

INTRODUCTION AND HOW TO USE THIS KIT

*“We need some kind of program to say that DV is not OK, doesn’t matter what country you are in, what you have been through, it’s not right anywhere in the world - rather than saying “In Australia it is wrong””
(Croatian Focus Group, 2004).*

INTRODUCTION

“From Horror to Hope” is a training kit designed for use with community and government workers who come into contact with refugee families who are resettled in Australia, and who are either experiencing, or are at risk of experiencing, domestic and family violence. The material presented will assist workers to understand the complexity of the refugee experience, and the ways in which this can make families vulnerable to domestic violence. The training kit presents key issues and information that are relevant for working with refugee families. Innovative ways of structuring programs and services to meet the needs of newly arrived refugee communities are also explored.

Why the Kit was produced

Refugee women and children have been identified by the United Nations as one of the most vulnerable groups in the world. Violence, in particular sexual violence, is endemic in situations of conflict, during flight and in refugee camps. Sadly, evidence is emerging that suggests that refugee families, who have survived torture and trauma as part of the refugee experience, are likely to experience a high degree of family and domestic violence. (McGinn, 2000, p.179.) This means that many refugee women and children do not have a safe space, either publicly or privately. This is detrimental to their physical and mental health wherever they may be situated, and impacts on their ability to resettle in new countries and to rebuild their lives (Molloy 2000).

The need for this kit was identified in 2002, when community workers from both the government and non-government sectors in New South Wales reported high levels of domestic and family violence in newly arrived refugee communities from the Australian off-shore program. The workers reported that they did not have the resources to deal with this problem. They also reported that some workers did not have the cultural knowledge necessary to work on domestic and family violence issues with refugee communities, and that training and models of practice were not available. In response to these concerns, the Refugee Council of Australia (RCOA) convened a working group of

key service providers, both government and non-government, who work with either refugees or with the victims and survivors of domestic violence. A number of workers from refugee specific services identified the need for training and skills development in the area of domestic and family violence. Those from services designed to work with victims and survivors of domestic violence, identified the need for training and skills development in working with refugee families. The impact of domestic violence on children and young people within refugee families was also an area of particular concern to community service workers and educators. In 2003, the CRR obtained a partnership grant from the NSW Department for Women (now the Office for Women) for the project.

How the Kit was produced

A community development model was used to produce the training kit. Two part-time project staff from the Centre for Refugee Research and one from the Department for Women, now the Office for Women worked for one year with a group of nine sessional bi-lingual workers from newly arrived refugee communities in the Sydney metropolitan area. The communities involved were from Serbia, Croatia, Bosnia, Afghanistan, Iran, Iraq, Sudan, Somalia and Sierra Leone. The workers ran focus groups about domestic and family violence in their own communities. They explored both the experiences of women living here in Australia, and traditional and community ways of dealing with this problem. Some men from these communities also had input into the process. The bi-lingual workers participated in the compilation of community information about their particular groups and in the final Pilot Project. Current research into the resettlement needs of women at risk in Australia, undertaken by the Centre for Refugee Research, provided important additional information.

A comprehensive literature review was undertaken of both Australian and overseas material. Information from current research by the Centre for Refugee Research into the situation in refugee camps in Kenya and Thailand was also used in compiling the materials.

Major input for the background material upon which the kit is based, comes from two sources, Session 1 and 2 are based on material presented in Training Kit, "Roads to Refuge" a joint product of the Migrations Heritage Centre, The NSW Department of Education and Training, and the Centre for Refugee Research (CRR) UNSW. The full kit is available from the CRR.) Sessions 3 – 7 are based on "The Ultimate Betrayal – an examination of the experience of domestic and family violence in Refugee Communities" written by Eileen Pittaway, and commissioned and funded by the Domestic Violence Clearing House, UNSW.

There are three video clips included on the DVD which is part of the training materials. The Video clip featuring Kakuma refugee Camp was produced for the Centre for Refugee Research and Austcare by Eileen Pittaway. The Roads to Refuge Video Clip is part of the package named above, and the video clip named "From Horror to Hope" was produced for this Training Kit.

HOW TO USE THIS KIT

The kit is designed to 1) guide participants through the journey taken by many refugees on their way to Australia, and 2) to provide them with a knowledge and skills resource for working with refugee families who are experiencing domestic and family violence.

Sessions 1 – 2 examine some of the many issues and experiences that refugees encounter during their journey, the experiences of refugees as they often struggle to settle into their new life, and the special needs of refugee women. These sections are based on the reported stories of refugees themselves. It is crucial information for anyone working with refugee communities.

Session 3 examines what resettlement means for refugees

Session 4 explores what we mean when we talk about domestic and family violence, and the impact of this on women and children.

In Session 5, we bring together our knowledge and understanding of the refugee experience with our understanding of Domestic Violence, and explore what this means for refugee families resettling in Australia who are experiencing this form of violence.

The final sessions 6 - 8 look at ways in which we can work with and assist refugee families to identify solutions and to develop new ways of coping with domestic and family violence as they work to rebuild their lives in their adopted new country.

The kit contains:

- ❖ An introduction
- ❖ 8 individual sessions and additional background materials
- ❖ A PowerPoint presentation, or overhead projector slides for each session
- ❖ A video which has 4 discrete sections
- ❖ Class handouts

The materials for each session are colour coordinated for ease of use. They are presented in a loose-leaf format so that the session notes can also be reproduced as class handouts if required.



SESSIONS

Session 1 – Purple

The Refugee Experience

Session 2 – Pink

Celebrating the Strengths of Refugee Women

Session 3 - Violet

Leaving Violence Behind – Resettlement in Australia

Session 4 – Red

What Is Domestic Violence?

Session 5 – Light Blue

Refugee Communities and Domestic Violence

Session 6 – Dark Blue

You Are Not Alone - Services Which Are Available To Help

Session 7 - Turquoise

Keeping Families Strong - Caring For Survivors, Caring For Ourselves

Session 8 – Light Green

Road to Respect - Learning About Different Communities

NOTES TO PRESENTERS

It is essential that presenters read and are familiar with all of the background material and video, before facilitating any of the sessions.

Timing

The material has been designed to be used flexibly and in response to the knowledge level of each particular group. For example, if workers are familiar with refugee issues, more time could be spent on the domestic violence sections. Domestic violence workers may need more input on refugee issues. It is suggested that even when groups are familiar with some aspects of the material, a short ‘refresher” course is often very useful, and can provide participants with the opportunity to explore current issues and dilemmas.

It is anticipated that the course will be run over 3 X 6-hour days.

Day 1 Sessions 1 – 3	The Refugee Experience
Day 2 Sessions 4 - 6	Focusing on Domestic and Family Violence
Day 3 Sessions 7, 8	How Can We Help?

How the sessions work

Each session has a PowerPoint presentation (or overhead projector slides if PowerPoint is not available). For each slide, there is a brief introduction which is linked to the background material, and a suggested activity for the group. You may also wish to develop some activities of your own. The presenter should talk the groups through the slides, answering questions and promoting discussion. The activities are optional, but strongly recommended. Participants in any training, learn a lot more if they are actively and imaginatively involved in the training process. The more opportunities there are for participatory and interesting forms of involvement, the more they will learn. The following are all activities which can be used in the course.



Suggested Activities

- Story Circles (participants sharing stories in a secure space) 
 - Open Discussion & Group Work 
 - Question & Answer Quiz 
 - Brainstorming 
 - Poster and Collage Making 
 - List Creation 
 - Structured Role-Play 
 - Case studies 
 - **Videos on the DVD** 
- These are shown as chapters on the DVD – just click the appropriate button in the menu.

Welcome to Kakuma

This five minute video clip shows the reality of life in a refugee camp in Kenya

Roads to Refuge

This Video contains 7 sections which examine various aspects of the experience of refugees prior to and following arrival in Australia

From Hope to Horror:

The video contains four discrete sections. It is indicated in the training package where these can be most effectively used. There are notes and suggested discussion points for each section. It is recommended that the video be played right through at the beginning of the training course. Trainers can then use the different sections of the video as required in the sessions.



PLEASE NOTE:

The material presented may be quite distressing for some participants. Presenters need to be sensitive to the group's responses to the video and discussions.

Before presenting the program, teachers need to be aware of any participants who are refugees. Some participants may also be survivors of family and domestic violence. It is important to discuss with the group the fact that there may be people in the group who find some of the material upsetting. Ask them to remember this during the sessions and to be particularly thoughtful of other's feelings. Encourage participants to say how they feel about what they see in the video and the information presented to them and to be conscious of the reactions of other participants. It is important to have a confidentiality agreement within the group, so that participants can be confident that information they disclose in the group does not become public knowledge.

Recommended ice-breaker:

Start the course by asking people to share their name with someone they don't know. Then ask them to discuss what they would take with them if war was suddenly declared, and the military arrived and told them that they could take just one person and one thing with them to safety. No exceptions.

Ask them to introduce their partner to the group and share the person and thing they would take.

Discuss how hard it was to make these choices and point out that they are the choices that many refugees have had to make.

Group Safety Contract

Ask participants to share the sorts of things that they do to protect themselves when they are upset. Explain that the course material is very challenging and that at some point, they all will be feeling upset.

Work out a group contract for looking after each other.

Write this up on butchers paper, to be used every session.

Using specialist co-trainers.

Due to the sensitivity of the material, it is recommended that specialist co-trainers be used for some of the sessions. In particular, we recommend that a refugee specialist work with the trainer in Sessions 2 and 3, and a domestic violence specialist work with the trainer in Sessions 5 and 6.

Participant Evaluation

There is a flexible overall guide to facilitating this training in Section One “How to use this Kit”. However, your best guide will be the participants themselves. The use of the pre-evaluation survey can assist facilitators to find out more information about your training group’s needs prior to beginning the sessions.

It is recommended that the facilitator commence the training with an open questioning survey which should include, but not be limited to, the following style of questions:

- What was the most important reason for being here today?
- What have you come to learn from this training course?
- What do you expect to achieve as a result of this training?
- What is your personal expected outcome from the training?
- How do you hope to use what you learn here in your work and life?

The answers to those questions should be written on butcher’s paper – not whiteboard, where they may be erased – and attached to the training room walls for the participants to see throughout the course. As with brainstorming sessions, all answers are valid answers and should be noted down.

On completion of the course, the facilitator should take the participants back to their initial objectives in attending the course and confirm that the course has delivered the desired outcomes for everyone.

