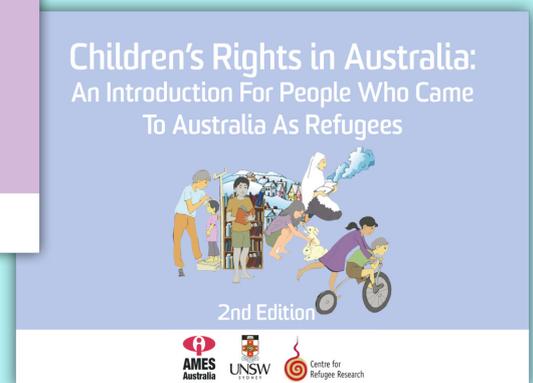
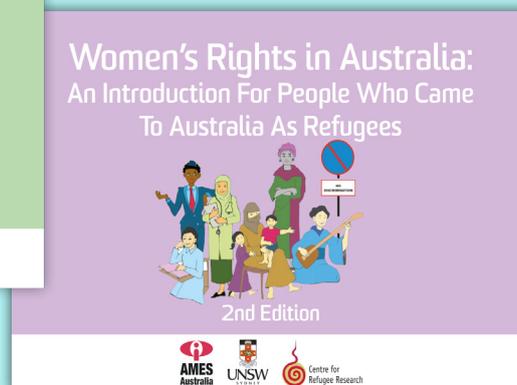
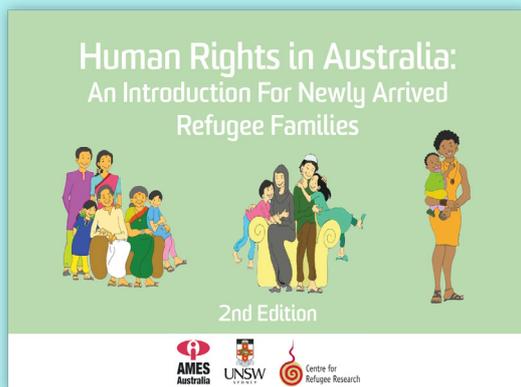


Human Rights in Australia: An Introduction For Newly Arrived Refugee Families

Train The Trainer Manual

A Training Resource Based On The Human Rights In Australia Booklet Series



This Training Manual was produced by Associate Professor Eileen Pittaway, Dr Linda Bartolomei, and Emma Pittaway, Centre for Refugee Research, UNSW Sydney.

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Use of Materials

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OVERVIEW OF THE TRAINING PACKAGE

Background to the training materials

These materials were developed in response to the frustration reported by many refugee communities in New South Wales, Queensland and Victoria who find the laws and rights relating to family life in Australia confusing and challenging. They requested more information about rights and laws in Australia, in a format that was easily accessible to people whom have had few educational opportunities, or who are pre-literate. Refugees from eight different community groups participated in the development of the booklets, upon which the community training modules are based, and trialled the materials with their communities. They are designed to provide people from diverse refugee backgrounds with an introduction to international human rights, the protections human rights can give to people, and the way human rights are reflected in Australian law and society.



Staff in many agencies have commented that they also need more information about Human Rights and Law.

The overall aim of the modules is to support the effective settlement of refugee communities by ensuring that they receive good, accurate information about human rights and the law in Australia to enable them to integrate this knowledge into their daily lives. There is the very hard truth at the basis of this training. Some people may think that various Human Rights are not culturally appropriate for them or their families, however, when these rights are reflected in Australian Law, then they have to be upheld. These materials show the links between Human Rights and Australian Law.

The materials are suitable for both newly arrived and established refugee communities who would like a better understanding of how Australian law affects their family life and family relationships here in Australia.

This Train the Trainer Course has been designed to assist potential trainers from agencies or communities to deliver three short courses on aspects of human rights in Australia to newly arrived refugees and community groups. This training manual contains:

- A comprehensive Train the Trainer (TTT) module
- Three Community Training modules addressing three Booklets:
 - Human Rights In Australia: An Introduction For Newly Arrived Refugee Families
 - The Rights Of Children In Australia: An Introduction For People Who Came To Australia As Refugees
 - Women's Rights In Australia: An Introduction For People Who Came To Australia As Refugees

Specific aims of the training

The Training of Trainers

Participants in the Train the Trainer Module (TTT) will:

Learn the necessary content and facilitation skills to confidently and accurately teach human rights and Australian law to refugee community groups.

Participants in the Community Training Modules (1, 2 & 3) will:

- Understand the protections that human rights/women's rights/children's rights give to people
- Understand how these rights are reflected in Australian law and society

Training materials

The full training package includes:

- This manual, which provides information and suggestions for facilitators
- Training slides with slide notes for each module
- Human rights booklets corresponding to the Community Education Courses, Modules 1, 2 and 3. These are available in 9 languages: English, Arabic, Burmese, Dari, Farsi, Hazaragi, Karen, Kiswahili and Tamil
- An animated online film of the Families Booklet, also available in the 9 community languages listed above
- Tips For Trainers – a Booklet to assist new trainers when running these modules.

These materials are all available to download from:

www.arts.unsw.edu.au/research/forced-migration-research-network/resources/



INFORMATION AND SUGGESTIONS FOR FACILITATORS

Using this manual

This manual provides an overview of the training and outlines the content and objectives of each module. It details the materials needed to run each session and provides guidance for using the training materials in the sessions.

It is strongly recommended that Facilitators complete the two-session Train the Trainer (TTT) modules before facilitating the three Community Courses. The TTT modules provide contextual information about human rights and the challenges refugee communities have faced in understanding rights and Australian law. Importantly, they also provide opportunities to practice facilitating the challenging and sensitive discussions that the training material is likely to trigger.

Facilitation notes, background information and points for discussion are provided for each module and each slide. These include some suggested questions for participants, and some tips for the facilitators. However the use of local and personal examples is critical to bring the material to life.

It is important that facilitators are familiar with the all the training material before using it. This means becoming very familiar with the three booklets, and watching the DVD. The issues raised in this training are contentious and facilitators should expect to be asked difficult questions. You need to be well prepared in order to make sure that the group feels supported and understood and the discussion is constructive.

Structuring the training and timing the sessions

The Train the Trainer Module is designed to be delivered in two 2-hour sessions (4 hours of training). HOWEVER – remember that people often come late and introductions can take longer than planned. It is good practice to add on at least 30 minutes to accommodate this.

The Community Training Modules are flexible and they can be presented separately, as three short training sessions or as a full day single training session. A community group may want only one session on children's rights, for example, or just family and women's rights. They may be interested in learning about all the rights and law related to families in Australia. It is important that the facilitator knows what the groups to receive the training wants, and structures the sessions to fulfil their needs.

The Introductory Slides should be shown before each module if they are run as a stand-alone training or just at the beginning of the full day training if presenting the modules together. The Introductory Slides require half an hour and each module is designed to be delivered in 2 hours, so a full day training will include 6½ hours training time plus meal breaks. Again, remember that people come late and there is often a lot of discussion. Therefore if you are presenting the modules separately it is advisable to allow at least 2.5 hours for each session. The modules present a lot of information and it is likely there are strong feelings in the group about the issues raised in the modules, so a little extra time will enable a much richer discussion.

REMEMBER! If you are using interpreters you have to double this time.

Structuring the training and timing the sessions

There is a comprehensive Booklet giving Tips to Trainers available at www.arts.unsw.edu.au/research/forced-migration-research-network/resources/

However, we have listed some of the things that we have found most useful when delivering this material.

Using Examples from Your Own Experience

Real-life examples of the tensions, conflicts and confusion refugee communities have experienced in relating to human rights and Australian law will bring to life the information in this training for participants and make it relevant to their own experiences. In preparing to deliver the modules, facilitators should work through the slides and identify where they can apply examples from their own experience as a starting point for discussion. It is important to allow people to discuss their own experience, and if necessary offer support. Identifying when individuals are expressing significant issues and emotional distress is important, and these participants should be followed up with, either in a break or after the session. If anyone in the group needs support and assistance there are a number of people and services that can help. Be aware of what services your organisation can offer and what support can other organisations you know of offer? Be realistic about access to and the quality of services available. Sometimes people will need emotional support or counselling to help with the distress caused by the issues raised in this training.

Leading Discussion

Encourage discussion and ask questions of the group throughout the training. A large part of your role is facilitating this discussion to find out what they see as the main problems with rights and to explore potential solutions. Be conscious that this discussion is likely to be contentious and you could easily spend half an hour discussing one issue. Use your skills as a trainer to monitor the time whilst allowing the participants to feel heard and validated in their responses.

Below, we have listed some of the things that we have found most useful when delivering this material.

Working with interpreters

If interpreters are needed it is essential that they are familiar with the training material before the session begins. They should have a chance to read through the slides and discuss the material with the facilitator before the training to clarify any questions or confusion.

Make sure interpreters are comfortable discussing challenging issues including rape and abuse. If these issues are raised by participants and mistranslated, not addressed with the gravity they require, or handled insensitively, the participant may experience a reluctance to disclose this information again. They could then not receive the protection and support they require. It may also discourage others from disclosure.

When using an interpreter, if possible, the slides should be translated into the relevant language. If not, you can provide copies of the slides to the participants as handouts and encourage them to write the interpreter's translations directly onto these. Especially when working with interpreters, encourage participants to make notes in all sessions. This is an invaluable aid to learning and retaining the materials presented.

Train the Trainer (TTT) Module

Session 1

Allocated Time	2 hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand the focus and purpose of the training▪ Appreciate why the training is needed▪ Be familiar with the human rights framework and what rights it entitles people to, including the special rights for women and children
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Train the Trainer (TTT) Module Session 1 slides▪ Nametags <p>Participant handouts:</p> <ul style="list-style-type: none">▪ Copies of slides

Slide 1:
Understanding human rights in Australia:
Train the Trainer Module, Session 1



Welcome participants and introduce the facilitators, interpreters and organisations involved.

Icebreaker exercise: A good “icebreaker” is to ask each participant to introduce themselves and to tell the group the meaning of their name. You may have other icebreaker exercises that you prefer.

Introduce the structure and timing of the TTT module and go through any housekeeping.

Slide 2:
Aims of the training



The aim of this TTT training is to prepare service providers and community leaders to confidently and knowledgeably teach refugee communities about human rights and their reflection in Australian law and society.

The aim of the Community Training is to help people from refugee backgrounds to understand the rights and laws that affect family life in Australia. It was developed in response to requests from people from refugee backgrounds for information about law and rights in Australia. Many people have come from places where the legal system was very different, or did not function because of conflict or because of the government of their country. Some refugees have said that there is confusion in communities about law and rights in Australia, especially about the rights for women and children. Instead of rights being seen as something good about life in Australia, some see rights as negative or as a problem for their family.

Refugee communities adapt to many difficult things in their journey to Australia and resettled families go on to live productive and fulfilling lives here. A key objective of this training is to assist in this process by helping refugees understand the purpose and value of Australian rights and laws and think about ways they can positively integrate them into their families, culture and communities.

**Slide 3:
About the TTT module**



Discuss the information on the slide to explain the structure and content of the TTT module.

Emphasise the importance of completing both sessions in the TTT module before attempting to facilitate the training for community groups. It is essential to have a good and accurate understanding of human rights in order to represent them clearly and answer questions accurately. Most importantly, it is critical that facilitators have practised leading discussion about some of the more contentious rights and laws. The topics raised by this training are very challenging and sensitive ones for many refugee communities. Emotions may run high and there are no easy answers to the questions participants will raise. Facilitators need to be prepared with good facilitation skills and thoughtful responses and suggestions regarding some of the most contentious issues.

**Slide 4:
About the community training**



Explain that the training is based on the 'Human Rights in Australia' booklet series. Each module is based on one of the three booklets and provides an opportunity for structured discussion and questions about each of the rights and laws presented. The three modules can be delivered separately or together, depending on what a particular group is interested in and how much time there is.

**Slide 5:
Why this training is needed**



Explain that in Australia we have laws in place to protect people based on international human rights conventions. These include laws that protect everyone, such as anti-discrimination laws, and they also include laws to protect the rights of specific groups of people who are more at risk of having their rights denied or abused. This includes women and children.

**Slide 6:
Why this training is needed**



Emphasise the fact that human rights apply to all human beings. As a signatory to the international human rights conventions, Australia has an obligation to incorporate human rights into its domestic law.

Emphasise that there are special international conventions for women's rights and children's rights. We will look at these in greater detail later in the session.

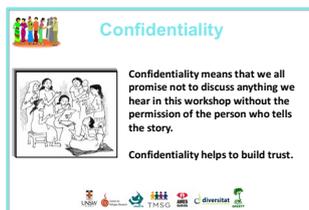
Slide 7: Challenges for refugee families



Refugees from many different communities have voiced their confusion about human rights in families in Australia. Instead of rights being seen as a positive, some see women's and children's rights as a problem for their family. Many of the changes families are expected to make go against traditional cultures, for example, the woman may become the breadwinner here in Australia, or the children may receive their own Centrelink allowance. Some people find this very strange and some find it very confronting. Many men are used to making the decisions in a family. They can find it very difficult to accept that these things are changing. Some feel that women's rights are upsetting the balance of family life and are breaking up families. Many have survived years in horrendous camps or urban refugee settlement. Similarly, some people find our systems and laws about child rearing very confusing. They sometimes feel that they are regarded as bad parents because they do not know the rules and laws here, or because they have done things differently to the Australian way in the past. Sometimes people react angrily and try to ignore the laws. This can lead to family friction, family breakdown and to great unhappiness. They are dismayed to find that the hoped for peace and family stability is further threatened in Australia.

In fact cultures are always changing and evolving. This is true of Australian culture, which has changed to incorporate the many different cultures it embraces under multiculturalism and has also changed to reflect the hard won rights of minority groups over recent decades. Traditional Australian culture did not recognise women's rights or the rights of Indigenous people. Our culture has had to change to adapt to laws based on universal human rights. Likewise the traditional cultures refugee communities may come from will have changed and adapted throughout history. Australia is a multicultural country and successful communities are ones that can adapt to Australian laws and norms while maintaining the best of their own cultural traditions. There are many examples of this success in more established migrant communities.

Slide 8: Confidentiality



Discuss what confidentiality means and its importance to building participation in training. If people believe they can share things in confidence it builds trust and connection. If confidentiality is broken it can lead to mistrust, division and fragmentation in the community, and in some situations it can endanger individuals or groups.

**Slide 9:
Group confidentiality agreement**



Ask the group to make a promise to each other to not share anything that they hear in the session without the person’s express permission. Make sure there is explicit agreement from everyone in the group, including facilitators, interpreters and any observers. This could be visual by raising hands, or it could be by signing a copy of the agreement.

**Slide 10:
What is the human rights framework?**



Explain that the United Nations system has produced many human rights conventions, laws and declarations, which outline our human rights. This has been done with the support of NGOs as well as governments. These conventions and declarations make up what we call the human rights framework. When governments sign these conventions and laws they are committing to respect these human rights. They then have an international legal obligation to incorporate human rights into their domestic law. However, not all states sign and ratify (implement) the human rights conventions and incorporate them into their domestic law. Many states do sign and then blatantly ignore or abuse the rights of its people. Sadly, we have to regard human rights as something we fight to obtain for all people. While at times this seems very depressing, there are many examples of people enjoying many of their rights, in particular in countries like Australia.

**Slide 11:
What are human rights?**



Elaborate on the points in the slide. Emphasise that human rights are universal – that means they are for everyone, not just for white men or rich women, etc., but for everyone, everywhere.

Challenge participants to consider groups who are normally excluded, such as prostitutes, homosexuals, people with a disability, people from minority religions.

**Slide 12:
Why this training is needed**



Emphasise that rights are “indivisible”, which means that all of the rights listed in the Universal Declaration, and in the two Conventions, are of equal importance. For example, without the rights to land then the rights of shelter and livelihood are also denied.

Human rights are also “inalienable”, which means that no one can take them away from you – even though in some countries governments and others stop people from enjoying their rights, these are still their rights!

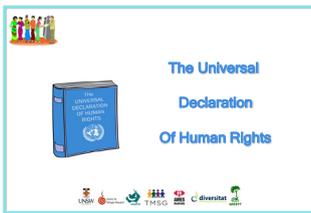
**Slide 13:
Major human rights instruments**



The overarching international human rights instrument is the Universal Declaration of Human Rights (UDHR), which was produced in 1946 when international governments came together after World War 2. The most important thing that the UDHR states is that all people in the world are equal, regardless of race, gender, class or any other social difference. It lists the human rights to which all women, men and children are entitled, for example the right to live in freedom, the right to a nationality, the right to religious and cultural freedom, the right to work, the right to education, the right to food and water and shelter and the right to equality under law.

The UDHR is supported by the International Covenant on Civil and Political Rights and the International Covenant on Social and Economic Rights. These form the basis of all international law.

**Slide 14:
The Universal Declaration of Human Rights**



Explain that we will now look at the rights enshrined in the major human rights conventions, starting with the UDHR.

**Slides 15-26:
Human rights**



Slides 15-26 address the rights in the UDHR. For each slide either provide an example of the right depicted or if time permits, ask participants to discuss how they feel this right applies to their own lives. This can be done as a brainstorm or a small group exercise.

The rights depicted in the slides are:

- Slide 15: The right to respect, freedom and dignity
- Slide 16: The right to autonomy and self-determination
- Slide 17: The right to food, shelter and water
- Slide 18: The right to live with family in peace and security
- Slide 19: The right to live a life free from any sort of violence
- Slide 20: The right to good health and health services
- Slide 21: The right to full and equal access to the law
- Slide 22: The right to freedom of speech
- Slide 23: The right to education for girls as well as boys, and also to lifelong education
- Slide 24: The right to social security and access to resources
- Slide 25: The right to freedom of religion and religious expression
- Slide 26: The right to political freedom and representation by both men and women

**Slide 27:
Women's rights
(CEDAW)**



The next four slides provide a very simple introduction to the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and are designed to trigger discussion, especially if the participants have had no previous exposure to the human rights framework. It is important to stress that these rights are in addition to the rights contained in the UDHR and other Conventions.

TIP: If available, distribute copies of CEDAW in appropriate languages.

**Slide 28:
Aims of the training**



Q: What is happening to the woman in this slide?

Discuss the fact that women should be free from the fear of violence, as well as from the act of violence.

This includes violence in the home and from social violence. It also includes the violence of trafficking and forced prostitution. Explain that these rights are detailed in CEDAW.

**Slide 29:
Women's right to
access employment
and professional
roles equally with
men**



This slide can be used to trigger discussion on the rights of women to work in whatever fields they want to, in traditional and non-traditional forms of employment.

**Slide 30:
Women's right to
take part in decision-
making and political
processes**



This slide can be used to trigger discussion about the rights of women to take part in decision-making, political processes and life-long education.

**Slide 31:
Women’s right to
choose their own
partner and not be
forced into marriage**



This slide can be used to trigger discussion about the right of women to choose their own partner and to not be forced into marriage for any reason.

**Slide 32:
Children’s rights
(CROC)**



Children also have special rights under the Convention on the Rights of the Child (CROC). All but two nations in the world have signed CROC. They are the USA and Somalia.

It is useful to make participants aware that people under the age of 18 are considered by the United Nations to be children.

**Slide 33:
Children’s rights cont.**



Go through the rights on the slide.

TIP: CROC is often available in pictorial format from Human Rights Organisations or on the web.

Train the Trainer (TTT) Module

Session 2

Allocated Time	2 hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand how to run the training▪ Be prepared to confidently and sensitively lead discussion around the contentious issues raised by the training
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Train the Trainer (TTT) Module Session 2 slides▪ Nametags▪ This training manual▪ The 3 'Human rights in Australia' Booklets <p>Participant handouts:</p> <ul style="list-style-type: none">▪ Copies of slides

TTT Module Session 2 Slides

Facilitation notes and points for discussion

Slide 1: Understanding human rights in Australia: Train the Trainer Module, Session 2



Welcome participants back to the second part of the Train the Trainer (TTT) module.

Slide 2: About this session



Explain that this session will be focused on how to facilitate the training for community groups. It will include going through the training materials, discussing some tips for facilitation, and most importantly, practising facilitating discussions around some of the most contentious slides.

Slide 3: Using the training materials



Show the training materials to participants, starting with this Training Manual. Explain that session slides are provided for the 3 Community Training Modules, as well as a set of Introductory Slides that provides an introduction and context for any or all of the 3 modules.

- Describe how the session slides for the 3 modules are based directly on the 3 booklets. Give participants copies of the 3 booklets,
 1. Human Rights In Australia: An Introduction For Newly Arrived Refugee Families
 2. The Rights Of Children In Australia: An Introduction For People Who Came To Australia As Refugees
 3. Women's Rights In Australia: An Introduction For People Who Came To Australia As Refugees

and explain that these are available in 9 languages: English, Arabic, Burmese, Dari, Farsi, Hazaragi, Karen, Kiswahili and Tamil.

- Introduce the animated online film of Human Rights In Australia: An Introduction For Newly Arrived Refugee Families

and explain that this is also available in the 9 languages.

These materials are all available from:

www.arts.unsw.edu.au/research/forced-migration-research-network/resources/

Slide 4: Structuring the training and timing the sessions



Structuring the training and timing the sessions

Three 2-hour Community Training Modules:

- Human Rights in Australia
- Children's Rights in Australia
- Women's Rights in Australia

These can be run individually or together using the half-hour *Introductory Slides* at the start of the training.



The Community Training Modules are flexible and they can be presented as stand-alone training courses or as a single longer training session. The Introductory Slides should be shown before each module if they are run separately or at the beginning of the full day training if presenting the modules together. The Introductory Slides require half an hour and each module is designed to be delivered in 2 hours, so a full day training will include 6½ hours training time, plus additional time to accommodate late comers, meal times and sometimes heated discussion. If you are presenting the modules separately it is advisable to allow 3 hours for each session. The modules present a lot of information and it is likely there are strong feelings in the group about the issues raised in the modules, so a little extra time will enable a much richer discussion.

Slides 5-6: Facilitating discussion



Facilitating discussion

The issues raised by this training are contentious and sensitive. Presenters need to use excellent facilitation skills including:

- Using real-life examples from refugee communities or your own experience to bring the material to life
- Create a safe space by listening openly, using non-judgmental language, and validating participants' experiences and feelings



Facilitating discussion cont.

- Careful time-keeping to reign in discussion where necessary and ensure there is time to discuss the more challenging topics
- Being aware when participants disclose sensitive information or become emotional and offering support. This can include providing links to resources and services in the group and following up with distressed individuals after the session if necessary



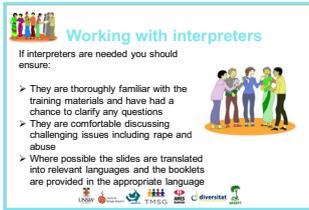
Real-life examples of the tensions, conflicts and confusion refugee communities have experienced in relating to human rights and Australian law will bring to life the information in this training for participants and make it relevant to their own experiences. In preparing to deliver the modules, facilitators should work through the slides and identify where they can apply examples from their own experiences in refugee communities as a starting point for discussion.

The hard message in these training modules is that even if people do not like some of the rights, they are part of the laws in Australia and they have to be obeyed. The challenge is to see if communities can find ways to accommodate them within their cultural beliefs and practices.

Encourage discussion and ask questions of the group throughout the training. A large part of your role is facilitating this discussion to find out what they see as the main problems with how they are experiencing rights in Australia and if time allows, to explore solutions. Be conscious that this discussion is likely to be contentious and you could easily spend half an hour discussing one issue. Use your skills as a trainer to monitor the time whilst allowing the participants to feel heard and validated in their responses.

Allow people to express their experience, and offer support. Identifying when individuals are expressing significant issues and emotional distress is important, and these participants should be followed up with, either in a break or after the session. If anyone in the group needs support and assistance there are a number of people and services that can help. What services can your organisation offer and what support can other organisations you know of offer? Be realistic about the types and availability of services available. Sometimes people will need emotional support or counselling to help with the distress caused by the issues raised in this training.

Slide 7: Working with interpreters



If interpreters are needed it is essential that they are familiar with the training material before the session begins. They should have a chance to read through the slides and discuss the material with the facilitator before the training to clarify any questions or confusion.

Make sure interpreters are comfortable discussing challenging issues including rape and abuse. If these issues are raised by participants and mistranslated, not addressed with the gravity they require, or handled insensitively, the participant may experience a reluctance to disclose this information again. They may then miss out on the support and protection they require. It may also discourage others from disclosure.

When using an interpreter, if possible, the slides should be translated into the relevant language. If not, you can provide copies of the slides to the participants as handouts and encourage them to write the interpreter's translations directly onto these. Especially when working with interpreters, encourage participants to make notes in all sessions. This is an invaluable aid to learning and retaining the materials presented.

If some of the participants are pre-literate, carefully explain what is said on the slides through the interpreters. Make sure you regularly summarise and repeat key points to assist them to memorise the material.

Slide 8: Using the Booklets and slides



You will now introduce participants to how the books and slides are structured and how to use them when training. Make sure that they have copies of the Booklets in front of them

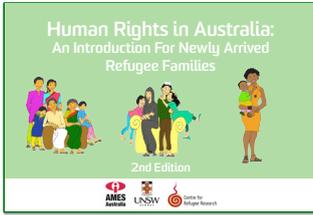
There will not be time to go through all of the Booklets, so we have chosen a number of slides from each Booklet for you to work with. Depending on how much time you have, you may want to pull out some of the slides. Leave at least one hour for the exercise. We suggest you practice presenting this material to get an idea of how long it might take you.

Briefly discuss each slide, the message in it, and the problems you may encounter when presenting this material to community groups and newly arrived refugees.

Have as many examples as possible about how to discuss this from your own experience. Be quite honest about the difficulties they may encounter and that participants might resist the messages in the slides. It is important to remind people that we are looking at what the law says in Australia and we are all bound to obey it.

When you have gone through the slides, do the exercise giving participants the opportunity to practice this.

**Slide 9:
Human Rights
in Australia: An
Introduction For
Newly Arrived
Refugee Families**



**Slide 10:
The right for all
people to live with
dignity and respect**



In Australia this means:

That every person is entitled to be treated with respect by all other people.

It means that we can all live our lives in dignity, and feel proud of who we are and what we are.

It means that husbands and wives should respect each other. That children should respect their parents, and that parents respect the rights of their children.

Australians who have been here for a long time must treat newcomers with respect and allow them to live their lives with dignity.

Newcomers must respect the Australian law and way of life and work to balance new rights with old customs.

This can be very difficult and we all have to make sure that we have enough information about each other's lives and cultures to make this happen.

Slide 11:
All people have the right to freedom of movement, to go out by themselves and to be part of the community



In Australia this means:

That newly arrived refugees have the right to travel wherever they want to in Australia.

It means that women or children cannot be locked in or detained in their homes.

Women and men are permitted to travel independently and freely as they choose.

Safe childcare is needed for children if their parents have to go out - children cannot be locked in the home or left alone without their parents, even if this seems like a safe choice: it is against the law.

Women and men can socialise with other women or men as they choose.

If any of these laws are broken, the police will become involved. If the matter is serious it could end up in court. This has very bad effects on families and communities.

If people are having problems adapting to these laws they must talk to someone who can help. Families should not break up because of lack of communication.

Child protection laws in Australia vary from state to state, so to understand the specific laws that apply to your family you must find out about your state's law.

Slide 12:
All people have the right to an equal standard of living, to which they all contribute



In Australia this means:

That if people cannot find work, they have a right to receive an income through Centrelink for as long as they need to.

Men, women and children over 16 will each receive a portion of the Centrelink family income. This money is to support the whole family. Each member who is receiving income from Centrelink has the responsibility to contribute to the rent, food and other expenses.

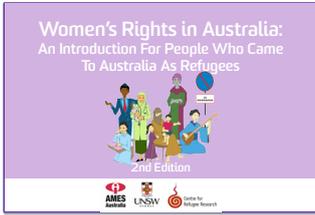
Children receiving Centrelink payments are as equally responsible as their parents to contribute to family expenses. Some children do not understand this and spend all their money on themselves. This causes great problems for some families.

Some men are not used to their wives receiving money and feel it means they are not looking after their family properly. This can also cause conflict if the husband is used to managing money in the family.

If managing the Centrelink payment is causing problems in the family, it is important to seek help to avoid family conflict and financial troubles from your local Humanitarian Settlement Services (HSS) provider, Migrant Resources Centres (MRCs), Refugee Health Centres, or your local Community Centre.

If you want to call Centrelink with a translator call 131 202.

**Slide 13:
Women's Rights
in Australia: An
Introduction For
Newly Arrived
Refugee Families**



**Slide 14:
Women have the
right to not be
discriminated against,
just because they are
female**



In Australia this means:

In Australia, women are entitled to access all of their rights. This is reflected in our legal system.

These include the rights to education, to health care, equal access to the law, the right to live independently, to have their own money, to travel wherever they want to, to vote, to be professionals, and to be in every way equal to men.

Women have access to these rights in the school, the workplace and in the family.

**Slide 15:
Women have the
same rights in
marriage as men**



In Australia this means:

It is against the law to force anyone to marry someone against their will, or to force them to stay in a marriage when they wish to leave.

Men and women have equal rights and responsibilities within marriage.

Women and men have the same rights and responsibilities about the custody and raising of children.

Women have the right to be treated with respect and to be safe within marriage.

They have the same right as men to seek divorce if they wish to.

Both men and women can seek divorce if they do not wish to stay in a marriage.

If a person leaves the marriage because they were forced into it, or because they are being abused, it does not mean that they will be sent back to where they have come from.

Same sex couples who live together are recognised in law and for Centrelink and superannuation purposes, but are not allowed to marry.

Slide 16:
Women have the right to be protected from sexual violence and assault



In Australia this means:

Women have the right to be safe from sexual assault. In Australia, the law says that there must be consent by both partners when having sex with no force or intimidation of any kind involved.

Sexual assault is a very broad term in Australia and includes non-consensual sex in a marriage. Women who are married still need to consent to having sex with their partners, otherwise this will be considered sexual assault. Additionally, a woman must be over 16 years old in New South Wales, Queensland and Victoria, and must not be unconscious or asleep and cannot give consent when they are substantially intoxicated or on drugs.

If you leave your marriage or your family it does not mean you will be sent home. If you are looking for support call the National Domestic violence helpline 0808 2000 247, the Sexual Assault & Domestic Violence National Help Line on 1800 737 732 or look for a women's refuge in your area.

Slide 17:
Children's Rights in Australia: An Introduction For Newly Arrived Refugee Families



**Slide 18:
Every child has the right to love, understanding and good quality care from their parents and family**



In Australia this means:

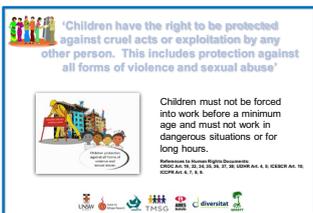
It is expected that parents will love and care for their children and do everything they can to help them achieve a good and happy life. This may sometimes mean disciplining children for bad behaviour, if the parent thinks that this is necessary.

There are laws in place to make sure that the punishments are not cruel or too harsh, for example in some States of Australia it is not allowed to smack a child, but there is no law that says that parents should not discipline their children. Parents can seek guidance about what is considered to be acceptable forms of punishment in Australia from various Government and non-government organisations (see page 39 for some suggestions) or asking their caseworker for advice.

It is expected that this is a role that parents will take as they guide their children towards being responsible adults.

There is help available for parents, as they settle into Australia, to learn about new rules and laws. If a child has no parents, or (is not safe living) with their parents, the Government will sometimes take over this role of caring for children.

**Slide 19:
Children have the right to be protected against cruel acts or exploitation by any other person. This includes protection against all forms of violence and sexual abuse**



In Australia this means:

Children in Australia have the right to be protected from all forms of cruelty, violence, sexual abuse, and exploitation in the workplace. There are laws to do this. This means that children cannot be harmed by parents, teachers, and members of the community or strangers. If these things happen, children can go to any responsible or trusted adult for help, or to the police if something really bad happens and no-one else can help.

It does not mean that they should report their parents to the police after an argument over something less serious, like not being allowed to go out late, or how they dress, or if they receive mild punishment for behaviour parents disagree with. This should first be discussed with a family friend, a counsellor or a teacher before more serious steps are taken.

Slide 20: Excercise



Exercise

Divide the participants into small groups, maximum 8 people, and give each group a different contentious issue from the ones you have just discussed, above. We suggest that you photocopy the slides and the notes for them to assist with their work.

Ask the group to work out how they will present this particular issue to a community group, and what activities they will use. They will then role play this to the big group.

They will need a minimum of 15 minutes to do the group exercise, and 5 minutes per group to present their role play.

It is very important to give really good feedback and to emphasize all of the good things which the groups do.

Remember, even if you do not like the role play, it is very important to give some positive feedback before you give constructive criticism. If groups only receive criticism they will feel humiliated and not learn from the exercise.

Be ready with lots of suggestions from your own practice.

Slide 21: Congratulations



Community Training Module

Introductory Slides

Allocated Time	½ hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand the context and aims of the training▪ Have committed to maintaining confidentiality in the group
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Introductory slides▪ Confidentiality agreement▪ Nametags

Introductory Slides

Facilitation notes and points for discussion

Slide 1: Welcome and introductions



Welcome participants and introduce the facilitators, interpreters and organisations involved.

Icebreaker exercise: A good “icebreaker” is to ask each participant to introduce themselves and to tell the group the meaning of their name. You may have other icebreaker exercises that you prefer.

If necessary (particularly if running the full day training), introduce the schedule and go through any housekeeping.

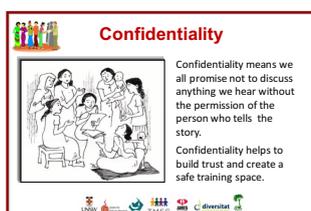
Slide 2: About this training



This training is for people from refugee backgrounds to help them understand the rights and laws that affect family life in Australia. It was developed in response to requests from people from refugee backgrounds for information about law and rights in Australia. Many people have come from places where the legal system was very different, or did not function because of conflict or because of the government of their country. Some refugees have said that there is confusion in communities about law and rights in Australia, especially about the rights for women and children. Instead of rights being seen as something good about life in Australia, some see rights as negative or as a problem for their family.

Refugee communities adapt to many difficult things in their journey to Australia and resettled families go on to live productive and fulfilling lives here. The aim of this training is to assist in this process by helping refugees understand the purpose and value of Australian rights and laws and think about ways they can positively integrate them into their families, culture and communities.

Slide 3: Confidentiality



Discuss what confidentiality means and its importance to the training session. If people believe they can share things in confidence it builds trust and connection. If confidentiality is broken it can lead to mistrust, division and fragmentation in the community, and in some situations it can endanger individuals or groups.

Slide 4: Confidentiality agreement



Ask the group to make a promise to each other to not share anything that they hear in the session without the person’s express permission. Make sure there is explicit agreement from everyone in the group, including facilitators, interpreters and any observers. This could be visual by raising hands, or it could be by signing a copy of the agreement.

Slide 5: What are human rights?



Human rights in today's world are the rights and freedoms agreed by the world community through the United Nations (UN). Under human rights law, every person in the world has equal rights and freedoms. The UN has produced many international conventions, declarations and legal documents, which list our human rights.

BUT Human rights did not start with the UN. The principles of human rights are common to many religions and cultures that existed for thousands of years before the UN.

HOWEVER The UN Human Rights Framework is now the basis for law in most countries in the world, including in Australia. People who choose to live in Australia have to obey the laws or they will be punished. This is the very hard truth at the basis of this training. People may think that some Human Rights are not culturally appropriate for them or their families, but if they are reflected in Australian Law, then they have to be upheld. These materials show the links between human rights and Australian Law.

Slides 6: Women's rights



International human rights law recognises that women

traditionally face extra disadvantages compared to men. In most societies women are also more vulnerable to violence including gender specific violence. Specific human rights and national laws are therefore needed to protect women and to promote their equality.

It is not that women have more rights than men, but that their rights require extra protection because they are disadvantaged compared to men in many aspects of life. For example, girls have traditionally had less access to education than boys.

There is a special international human rights convention called the Convention on the Elimination of Discrimination Against Women (CEDAW) that specifically addresses women's rights.

Slide 7: Children's rights



Like women, international human rights law recognises that children need extra protection to ensure they can enjoy their human rights. Children are vulnerable to abuse and exploitation by adults and if their needs are not adequately met while they are growing and developing, their whole lives will be adversely affected. For this reason there is also a human rights convention called the Convention on the Rights of the Child (CROC) that specifically sets out children's rights.

Slide 8: Human rights and Australian law



When governments sign international human rights conventions they are agreeing to respect these human rights. They are expected to reflect those human rights in their national laws.

It is therefore the responsibility of the government to make sure that we enjoy our rights. Laws are designed to protect everyone's rights. Everyone – individuals, organisations and governments - are expected to follow the law, and there are penalties and punishments imposed for those who do not.

In Australia, women have the same rights as men in all parts of life – family, community, education, work and political life. Children also have rights. The rights of women and children are based on special international human rights conventions.

In Australia, all people are entitled to enjoy their human rights. This means that mothers and fathers, children, and all members of the community have the same rights. However, it does not mean that we insist on our rights in such a way that hurts another person, or that we can take away rights.

It is important to recognize that many people do not enjoy all of their rights, even in Australia. In some countries, governments actively abuse the rights of citizens. It is therefore sometimes hard for people to believe that human rights are a useful framework. Discuss the fact that in most countries human rights are slowly improving and that around the world people are working to get more rights for all people.

Slide 9: Rights come with responsibilities



With rights come responsibilities. It is the responsibility of the government to make sure that we enjoy our rights. The government provides things such as education, health services, child protection laws and many other services which all help us achieve these rights.

People also have responsibilities. Parents have the responsibility for doing the best that they can for their children, and to provide the love, care and protection, which they need. Children also have responsibilities. They should respect and listen to their parents, and work with their parents for the good of the whole family. Men and women have the responsibility to respect the law and the rights of their husbands and wives, mother and fathers, siblings, extended family and community members.

We ALL have to respect the rights of other humans whatever their gender, race, religion, political beliefs.

When people become permanent residents or citizens of Australia they are agreeing to respect Australian laws. Happy and successful people in Australia are those who can adapt to the new laws while maintaining the best parts of their own cultural and religious traditions.

Community Training Module

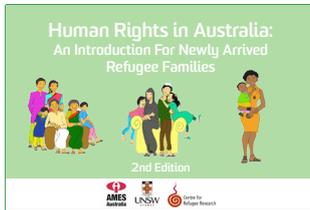
Module 1: Human Rights in Australia

Allocated Time	2 hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand what human rights people are entitled to▪ Understand how these are reflected in Australian laws
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Module 1 slides <p>Participant handouts:</p> <ul style="list-style-type: none">▪ Human Rights in Australia booklet or copies of the slides

Module 1 Slides

Facilitation notes and points for discussion

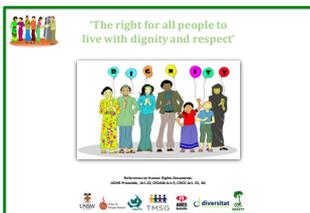
Slide 1: Human rights in Australia



Introduce the booklet, the aim of which is to explain what human rights are and how they are reflected in Australian laws. Give participants a copy of the booklet (or copies of the slides) and suggest that they write notes in it during the session.

Explain you will go through the booklet, looking at a slide that describes a right, and then talking through how this right is adopted in Australian law. Direct the group to page 8 of the booklet, where the first right is set out.

Slide 2: The right for all people to live with dignity and respect



Discuss what respect and dignity means to the group, and how they experience these rights.

Q: What is dignity?

Q: What is respect?

Q: What does dignity and respect mean to you?

Q: What does it mean to live your life with dignity and respect?

Slide 3: Dignity and respect in Australian law

Explain that there are specific laws to try to ensure that Australians treat each other with dignity and respect. These are child protection laws to ensure children are treated with dignity and respect and anti-discrimination laws to ensure that women and people from different cultural backgrounds are treated with dignity and respect. These laws have the power to penalise and punish those who treat others disrespectfully, to try to discourage people from doing so. Sadly these laws are often broken and people are reluctant to go to the police or other authorities to report offences. Sometimes when offenses are reported little is done to address them. Sometimes people feel that the response makes matter worse. We all have to commit to working together to know each other better and to foster a climate where everyone is respected and treated with dignity.

Q. Do you have any suggestions of how this could happen?

Slide 4: All people are free and equal and have the right to be free from discrimination



Q: What is discrimination?

Q: What does it mean to be free from discrimination?

Q: Why do you think discrimination exists?

TIP: It is likely that people in the group have experienced discrimination in Australia as well as before they arrived. Get a dialogue going regarding this. Listen to the group's experiences and affirm the importance of understanding these rights, which are there to protect them as well as everyone else in the Australian community.

**Slide 5:
Equality and freedom
from discrimination in
Australian law**

In Australia there are laws in place to protect people from discrimination.

Q: What kind of things are we protected by in Australian law?

Over the past 3 decades, federal and state governments have introduced laws to protect everyone in Australia from harassment or discrimination. For example, the Age Discrimination Act 2004 protects people from harassment or discrimination based on their age. The Disability Discrimination Act 1992 protects people against physical, intellectual, and health related discrimination. It is also illegal to discriminate anyone based on their ethnicity, race, or immigration status, as outlined in the Racial Discrimination Act 1975. There is also a Sex Discrimination Act 1984, which we will be looking at in more detail later. In each case people have fought to have this human right protected in Australian law.

TIP: Prepare by reading up on Australian discrimination laws. A helpful resource can be found here:

www.humanrights.gov.au/sites/default/files/GPGB_quick_guide_to_discrimination_laws_0.pdf

**Slide 6:
All people from all
countries, cultures,
political beliefs and
religions have equal
rights**



This slide states everyone's right to practice their religion and culture and express their political beliefs.

A key point to emphasise is that people have the right to practice their religion and culture, but not in a way that harms the rights of someone else.

Q: Have you been made to feel that you cannot practice your religion?

Q: What do you see as a solution to this problem?

TIP: This slide is likely to evoke contentious discussion due to increasing Islamophobia and a growing discourse surrounding the fear of terrorism. Address these issues with this slide. Relate to your audience here, about what they're feeling, and what's happening to them.

**Slide 7:
Right to practice
religion, culture and
political belief in
Australian law**

In Australia, we don't recognise religious law. Australia is a secular country, however the majority of the population identify as religious. In Australia, everyone is entitled to practice their own religion.

However, it is important to acknowledge that discrimination occurs, even though it is against the law. This slide presents some strategies and ideas about what individuals can do to deal with discrimination.

Q: Has anyone had an experience of dealing with discrimination in this way?

Slide 8:
The right to be safe and protected and to feel secure



People's safety, protection and security should be the responsibility of the police.

Q: What kind of relationship did people have with the police in their home country?

Q: Who would feel comfortable going to the police station if they felt unsafe?

Slide 9:
The right to safety and security in Australian law

In Australia, the police are here to protect us. They regularly carry cameras so they are held accountable for their actions.

Q: Do you have a story you can tell about your interaction with a police officer?

Q: Do you or would you feel comfortable speaking to anyone on this list?

Q: What would make you more comfortable?

TIP: During this discussion people may disclose ways in which they are feeling unsafe. How would you manage this conversation? They may also recount bad experiences with asking for help and not receiving protection. How will you support people through this?

Slide 10:
All people have the right to be free from violence and sexual abuse



Emphasise that these rights exist inside and outside the home, and that they include the right to be free from fear of violence and sexual abuse. For example, it isn't enough that you have not been assaulted on a street at night – this right states that no one should be scared to walk down the street at night. It means that people have the right to be free from violence from family members as well as from strangers. The main purpose of this right and the laws around it are to protect people, not punish them.

Slide 11:
The right to be free from violence and sexual abuse in Australian law

Read through the slide material and discuss the group's responses.

Q: Are any of these laws different to the laws in your home country?

TIP: A big challenge is how to deliver this information in a way that does not leave people feeling that their culture is being criticised. It is important to create a space where the group feels they are not being judged and where they are safe and supported to disclose their experiences. How will you do this?

TIP: How will you respond if someone discloses sexual abuse or violence? What assistance will you provide?

Slide 12:
All people have the right of freedom of movement, to go out by themselves and to be part of the community



Acknowledge that this slide raises challenging issues because in many situations that refugees have experienced before they came to Australia, people did not have freedom of movement. Also, in some cultures women do not enjoy freedom of movement.

Discuss the fact that placing restrictions on family members' movement is often justified as protective behaviour. Families arrive in Australia from incredibly unsafe situations overseas and in camps where they did not feel safe to move about freely. They may also come from places where the culture denies freedom of movement to women, who may have had restrictions on what they could do in public or whether they could go out on their own. Ask the group about their own experiences and perspectives on this issue.

Q: What risks in the community are you trying to protect your family from?

Slide 13:
The right to freedom of movement in Australian law

Read through and discuss the information on the slide. Use this discussion to emphasise the consequences of breaking these laws. For example, Australian law supports the right of women to move about freely. The fact that you may not consider it safe for a woman to go out on her own, or that your culture does not allow it, cannot be used as reasons to deny women this right.

Another example relates to care of children. Under Australian law, children must be supervised by a responsible adult at all times. This may conflict with a refugee mother's previous experience where the best way to protect her children was to lock them in a room or hut. If you do that in Australia, the neighbours may report you to Department of Family and Community Services (FACS), even though you believe you are doing the best for your children. It is not that you are bad parents; it is just that the context is different. But the law may not acknowledge that and therefore it is very important that you know what the law says and make sure that you stay within it.

Q: What are some ways that families and communities have adapted positively to these laws?

TIP: Again acknowledge the challenge that this presents for some families and communities and avoid personal blame. Your role as a facilitator is to help people explore the tensions these laws present and find ways to adapt to them within their own cultures.

Slide 14:
All people have the right to work and to earn money



This slide depicts the right to work and earn money. Acknowledge that both men and women have this right and that it can cause a lot of frustration and anxiety in families when men especially, who are used to being the providers for their families, are unable to find work in Australia.

TIP: Depending on the length of time the group has spent in Australia, this slide has the potential to cause some anger and exasperation. What support can you offer someone who is frustrated after searching for a job for six months? What practical support can you offer people in their search for a job? What refugee employment supports are available?

Slide 15:
The right to work and earn money in Australian law

Read through and discuss the information on the slide. Acknowledge that while Australian law guarantees this right in principle it does not mean that everyone can find a job. Sometimes the barriers to employment are due to discrimination, which are against the law.

Q: Has anyone in the group been able to gain employment?

Q: What worked for you?

Q: How do people cope with the disappointment of not finding work?

TIP: Sharing concerns, issues and suggestions is a powerful way to encourage the group to work together collaboratively in creating solutions, and valuing each other's ideas.

Slide 16:
All people have the right to fair work conditions



This is about the right not to be exploited at work, forced to work in dangerous conditions, or discriminated against at work.

Q: What kinds of working conditions are not 'fair'?

Refugees are particularly vulnerable to dangerous and exploitative work conditions. Discuss the risks that are faced at all stages of the refugee journey. In camps or urban settlements, refugees have few rights and limited employment opportunities, making them very vulnerable to exploitation such as working for very low wages, working in hazardous conditions without adequate protection, being sexually abused, or being held captive to do forced labour. Even in resettlement refugees are vulnerable to exploitation because they often find it difficult to find employment due to lack of English or education, or their skills and qualifications not being recognised.

**Slide 17:
The right to fair
work conditions in
Australian law**

Australian law takes fair working conditions very seriously and imposes harsh penalties on employers for breaching these. There is a minimum wage that people must be paid, which is set to ensure a basic good standard of living for employed people. Some employers break the laws by paying people 'cash in hand' so that their employment is not known by the tax office and they are therefore not subject to the fair work standards. In this case, employers get away with paying people less than they should by law. Other times employers simply take advantage of refugees' lack of knowledge of their work rights.

If you think you are being underpaid, for example by not being paid penalty rates or leave you are entitled to, if you are working in a dangerous situation and your employer is not providing adequate protection, such as proper training and equipment, or if you are being discriminated against at work, such as being sexually harassed or subject to racist remarks by work mates, there is a system in place that will support you to address these issues. Your trade union is one organisation that can help, and this is why being a member of a union is a strong protection for employees. You can also take your case to Fair Work Australia. Its job is to help employees whose rights are not being upheld.

Q: Has anyone faced these issues?

Q: How did you resolve it?

**Slide 18:
All people have the
right to an equal
standard of living,
to which they all
contribute**

This is about the right to be free from poverty and have an adequate standard of living.

Q: How is this right protected in Australian law?



**Slide 19:
The right to an equal
standard of living in
Australian law**

In Australia people have the right to income support through Centrelink to ensure that a minimum standard of living is available for all.

One of the issues sometimes raised by refugee families is the fact that Centrelink payments are made not only to the father in the household but also to women and children over 16 years old. This is because the law respects this human right that every individual is entitled to an adequate standard of living. Teenagers need to understand that when they receive Centrelink payments, this is money for the wellbeing of the whole family. They must contribute to household expenses. The law does not enforce this, but Centrelink expects that all adults in a household will be paying their own expenses. This includes husbands, wives and children. This is how Centrelink pays allowances for all families, not only refugee families. Discuss the information presented on the slide.

Q: Has this been an issue in your family?

Q: How did you deal with it?

**Slide 20:
All people have the
right to a healthy
and happy life and to
good health services**



This slide is about the right to good health care services.

**Slide 21:
The right to good
health services
in Australian law**

Discuss with the group the different health services that are available to them, including dental, general practitioner, and psychological services. Acknowledge that refugees often face barriers accessing these services. Often people don't feel comfortable seeing a doctor who is a different sex or doesn't speak the same language, or they may be worried about confidentiality or they may not trust the services.

Q: Who would feel comfortable going to a doctor in Australia?

Q: Is there anything preventing you from accessing healthcare?

Q: Can someone share a positive experience of accessing health services?

TIP: Be prepared with information about the health services that are available: What specialist services are in your area? Does your organisation have counselling services? Are there some specialist services that you know are good and are sensitive to the particular concerns of refugee families, youth issues and family issues?

**Slide 22:
All people have the right to education**



The right to education is for everyone, children and adults, men and women. It includes access to lifelong learning and university. This is a right that was not protected for many refugees, whose access to education often stops at primary school, but here in Australia the law attempts to protect the right for you to continue your education.

Q: What are the challenges of interrupted education?

Q: What are some of the challenges that people have here in accessing education?

Q: What are some of the provisions and supports that are available?

**Slide 23:
The right to education in Australian law**

Discuss the information presented on the slide.

Q: Who has undertaken further education in Australia?

Q: What are some of the supports available?

TIP: Facilitate people's access to information by preparing information on the local organisations that can help.

**Slide 24:
All children have the right to have time to play, and not have to work**



Q: Why do you think that this right exists for children?

Play is very important for children's development. It allows children to develop physically, cognitively and emotionally.

**Slide 25:
Children's right to play in Australian law**

Discuss the information presented on the slide. Emphasise that there is a distinction between not having to work, and helping the family out with small chores. This right doesn't give children permission not to contribute to the work in the household.

TIP: If you are running the Children's Rights session with the group, write down the issues raised by participants and use them in your preparation for the session.

Slide 26:
All people have the right to participate in decision-making about their own lives and those of their family members



This slide is about the right to control what happens in one’s own life. Wives and adult children cannot be forced to do things they don’t want to do by their husbands or parents. It also means that we have the right to participate in politics, so that we can influence the decisions made by governments that affect people’s lives.

Slide 27: The right to participate in decision-making in Australian law

Discuss the information presented on the slide.

Q: Has anyone had problems with any of these aspects of Australian law?

Q: How did you deal with it?

Slide 28: All people have the right to freedom of speech, to mix with anyone else, as long as it does no harm to anyone else



This is about the right to choose the way we live our lives. It is the right to freedom of speech, freedom to mix with people we choose and it includes the right to have same-sex relationships.

**Slide 29:
The right to freedom
of speech and
association in
Australian law**

This slide, particularly in regards to the right to your own sexuality, can invite difficult and contentious conversation. It is important to discuss the statement 'as long as it does no harm to anyone else'. Emphasise that harm means abusing someone else's rights. Emphasise the difference between having your rights abused, and something being 'against your culture'.

This can be an incredibly difficult discussion. Let the group discuss their issues, but tie it back to the law in Australia, and explain that a lot of these rights have been advocated for over a long period of time. All the laws protecting people's rights are designed to protect people from abuse and discrimination by others. People have fought hard for these laws over many years, to ensure that everyone is treated equally. Once these rights are recognised as the law, cultural norms must adapt. History has shown that cultures are incredibly resilient and do evolve over time. Australian cultural norms had to adapt when same-sex couples won legal rights a couple of decades ago. At the moment Australian cultural norms are in the process of changing again as the community becomes more supportive of same-sex marriage. Once this becomes law, we must all respect it. Our personal opinion may still differ from the law, but we must respect the role that the law plays. These laws are there to protect everyone. Without similar laws, refugees would be subject to much harsher discrimination and exclusion.

**Slide 30:
Conclusion**



Thank the participants for all of their input and invite them to think about ways in which they can use this information in their communities.

Encourage them to develop strategies to address problems they are facing and give them local contacts with whom they discuss how to implement these.

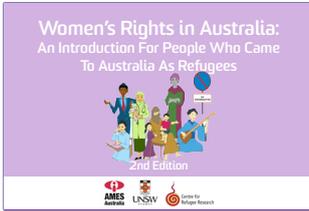


Community Training Module

Module 2: Women's Rights in Australia

Allocated Time	2 hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand the purpose and value of women's rights▪ Understand how women's rights are reflected in Australian laws
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Module 2 slides <p>Participant handouts:</p> <ul style="list-style-type: none">▪ Women's Rights in Australia booklet or copies of the slides

**Slide 1:
Module 2: Women's
Rights in Australia**



Introduce the booklet and give participants a copy of the booklet (or copies of the slides). Suggest that they write notes in it during the session.

The purpose of this training is to discuss and understand what women's rights mean in Australia. When refugees first arrive here, one of the biggest changes they often have to face is the difference in rights for women. In Australia, women have the same rights as men. This is in all parts of life - in the family, the community, in education, in work and in political life. Some people find this very strange and some find it very confronting. Many men have always made all the decisions in a family. They can find it very difficult to accept that these things are changing. Many of the changes go against their traditional culture, for example, at times women may become the main breadwinner. If neither the father nor the mother is working, women and young people receive their own payments from Centrelink. Some people react angrily and try to ignore the laws. This can lead to family conflict or family breakdown and may lead to trouble with the law.

Explain you will go through the booklet, looking at a slide that describes a right, and then talking through how this right is adopted in Australian law. Direct participants to page 10 of the booklet, where the first right is set out.

**Slide 2:
Women have the
right not to be
discriminated against
just because they are
female**



This right recognises that women and girls face particular risks and barriers to enjoying their human rights simply because they are female.

Q: What are some of the ways that women and girls are not treated equally to men?

Q: What does discrimination mean here?

Draw out the many aspects of discrimination against women and girls: confinement in the home; denial of access to education; limited opportunities for career/employment; vulnerability to sexual and domestic abuse; denial of participation in public life e.g. politics and decision-making; lack of autonomy e.g. who to mix with, who to marry; contribution to society not valued e.g. unpaid care work in the home or not being paid equal wages to men.

Discrimination against women means any actions which stop women from enjoying all of their human rights, regardless of whether that action is in public, such as in the workplace, at school, in government, or whether it's happening inside the family. Women have the right to be treated equally with men and to access the same opportunities as men in all areas of life.

**Slide 3:
Women’s right not
to be discriminated
against in Australian
law**

Discuss the information on the slide. Often refugees have come from countries where women’s equal rights are not accepted. It is important to encourage discussion with openness and a lack of judgement.

TIP: When groups are challenged by accepting women’s rights, the following activity can help. Ask participants to divide a piece of paper into 4 quadrants. In the first 2 quadrants they should write a few points about what life was like for their grandmother and mother. In the third, they should write a few points about their or their wife’s (if they are men) aspirations and achievements now. In the final quadrant they should write their aspirations for their own daughter or a niece. Start a discussion on the differences in expectations over just a few generations. Almost everyone wants their own daughter to get a good education and a job. Emphasise that they are not denying or destroying their grandmother’s culture but that their own culture is already evolving. It’s simply a process of changing expectations, not leaving your culture behind.

**Slide 4:
Women have the
right not to be
discriminated against
in laws, customs and
regulations**



Q: What do we think this means?

Q: Does anyone have an example of how someone could be discriminated against in law, customs or regulations?

Examples:

Laws: inheritance laws, marriage and divorce laws, or laws restricting women from voting. Australian law used to discriminate against women in all of these areas, and only in relatively recent history have our laws been changed to reflect women’s equal rights with men.

Customs: women being expected to do all the housework and childcare; women not being allowed to join in certain social or sport activities; forced marriage; domestic violence and sexual abuse being tolerated or ignored within a community.

Regulations: Workplaces (e.g. the military); not permitting women to participate; or clubs not permitting women to join.

Encourage discussion and give examples of how women can be discriminated in laws, customs and regulations. If the group is finding it difficult to accept these as discrimination, go back to the ideas in the slide before and emphasise that if women cannot fully enjoy their human rights as a result, then it is discrimination.

**Slide 5:
Women’s right not
to be discriminated
against in laws,
customs and
regulations in
Australian law**

In Australia women cannot be discriminated against in the name of politics, religion and culture. As we discussed earlier, Australian law is a secular law and religion does not sit above the law in Australia. People here may have come from places where legal systems were religious or customary, but that’s not the case here. What it means is that people do have the right to practice their religion in Australia, but they don’t have the right to force that religious practice on anyone else, including their wives, their children, or other members of the community.

TIP: This is a very controversial topic and it is highly likely that some individuals in the training will struggle with this issue, and you may need to follow-up with them afterwards. Keep in mind that you will not be able to change everyone’s mindset in just one training. What you can do is raise the space for a non-judgmental discussion and attempt to introduce some other perspectives for people to consider.

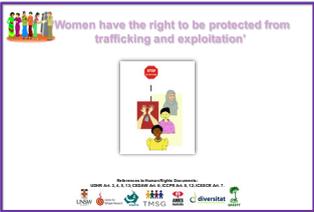
**Slide 6:
Women have the
same right to equal
opportunities in their
public and private
lives as men**



Q: What do we mean by public and private?

Public life is life outside the family, in the community or in society. It includes social and religious participation, work and education, participation in politics, business and decision-making. Private life is the life inside the family, at home. The reason that the law emphasises both public and private life is to challenge the idea that used to be in Australian culture, and many other cultures, that family life is a private space outside of the law, where the law shouldn’t interfere with culture and customs. For example, while it was accepted that the law should prevent people from assaulting each other out on the street, if women were assaulted by their husbands inside their own home people felt like it was a private matter and the law shouldn’t be involved. Many refugees come from cultures that also find this hard to accept, like many Australians did before the laws were changed. But the point of women’s equal rights is that they apply to every part of women’s lives.

It’s important to acknowledge that we are talking about cultural change over time to accept and integrate women’s rights. It is a challenging issue. In countries like Australia and America this change has happened over many decades. Our cultures didn’t recognise the equal rights of women in our grandmothers’ time. But slowly, one by one, the laws changed, recognising women’s rights and granting them equal protections and opportunities with men in all aspects of life. So our culture has changed, but it happened slowly. Now that you are living in Australia you are being asked to change your culture overnight, which is very difficult. But it may help to understand that it can be done without losing the important parts of your culture. Change and evolution is a part of cultures throughout history.

<p>Slide 7: Women’s rights to equal public and private opportunities in Australian law</p>	<p>To make sure that women are equally able to participate in public life in Australia, such as working in government, in the legal system or in business or other professions, we have special laws to say that there must be a minimum representation of women in decision-making positions. The fact that we need laws like this tells us that we still haven’t achieved this equality in Australia. The fight for women’s equality is ongoing in public and private life. In private life, domestic violence is still a huge problem, despite the laws that exist to prevent it. These inequalities do not only exist in refugee communities, and that’s why we have the laws that we do, because equality is not yet complete.</p>
<p>Slide 8: Women have the right to enjoy equal practices that don’t discriminate against them due to their gender</p> 	<p>This right is designed to make sure that women are not denied their rights because of their gender.</p> <p>They must not be paid less on the grounds that what they are doing is “women’s work”.</p> <p>Girls must have the same opportunities as boys, for example in pursuing tertiary education.</p> <p>Women cannot be prevented from doing things they want to do, such as going out with a friend, doing a course, or a sport, just because “they are women.”</p>
<p>Slide 9: Women’s right to enjoy equal practices in Australian law</p>	<p>All of the things listed on this slide are rights, protected by Australian laws. They are often challenging, especially for newly arrived migrant and refugee groups. Communities have to work together to develop ways in which these rights can be enjoyed while respecting different cultures. A good example of this, is the adaptation of swimming and other sports clothing to allow girls from a Muslim background to participate in sports. Does the group have other suggestions?</p>
<p>Slide 10: Women have the right to be protected from trafficking and exploitation</p> 	<p>Trafficking and exploitation refers to women being brought to Australia against their will or being forced to work as prostitutes. Globally this is a big risk for women and it does happen in Australia. One group of women who are most at risk are women whose husbands are residents but they are not. Sometimes their husbands use this as a form of control. Asylum seekers are also at great risk of exploitation because they are so vulnerable because they do not have Visas or any legal status in Australia.</p>

<p>Slide 11: Women’s right to protection from trafficking and exploitation in Australian law</p>	<p>Trafficking, forced prostitution and forced marriage are all illegal in Australia, and there are harsh punishments for people who break the law. If you know someone whom you think might be trafficked or forced into prostitution or marriage you should go to the police. The police in Australia will take the matter very seriously.</p>
<p>Slide 12: Women have the right to enter into all levels of politics and political decision-making</p> 	<p>This right recognises that traditionally men have dominated politics and in many cases women have not been permitted to be politically active. Australia was the first country to allow women to vote in all elections equally with men and that was only in 1902! (Indigenous women were excluded from voting until 1962 when Indigenous people were allowed to enrol to vote for the first time).</p>
<p>Slide 13: Women’s right to participate in politics in Australian law</p>	<p>Australian law has a strong commitment to equal representation of women in politics, which is reinforced in law such as the Sex Discrimination Act and the Workplace Gender Equality Act. Nonetheless, despite there now being many female politicians, we do not yet have equal representation. Our first female prime minister was Julia Gillard in 2010, far later than many countries. That is why we have special programs to try to increase women’s participation in politics.</p>
<p>Slide 14: Women have the right to represent their countries at an international level equally with men</p> 	<p>This right acknowledges that if women are to have the same opportunities as men in all areas of life, this must include representing one’s country at the highest level.</p>

<p>Slide 15: Women’s right to represent their countries internationally in Australian law</p>	<p>Acknowledge that women attend and represent Australia at the United Nations, they’re involved in AusAID and international NGOs, and they are increasingly represented on the boards of corporations that operate internationally. Women’s sports are still very much under-funded and overlooked compared to men’s, but this is slowly changing, and sportswomen are being given more opportunities to represent Australia internationally.</p>
<p>Slide 16: Women have the right to choose to retain their nationality, or to change it if they wish, and to give their nationality to their children</p> 	<p>This right recognises that women have the autonomy to make choices about their citizenship without this being determined by their husband or father.</p>
<p>Slide 17: Women’s right to choose their nationality and pass it to their children in Australian law</p>	<p>Women who come to Australia and are permanent residents have the choice of whether to keep their original nationality or become Australian citizens. Their children will automatically have the same nationality as them. This is not dependent on the nationality of their husbands or fathers.</p>
<p>Slide 18: Women have the right to full access to the same education as men at all levels, including scholarships</p> 	<p>Women and girls should have the same educational opportunities as men and boys at every level. In particular women and girls have the right to pursue higher education equally with boys and must not be denied access to university or other tertiary study.</p>
<p>Slide 19: Women’s right to equal access to education in Australian law</p>	<p>In Australia, girls and women must be allowed to pursue educational opportunities. If the cost of education is an issue there are many organisations that can help. Women may also decide to go back to study in Australia to earn a degree or learn a new skill. Their choice to do this is protected by Australian law.</p> <p>TIP: Find out which local organisations can offer assistance with educational costs.</p>

Slide 20:
Women have the same rights as men in the workplace. This includes the right to equal pay for equal work, maternity leave and special care during pregnancy



Women must have the same opportunities to participate in work and follow careers they are interested in as men. They must not be denied entry into certain professions. Women also have equal rights in the workplace, and they have special rights because they are women, including access to maternity leave, and special care during pregnancy.

Q: What are some examples of women’s participation in the workforce being restricted or unequal?

Slide 21:
Women’s equal rights in the workplace in Australian law

Australian law recognises women’s right to equal pay for equal work and your trade union or Fair Work Australia will assist you if you have not been paid equally with a man. Women are also entitled to unpaid maternity leave under Australian law. Many are also entitled to paid maternity leave under a federal government scheme. Many workplaces offer additional paid maternity leave, but they do not have to provide paid leave under Australian law.

Despite these laws to protect women in the workforce, they are still often not treated equally with men. On average women earn much less than men and they do experience discrimination in the workplace because of their gender.

TIP: Find out about your local legal centre and the support it can offer if people need legal support with this issue.

Slide 22:
Women have the right to equal access to health care, in particular to reproductive and maternal health care and access to family planning services

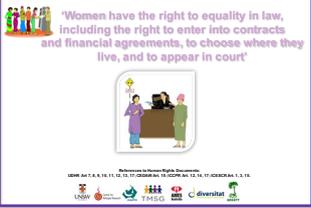


Women’s equal right to health care recognises that health services need to be accessible equally to women and men. This includes having female doctors so that women feel comfortable discussing sensitive health matters.

This right also recognises women’s need for specialised health services because they are women. They need reproductive and maternal health care to support them with pregnancy and childbirth, and they need access to family planning services so that they can make informed choices about having children.

This right is contentious in cultures where traditionally a woman has not had control over when and how many children she has or where sex for women is not allowed outside of marriage.

<p>Slide 23: Women’s equal rights to health care in Australian law</p>	<p>Australian law protects women’s right to have control over their own health and reproduction. In many areas, women’s health centres are available where women can get health care from female doctors. Women get free maternity and antenatal care and they can access family planning services, including contraception and abortions.</p> <p>This is difficult to accept if your culture has traditionally not allowed women to access or make use of contraception and abortion. In Australia, once your daughter is old enough, she may choose to access these services. It may be helpful to remember that until recently, Australian culture did not respect these women’s rights, and some sections of our community still struggle to accept them. However, our culture has changed to recognise that it is in our community’s best interests to respect women’s rights to the best health and to control over their own reproduction. This creates healthy mothers and healthy families.</p> <p>Q: Has this been an issue in your family or community?</p> <p>Q: How have you dealt with it?</p>
<p>Slide 24: Women have the right to equal access to income, family benefits, credits and loans, social support, sports and recreation</p> 	<p>This recognises women’s equal right to social and financial independence. Women should not have to rely on their husbands for money or to access social networks and events. They must not be prevented from going outside the home or from joining social or sports activities.</p> <p>Q: How do you feel about this right? Are there some parts of it you are not happy with? How can you help members of your community to accept this</p>
<p>Slide 25: Women’s equal financial and social rights in Australian law</p>	<p>Payment of Centrelink benefits to women and teenagers as well as to men is a very contentious issue in some refugee families. Men perceive it as undermining their role as provider for the household. Centrelink pays money to women in recognition of their right to control their own money and not have it controlled by their husbands. They also recognise that as the main carers of children, the responsibility to feed and clothe children often falls on the mother. Making sure she has her own money means children are more likely to get the things they need than if the father controls it all. This rule is for all Australians who receive Centrelink benefits, not just for refugee families.</p> <p>This is a difficult issue for people who have come from cultures where things were done very differently.</p> <p>Q: Has anyone had issues with this?</p> <p>Q: How did you deal with it?</p>

<p>Slide 26: Women living in rural areas have a right to receive the same benefits and access to their rights as women living in towns and cities</p> 	<p>This right recognises that it is often more difficult for women living in rural areas to access the same services as women living in towns and cities.</p>
<p>Slide 27: Rural women’s equal rights with women living in towns and cities in Australian law</p>	<p>Discuss the information on the slide.</p> <p>Refugees settling in rural areas used to have difficulty accessing appropriate services, but these have improved in recent years.</p>
<p>Slide 28: Women have the right to equality in law, including the right to enter into contracts and financial agreements, to choose where they live and to appear in court</p> 	<p>This slide recognises that women are equal to men in the eyes of the law and treated independently from their male family members.</p>
<p>Slide 29: Women’s right to legal equality in Australian law</p>	<p>Some dimensions of the law will apply to some groups more than others. For people who have migrated or come as refugees, for example, one aspect of this law is that once a woman has been given permanent residency she can’t be returned to her own country by her husband. She has a right to stay.</p>

**Slide 30:
Women have the same rights in marriage as men**



Women have the same rights in marriage as men - the right to not be forced into a marriage, to be safe in marriage, to be treated with respect, and to divorce if they want to.

**Slide 31:
Women's equal marriage rights in Australian law**

In Australian law these rights are contained in the Marriage Act, and in the laws for same-sex relationships as well. Women and men have the same responsibilities and rights over their children, and both men and women may seek a divorce if they wish not to stay in the marriage. Both parents have the right to share custody of the children or apply for full custody to the Family Court.

Australian marriage, divorce and custody laws are likely to be quite different from what people are used to in their home countries.

Q: How do people feel about these laws?

Q: What issues have families or communities had with them?

TIP: Acknowledge how difficult these issues are for people-there are no easy answers. Acknowledge people's feelings and frustration. Prepare yourself with information about the local organisations that can help families with marriage counselling, legal advice and other support.

**Slide 32:
Women have the right to be protected from physical or verbal harm**



Women have the right to be protected from physical and verbal harm - to not be threatened verbally as well as physically. This includes by their husbands and other male family members.

**Slide 33:
Women’s right to protection from physical and verbal harm in Australian law**

In Australia, this right means that it is against the law for a woman to be physically, verbally or sexually abused in her own home, by her husband or other male family members. Husbands must not hit their wives or children and they may not demand sex with their wives if their wives don’t want to. If a woman leaves home because she is experiencing this kind of violence at home, she will be supported by services and by the law. She will not be sent home. There are organisations that will find her somewhere safe to stay and the police will help her to take her husband to court if she wants to.

Again this is a frustrating issue for some refugee communities who have different experiences regarding women’s rights in the home and in marriage. But this is the law in Australia, and there are serious punishments for men who break these laws.

Listen to the issues raised by the group.

Q: Can anyone suggest a service or organisation that has helped with the issues people are raising?

**Slide 34:
Women have the right to be protected from sexual violence and assault**



This right recognises that women are at risk of sexual violence and assault from men. Women have a right to be protected from sexual violence even within their own home and marriage.

**Slide 35:
Women’s right to be protected from sexual violence and assault in Australian law**

In Australian law, sexual assault includes any sexual act where a woman did not give consent, even between a husband and wife. It also includes sexual acts with children who are under a certain age – usually 16 years, but it can vary from state to state.

There is also a law against sexual harassment, which includes making unwanted sexual comments to a woman or touching a woman without their consent. These usually apply to public life, such as in the workplace.

Q: What do people think of these laws?

Q. What would you do if you or a member of your family were a victim of sexual harassment?

Again be prepared for participants to express their confusion and frustration.

Slide 36: Conclusion



Thank the participants for all of their input and invite them to think about ways in which they can use this information in their communities.

Encourage them to develop strategies to address problems they are facing and give them local contacts with whom they discuss how to implement these.

Community Training Module

Module 3: Children's Rights in Australia

Allocated Time	2 hours
Session Objectives	<p>At the end of this session participants should:</p> <ul style="list-style-type: none">▪ Understand the purpose and value of children's rights▪ Understand how children's rights are reflected in Australian laws
Materials	<p>Materials needed to run this session:</p> <ul style="list-style-type: none">▪ Module 3 slides <p>Participant handouts:</p> <ul style="list-style-type: none">▪ Children's Rights in Australia booklet or copies of the slides

Module 3 Slides

Facilitation notes and points for discussion

Slide 1: Module 3: Children's Rights in Australia



Introduce the booklet and give participants a copy of the booklet (or copies of the slides). Suggest that they write notes in it during the session.

The purpose of this training is to discuss and understand what children's rights means in Australia. Refugees often say that when they settle in Australia one of the most difficult challenges is the different expectations about parenting placed on them and their children. This can lead to tension and conflict within families and sometimes to family breakdown. Parents may feel that their role as parents is being undermined; children may rebel and leave home. Understanding why children have the rights they do in Australian law is key to helping families and communities work out how to best adapt to the new laws.

Explain you will go through the booklet, looking at a slide that describes a right, and then talking through how this right is adopted in Australian law. Direct participants to page 10 of the booklet, where the first right is set out.

Slide 2: All children have rights, no matter what their colour, language, religion, and political and other opinions, where they were born, or who their parents are



Children's rights are human rights that are intended to protect all children. They are universal, meaning they apply to all children equally.

Q. Some refugee groups feel that children have too many rights in Australia. What is your experience of this?

Slide 3: The equal rights of all children in Australian law

Here in Australia there are many children every year who are found by our child protection services to be living in situations where they are not being cared for or they are being abused or are at risk of harm. This destroys their childhoods and their adult lives too, and they often grow up and get into trouble with the law themselves. That is why Australian law takes children's rights very seriously. The law applies to all children – there are no special rules that only apply to refugee families.

Slide 4:
Children have the right to grow up and develop physically, mentally and spiritually in a healthy and normal way, in freedom and dignity



Read through the information on the slide.

Q: What do you think a child needs to be able to grow up mentally healthy?

Q: Why is freedom and dignity important here?

Slide 5:
Children’s right to grow up healthily and normally in Australian law

Discuss the information presented on the slide.

Q: What services are available in your area?

Q: Is your family able to access these services? If not, what is stopping you?

TIP: Be prepared with knowledge of the children’s services available in your area.

Slide 6:
Every child has the right to a nationality and to be a citizen of a country



Every child has the right to a nationality and to be a citizen of a country.

Slide 7:
Children’s right to a nationality in Australian law

Discuss the information on the slide and answer any questions.

TIP: This is not a particularly contentious child right so it is best to move on quickly to allow time for more discussion about more contentious topics.

**Slide 8:
Children have the right to care and protection, to good food, housing and medical services, and not to live in poverty**



These are the universal standards children require to grow up to be healthy and secure. They are the basis for the enjoyment of many other rights, such as good education, good relationships and the potential to contribute to society.

**Slide 9:
Children’s right to care, protection and good food, medical services and housing in Australian law**

There are various Australian laws enforcing these basic standards of living for children. Child protection laws set standards for children’s care. Centrelink income support is provided to ensure that children are not living in poverty. Healthcare is provided free under Medicare. However, some children are still lacking these basic standards in Australia. Sometimes this is because their parents do not care for them properly. In other cases they are not able to access the services they need, such as specialised health services. Centrelink benefits are often criticised for keeping families in poverty because they don’t provide enough money for an adequate standard of living.

Q: What issues have people had with providing good food, housing and medical care to their children?

TIP: Be prepared with information about the services that are available for people who are struggling with financial hardship.

**Slide 10:
Children with a disability have a right to specialist services, education and care**



This right recognises that children with a disability need special care and extra assistance so that they can enjoy the same rights and opportunities as other children.

**Slide 11:
The rights of children with a disability to specialist services, education and care in Australian law**

Children with a disability are entitled to specialised services and education in Australia and their parents may be entitled to receive income support.

TIP: Be prepared with information about the services in your area that can assist families of children with disabilities.

**Slide 12:
Every child has
the right to love,
understanding and
good quality care
from their parents
and family**



This right recognises that it's natural for all parents to love and care for their children to the best of their abilities, and do what needs to be done to help them have a good life.

**Slide 13:
Children's right to
love, understanding
and good quality care
in Australian law**

In Australia there are laws to ensure that children are given good quality care by their parents and families. This includes not abusing them physically or sexually and it also includes making sure they have what they need to grow and succeed in life, and not neglecting them. If parents or families break these laws, child protection services get involved with the families and in the worst cases; children can be removed from their parents' care for their own safety.

One issue that can be very difficult for refugee families is the disciplining of children, because under Australian law you are not allowed to hit your children to punish them. Sometimes families think that this means they are not supposed to discipline their children at all, but this is not true. It's means that discipline must not involved physical punishment such as hitting children with a stick or locking them in their rooms for long periods of time. Disciplining children is an important part of a parent's role, and children should learn to respect their parents. Children should also contribute to the household by doing chores and paying their own expenses if they receive a Centrelink benefit or have a job.

Q: Are there problems about disciplining children in your community?

Q: If your traditional ways of disciplining children are not allowed, what are other effective ways to deal with badly behaved children?

Emphasise role modelling good behaviour and using disciplining methods that do not involve the use of physical punishment, such as 'time out' for young children or 'grounding' or restrictions on favourite activities for older children.

Breaking the law cannot be excused on the grounds of 'culture', so we need to find ways to adapt and discipline children without breaking the law.

TIP: The legislation on physical punishment varies from state to state - familiarise yourself with your state's legislation so that you can be clear with participants about what is permitted and what is not (e.g. is smacking on the bottom ok in your state?)

**Slide 14:
All children have the right to attend school**



This recognises the importance of education for improving children’s lives, and the rights of ALL children to receive education at primary, secondary and tertiary levels.

**Slide 15:
Children’s right to attend school in Australian law**

By law all children must attend school in Australia, and government schools are free. If children don’t go to school up to a certain age, parents can be punished.

The school system can be confusing for newly arrived parents, particularly if they don’t speak English. There are services to support children and parents if children are having difficulty at school.

Q: What challenges have parents experienced with their children’s schools?

Q: What have been the best services and supports to help families settle in at school?

TIP: Be prepared with information about the services that are available in your area.

**Slide 16:
Children have the right to be the first to get assistance if things go wrong. This includes good health care, good food and a good environment in which to live**

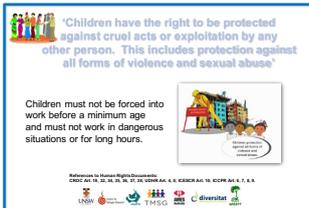


This right recognises children’s vulnerability and the importance of providing protection to children. When things go wrong, children are much more vulnerable than adults and their needs must come first in disasters or emergencies.

**Slide 17:
Children’s right to be the first to get assistance if things go wrong in Australian law**

In Australian law, children have special rights to protection in disasters and emergencies, but this doesn’t mean that their parents have no rights. It is not that children have more rights than their parents in Australia – this is a misunderstanding that some refugee communities have. Instead there are extra laws to protect children because we recognise that for children to enjoy their human rights equally with adults, there needs to be special protections in place for them.

Slide 18:
Children have the right to be protected against cruel acts or exploitation by any other person. This includes protection against all forms of violence and sexual abuse



Children have the right to be protected from exploitation at all times. This includes being protected from all forms of sexual abuse, both in the home, the community and by strangers. It includes not being forced to work before the minimum age, and not being used as an interpreter for their parents by service providers.

Slide 19:
Children’s right to be protected against cruel acts and exploitation in Australian law

Q: Does anyone know what a mandatory reporter is?

Explain that each state has specific laws that mean that certain people must by law report their concern if they think a child is being abused or exploited. This includes teachers, doctors, nurses and the police. Explain that if a mandatory reporter believes a child is being neglected or not provided for, they are mandated to report this to the statutory agency.

Acknowledge that the system is not perfect and that it sometimes fails families, but emphasise that it is in place to try to protect children from harm and abuse.

TIP: Each state has different mandatory reporting rules, so familiarise yourself with the relevant legislation in preparation.

Slide 20:
Children have the right to be educated about the language and customs of their families and to respect their parents’ culture, and other cultures. They must be protected from racism and discrimination



Children have the right to practice their parents’ culture and to not be discriminated against because of that cultural difference.

Slide 21:
Children’s right to be educated about their parent’s culture in Australian law

In Australia, anti-discrimination laws protect children and adults from racism. There are programs in schools to promote harmony and respect for different cultures.

These laws are to protect you. If your child is experiencing racism at school, you have the right to go to the school and question how your child’s right is being protected, and what the school is doing to stop them being discriminated against.

There are also people you can talk to – whoever you trust, such as teachers, a liaison officer, a youth support worker, a case manager, or a counsellor. The police also have special liaison officers who are there to help people from different cultural backgrounds. Racism is against the law so the police will help you if you are being threatened or intimidated.

TIP: Be prepared with information about where people can go if they or their children are experiencing discrimination. Bear in mind this is a sensitive and distressing topic and some people may need individual follow-up after the session.

Slide 22:
Conclusion

Thank the participants for all of their input and invite them to think about ways in which they can use this information in their communities.

Encourage them to develop strategies to address problems they are facing and give them local contacts with whom they discuss how to implement these.





This Manual is part of a Training Kit which includes three Booklets,

Human Rights In Australia: An Introduction For Newly Arrived Refugee Families;
The Rights Of Children In Australia; An Introduction For People Who Came To Australia As Refugees
Women's Rights In Australia: An Introduction For People Who Came To Australia As Refugees,
and an animated film of these materials.

The Booklets and animated film are available in in 9 languages: English, Arabic, Burmese, Dari, Farsi, Hazaragi,
Karen, Kiswahili and Tamil.

All materials can be accessed and downloaded from:

<https://www.arts.unsw.edu.au/research/forced-migration-research-network/resources/>