often described as traumatic because of: persecution, displacement, loss, grief and forced separation from family, home and belongings (Abur, 2012 and Refugee Council of Australia, 2010).
How do refugees leave their homes?

- Refugees are people who have been forced to leave their homes, usually without the time and opportunity to pack their belongings, or farewell loved ones.

- Most often, they leave their homes secretly for fear of being identified by conflict groups.
Since World War II ended in 1945, Australia has accepted more than 700,000 refugees and people in humanitarian need.

Many people from refugee backgrounds have access to government funded settlement support services.

There are limited support services for asylum seekers in community detention. These limited services are provided by contracted agencies including the Australian Red Cross.
The settlement period is a difficult time for new arrivals in many ways.

Adjusting to a new culture, language and power dynamic within the family and community is often a challenge for families and young people.

Social issues include financial hardship, family breakdown, intergenerational conflict, social isolation, cultural shock, homesickness, unemployment and discrimination (Abur, 2012).
Resettlement and Settlement challenges

- **Guilt and Stress**: due to lack of communication with families overseas, people concerned about their family members’ whereabouts and their wellbeing.

- **Intergenerational conflict**: parents having concerns over integrating their children’s understanding of their culture as well as the Australian culture.

- **Loss of cultural identity**: the younger generation in particular losing contact with their parents’ identity, wanting to be more connected to Australian society.
Resettlement and Settlement challenges

- **Social isolation**: due to language/cultural barriers, lack of services to accommodate their needs and lack of extended family, limited social capital.

- **Housing**: difficulty accessing public or private accommodation due to large families, low income, no rental history and discrimination in the private rental market.
Adjusting to new systems

- Education often highly valued
- Disrupted education or no substantive schooling
- Little or no literacy in either a first or other language prior to arrival
- Lack of familiarity of school routines, systems and educational pathways
- Different understandings of teachers’ and students’ roles
- Unrealistic expectations of students’ achievements amongst family, friends and community
Impact of past Trauma on young people. (Post traumatic stress disordered)

- Previous and/or ongoing trauma
- Different stages of trauma recovery process – cognitive, emotional and physical
- Fear, guilt, shame and loss of control
- Normal response to an abnormal situation
- Inability to plan for the future
- Flashbacks, nightmares and poor sleep hygiene, anxiety, depression, hyper-vigilance, irritability, disconnection and emotional numbness, social withdrawal and mistrust.
Living in Limbo

- Living in limbo – waiting to access the refugee status determination process, most are not able to work or access Government funded services.

- Discrimination or dehumanising language.

- The Asylum Seekers’ Assistance Scheme provides limited financial assistance to some asylum seekers experiencing financial hardship, but not all asylum seekers can access this support.
Key issues of concern for Asylum Seekers and Refugees.

- Finding employment and /or being under-employed.
- Finding secure accommodation.
- Engaging in education and learning English.
- Balancing maintenance of cultural practices with integration into Australian culture.
- Lack of social capital.
- Experiences of discrimination and racism.
- Tracing friends and family still in danger.
- Supporting friends and family overseas through remittances or sponsorship.
Lack and Important of Social Capital

- Identify existing support mechanisms
- Collectivist cultures vs individualist cultures
- Strengthen engagement with families, carers and communities
- Create partnerships with resettlement and other services
- Recognise the warning signs of vicarious trauma, compassion fatigue and burnout
Four recovery Goals

- Restore sense of safety and control
- Restore attachment and connections to others
- Restore meaning, purpose and a sense of future
- Restore dignity and value

Source— School’s in for Refugees, Foundation House
Cultural competence and skill development

- Respond sensitively to disclosures and requests for support
- Assist students’ to understand roles, expectations and routines
- Adapt teaching strategies to provide intensive support
- Recognise impact of students’ commitments and responsibilities on ability to engage in school (eg lateness / absences)
- Provide opportunities to regain sense of hope, control and self-worth
- Strengths-based approach to educational and resettlement challenges.
Working relationships with young people who have experienced tortures and trauma.

- Listen and respond respectfully
- Behave sensitively when clarifying or asking for further information related to their history.
- If the client is angry or depressed, validate the client’s feelings by acknowledging their distress, for example: “I acknowledge/can hear you are feeling angry/upset.”
- Acknowledge their strengths, provide hope and never dehumanise them because of their status.
Maintaining resilience and reflective practice.

- Value differences in culture and language.
- Be aware that a person is seeking your support.
- Be ready to learn from them.
- Seek support from skilled people when necessary.
- Recognise the warning signs of vicarious trauma.
- Be aware of your own cultural norms and worldview and how this influences your work.
- Have an open mind and global view when working with different groups.
Questions and Discussion
References

- Tipping, S. 2010. Meaningful Being: The experiences of Young Sudanese–Australians, PhD research, University of Melbourne.
- Refugee Council of Australia, (2010) A Bridge to a New Culture Promoting the participation of refugees in sporting activities, abridged report, NSW.