About the Resource

This resource was developed in 2012 for the second season of Go Back To Where You Came From. You will need to view the clips hosted on SBS Learn before completing the corresponding classroom activities.

NB: statistics and information included in this resource were correct at the time of original publication in 2012 and are not current.

For all Go Back classroom resources, please visit

SBS Learn’s Go Back To Where You Came From resources page

Any questions? Contact sbslearn@sbs.com.au
Recommendations Before Viewing in the Classroom

Teachers are encouraged to view all resources and news clips before sharing with students. The content addresses some significant themes and it is important for teachers to feel comfortable with the content before introducing it in the classroom. These resources have been designed to facilitate engagement in safe and robust discussions in the classroom:

Encourage students to frame discussion comments as their own (as in “I think”) and avoid forceful language (such as “you should”). Also encourage students to draw on evidence from their viewing, and from further critical research, in shaping their responses – engaging with diverse perspectives, including Aboriginal and Torres Strait Islander perspectives, is key to formulating strong understandings and responses.

- When responding to others in classroom discussion or within the associated activities, encourage students to challenge ideas rather than people. Allow adequate time at the end of each viewing session to debrief the content, discussion and associated activities.

Examples of Classroom Ground Rules

Be respectful
Each person has their own beliefs and values.

Value diversity
Each person has their own world views, experiences and opinions.

Listen politely
Each person has a right to contribute without pressure or intimidation.

Act with honour and courage
Be brave in sharing experiences, ideas and opinions.

Appreciate privacy
Each person has the right to uphold their privacy.

Act responsibly
Share feedback with thoughtful consideration and a positive attitude towards others. As each classroom is unique, add any further rules that may be required.
Introduction
Victoria. In Clip 1, Hamid meets Peter, Catherine and Angry when they visit him in his home in Dandenong, Victoria. Hamid is from Kabul in Afghanistan. He is a recently resettled refugee who arrived in Australia by boat. In coming to Australia, Hamid left behind his whole family including his mother, wife, daughter, brothers and a sister. Hamid is hoping his family will join him in Australia.
You - Attitudes, Ethics and Citizenship

Question 1
Despite his harrowing journey to Australia and being separated from his family, Hamid is upbeat and positive about his future. What reasons can you give to account for this?

Question 2
Push and pull factors are often discussed in the refugee debate. The push factors are the reasons why a person flees their homeland and becomes a refugee. The pull factors are the reasons why a person flees to a certain place in particular. What are the push and pull factors that contributed to Hamid leaving his home to seek asylum in Australia?

Question 3
Earlier in the clip, Angry Anderson claims that asylum seekers who arrive ‘illegally’ are criminals, despite the fact that the United Nations Refugee Convention makes it clear that it is not illegal to seek asylum. Do you think Angry’s assessment of Hamid is fair?

Your Country - Democracy, Duty and National Values

Question 4
Many of Australia’s refugees come from Afghanistan. Using SBS’s Census tool, find out about Australia’s Afghan community and identify aspects of this community you were not previously aware of. Share your findings with the class.

Question 5
Hamid worked as an interpreter for the Coalition Forces in Afghanistan. He believes he put his life at risk in order to help Australians. Do you believe that Australia has a particular responsibility to those like Hamid who have now become refugees?

Question 6
The Afghan Australian Development Organisation is one of many programs in Australia empowering communities in Afghanistan. Outline the different projects they operate and how these might contribute to the organisation’s vision of stronger, self-supporting families and communities in Afghanistan.

*All information correct at time of original publication in 2012*
Your Global Community - Human Rights, World Issues and Responsibilities

Question 7
The United Nations High Commission for Refugees (UNHCR) lists the top 10 countries of origin for refugees in 2009. Analyse these figures for each country and suggest the main reason why people are fleeing their own country. 
NB: figures correct at time of original publication in 2012.

- Afghanistan: 2,664,400
- Iraq: 1,428,300
- Somalia: 1,077,000
- Sudan: 500,000
- Democratic Republic of Congo: 491,500
- Myanmar (Burma): 414,600
- Colombia: 395,900
- Vietnam: 337,800
- Eritrea: 252,000
- China: 205,400

Question 8
The Australian Department of Immigration and Citizenship aims to respond effectively to global humanitarian situations. Go to this website to learn about the visa support that refugees and asylum seekers can apply for. What options are currently available for refugees and asylum seekers who arrive in Australia by boat?

Question 9
With the number of people attempting to reach Australian shores increasing it is hoped that a regional solution will solve this complex issue. The Refugee Council outlines an Asia-Pacific Regional Refugee Framework. Read this statement and re-write it in your own words.

The development of a regional protection framework will clearly require significant additional commitments from Australia, including financial resources and resettlement places. Australia must demonstrate that its goal is not to shift its responsibilities to its Asian neighbours but that it is prepared to lead by example, both in its modelling of protection-centred asylum policies and in its willingness to put resources into strategies to improve regional refugee protection outcomes. Australia must be prepared to review its current asylum policies and amend policies which, if copied elsewhere, would undermine refugee protection.

Further Resources
SBS Census Tool
The United Nations Refugee Convention
The Refugee Council of Australia
The Australian Department of Immigration and Citizenship
Introduction

In Clip 2, Abdi shares his memories about fleeing from the African country of Somalia after a bomb exploded in his neighbourhood changing the course of his life. He was 13 years old and playing soccer when civil war broke out. With only the clothes he was wearing, Abdi fled with a neighbour.
Classroom Activities

**You - Attitudes, Ethics and Citizenship**

**Question 1**
Abdi describes his harrowing escape from Somalia in great detail. Write a recount of his journey to Australia.

**Question 2**
Compare the reactions of the three participants as they learn about Abdi’s story. How does your reaction compare to those of the group?

**Question 3**
Mike questions Abdi about using a passport in someone else’s name and whether he was prosecuted for this. Do you think it’s fair to prosecute asylum seekers who travel with false documentation?

**Your Country - Democracy, Duty and National Values**

**Question 4**
In the clip, Mike talks about the importance of maintaining the integrity of Australia’s borders.

a. What does he mean by this?

b. How could Australia do this while still fulfilling its humanitarian responsibilities?

**Question 5**
Using [SBS Census tool](#) find out as much as you can about Somalis in Australia. Identify aspects of the Somali community you were not previously aware of, and share your findings with the class.

**Question 6**
In its report, *In the line of fire: Somalia’s children under attack* Amnesty International makes some key recommendations (pp.73-74) to ‘all states and donors’ i.e. the international community. Read the recommendations Amnesty International makes and outline how some of these could be implemented in an Australian context.
Your Global Community - Human Rights, World Issues and Responsibilities

Question 7

Amnesty International reports on the effect of war and famine on children in Somalia. Watch the clip and learn about Abdi’s story. What points mentioned in the paragraph below did Abdi experience?

Children in southern and central Somalia are under relentless attack. Their lives are in constant danger and their hopes for the future have been shattered by armed conflict and grave human rights abuses. Homes are bombed, families killed, schools destroyed or closed. Much of the violence is indiscriminate. This report calls on the warring parties to end their assaults on children and for accountability for war crimes and other grave human rights abuses in Somalia.

Question 8

The UN Guidelines on Protection and Care of Refugee Children specify the needs of refugee children around the world. Read this sentence from the Guidelines and comment on Abdi’s dependence, vulnerability and developmental needs as he was fleeing his country in search of safety.

Three interrelated factors contribute to the special needs of refugee children: their dependence, their vulnerability and their developmental needs (i.e. their requirements for healthy growth and development at different ages). (Page 166)

Question 9

Many children around the world miss out on education. Read this information from ActionAid explaining what the right to education is and why it is important. What are the benefits of receiving an education for an individual and for their wider community?

Question 10

Australia has a Mandatory Detention policy for asylum seekers who arrive in Australia without a visa. The Refugee Council of Australia makes comment on this policy in its article An Unhappy 20th Birthday for Mandatory Detention.

Read the article and make a list of five figures about refugees you can find in the article. Include one figure about child refugees and mandatory detention in Australia.

Further Resources

Amnesty International: Somalia
SBS Census Tool
War Child: Children’s Charity
Introduction

In this clip, Imogen, Allan and Michael experience Mogadishu - the city from which Abdi fled 20 years ago. In this country of 10 million people almost one million have fled their homes. They live in temporary makeshift tents in the country’s parks. Mogadishu’s largest park is now home to more than 3000 families escaping war and famine.
You - Attitudes, Ethics and Citizenship

Question 1
Aid workers have described the makeshift camp in Mogadishu as the worst they’ve ever seen. Michael calls it the place the world forgot. Describe the conditions in the Mogadishu camp and your reaction when you first saw it. Do you agree with Michael’s statement? Why, or why not?

Question 2
Outline what you see as the main problems facing the families who live in the Mogadishu camp.

Question 3
Throughout the clip, Allan suggests several measures that would discourage people from leaving Somalia to seek asylum elsewhere. List his ideas and any others you can think of. Discuss the possible effectiveness of these ideas as a class.

Your Country - Democracy, Duty and National Values

Question 4
Watch the video on OneJustWorld and outline what the speaker sees as our responsibilities to the global poor. Do you agree with his views?

Question 5
Somalia is one of the countries targeted in AusAID’s Looking West: Australia’s Strategic Approach to Aid in Africa report (2011-2015). In the Executive Summary, the report discusses some of the major development challenges facing Africa. Outline what these development challenges are and how they might affect the effectiveness of Australia’s aid program.

*All information correct at time of original publication in 2012
Question 6
More than one million people are displaced within Mogadishu. Internally displaced people are not officially refugees.

a. What is the meaning of the word displaced?
b. What factors have forced them to move from their homes?
c. Why haven’t they left their own country?
d. Where have they settled?
e. How are they managing to feed and clothe their families?

Question 7
In Mogadishu many Somalis are denied a number of human rights including the right to education and the right to shelter. Read this explanation of human rights and explore what ‘interdependent and indivisible’ means for human rights?

Question 8
The UNHCR provides up-to-date Population Movement Trends for Somalia. Go to this webpage to see the statistics. On the page a graph presents the different reasons for movement. Clicking on a reason will show the breakdown of numbers of people who are displaced and moving in Mogadishu.

Investigate the different reasons for movement and the statistics. Using the statistics provided draw a graph to show the reasons for movement in July 2012. Order these reasons from highest to lowest.

Question 9
The Social Policy Section of the Parliament of Australia has compiled a document to help us understand the facts relating to refugees and asylum seekers. Refer to this document: Asylum Seekers and Refugees: What are the facts? and write a 200 word commentary on how the Mogadishu displaced population situation impacts on the number of people attempting to reach Australia by boat.

Issues
• Foreign aid
• Responsibilities to the world’s poor
• Development challenges in Africa
• Internally Displaced Persons

Further Resources
AusAID – The Australian Agency for International Development
One Just World: Think, Talk, Act on Global Poverty and Development
UNICEF: The United Nations Children’s Fund: Somalia program
United Nations Political Office for Somalia
Introduction

Imogen, Allen and Michael visit the SAACID Health Care Centre in Mogadishu. The centre cares for some of the youngest victims of Somalia’s war and famine. As the UN is denied access to Somalia, local charities struggle to keep a generation of babies alive.
**Classroom Activities**

**You - Attitudes, Ethics and Citizenship**

**Question 1**
Imogen reacts strongly during her visit to the SAACID Health Care Centre but feels that it is not her right to cry in front of the women and children being treated. Write about your reactions to seeing the footage of the charity and whether you agree with Imogen’s sentiments.

**Question 2**
In the clip you hear many statistics relating to the situation in Somalia. List these statistics and then comment on your reaction to each of them.

**Question 3**
July 2012 marked the one-year anniversary that famine was declared in Somalia. In your opinion, what long-term effects will this famine have on Somalia and its ability to rebuild?

**Your Country - Democracy, Duty and National Values**

**Question 4**
in 2011, Australia accepted 190 Somalis as refugees. Later in the episode, Michael states that he believes Australia is taking its fair share and that he’s proud of the contribution we make.

a. Do you think Australia is doing enough to improve the situation in Somalia?
b. How do you think individual people could assist the development of Somalia?

**Question 5**
Médecins Sans Frontières (Doctors Without Borders) is the world’s leading independent organisation for medical humanitarian aid. MSF Australia currently works in Somalia. Outline what role the organisation plays in the country.

**Question 6**
Commissioned by the National Youth Affairs Research Scheme, the report *Culturally and Linguistically Diverse (CALD) Young People and Mentoring: The Case of Horn of Africa* discusses some of the challenges facing young people from the Horn of Africa (pp.32-38). Briefly summarise each of the challenges and suggest possible ways to address the issues.

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*All information correct at time of original publication in 2012*
Your Global Community - Human Rights, World Issues and Responsibilities

Question 7
The SAACID Health Centre is an indigenous Somali not-for-profit, non-governmental women’s organisation that addresses child malnutrition in Mogadishu by providing care and nourishment. Who is funding this organisation? Why is this health centre a charity?

Question 8
For the majority of babies born in Mogadishu the first year of life is very different to that of Australian babies. Watch the clip to assess conditions in the SAACID Health Centre and Mogadishu. Write a comparative account of the food availability and living conditions of Somalian and Australian babies, and then compare their health, physical development and prospects for survival.

Question 9
The SAACID Health Centre was established in 1990. Its original mandate was to advocate for women’s rights. Go to the website and investigate the organisation’s program sectors. Outline the six distinct sectors and explain why the organisation believes empowering women will help reduce child malnutrition.

Question 10
There are many organisations that are trying to improve the situation in East Africa. Choose one of these organisations and write an explanation of what it does and how it helps improve health conditions in Somalia.

Further Resources
United Nations Development Program in Somalia
Médecins Sans Frontières (Doctors Without Borders): Medical Humanitarian Aid Organisation
SAACID Organisation: Sharing Health and Hope
Introduction

In Clip 5, Catherine, Angry and Peter visit Kabul and experience the living conditions many displaced Afghans are forced to endure. Half-a-million people are displaced in Afghanistan. Their homes have either been destroyed or they have fled for safety.
Classroom Activities

You - Attitudes, Ethics and Citizenship

Question 1
Afghans have lived with war for more than three decades. What do you think the long-term effects are for both the people and the country?

Question 2
The living conditions for the Afghans in the clip are like nothing most Australians have experienced. Rank each of their living conditions in order from least tolerable to most tolerable. Discuss why you chose this order, and how you reached your conclusions. What are some of the emotions you experienced in making your assessments?

Question 3
The situation for the young mother interviewed in the camp is desperate. She has three children and her husband is a drug addict. Later in the episode, Catherine recalls the meeting and contemplates the woman’s prospects for a better future. She laments over language like ‘queue jumpers’ and asks the question “Where is her queue?” Write your thoughts on this woman’s situation and outline what would need to happen for her situation to improve.

Your Country - Democracy, Duty and National Values

Question 4
For those people living in the makeshift camp in Kabul, their basic needs such as food, water, shelter, sanitation, education and healthcare are not being met. What systems are set up in Australia to ensure that the basic needs of its citizens are provided for? Do these systems always work?

Question 5
CARE Australia is an Australian charity working in Afghanistan. It focuses on empowering women and girls to bring lasting change to their communities. Read about its program in Afghanistan, identify its goals and how CARE Australia plans to achieve them.

Question 6
This report, Resettlement Experiences of Afghan Hazara Female Adolescents: A Case Study from Melbourne, Australia in the International Journal of Population Research, discusses the resettlement experiences of Afghan girls and women in Melbourne. Each participant discusses positive experiences and challenges. Outline some of the positive experiences and how the challenges might be overcome.
Your Global Community - Human Rights, World Issues and Responsibilities

Question 7
The UNHCR provides a country profile outlining the conditions, needs and strategies for assisting Afghanistan’s population. Go to the website and read this information. Make a list of 10 needs the UNHCR has identified for Afghan people.

Question 8
Watch the clip and make note of the living facilities being endured by the Afghan displaced families. Write a 200-word report to describe the physical conditions of their homes, and conclude by commenting on the emotional impact this could have on children growing up in this way.

Question 9
Analyse this Statistical Snapshot from the UNHCR. Draw a graph to illustrate these figures and then write a statement about the number of IDPs in relation to the other figures.

<table>
<thead>
<tr>
<th>Statistical Snapshot</th>
</tr>
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<tbody>
<tr>
<td>Residing in Afghanistan (1)</td>
</tr>
<tr>
<td>Refugees (2)</td>
</tr>
<tr>
<td>Asylum Seekers (3)</td>
</tr>
<tr>
<td>Returned Refugees (4)</td>
</tr>
<tr>
<td>Internally Displaced Persons (IDPS) (5)</td>
</tr>
<tr>
<td>Returned IDPs (6)</td>
</tr>
<tr>
<td>Stateless Persons (7)</td>
</tr>
<tr>
<td>Various</td>
</tr>
</tbody>
</table>

| Total Population of Concern | 1,548,374 |

Question 10
Watching the clip we learn that millions of Afghani people have been displaced due to armed conflict in their country throughout the past 30 years. The Refugee Council of Australia states:

At the end of 2009, there were 43.3 million people forcibly displaced by persecution and conflict. 27.1 million people were displaced within the boundaries of their own country and nearly one million people were seeking asylum.

Write a 250-word essay to discuss how and why armed conflict creates a global refugee crisis.

Further Resources
Support Association for the Women of Afghanistan (SAWA Australia)
A Woman Among Warlords: Women’s Rights in the Taliban and Post-Taliban Eras
BBC News: Afghanistan country profile
Introduction

In Clip 6, Imogen, Allan and Michael visit Dollo Ado Refugee Camp on the Ethiopian-Somali border. It is located along the major escape route taken by Somalis seeking safety and shelter. Dollo Ado is home to 50,000 Somali refugees.
Classroom Activities

You - Attitudes, Ethics and Citizenship

Question 1
After a one-kilometre journey to fetch water, Hawa and the group are told that there is none. Describe Hawa and Allan’s reaction to this news. How would you react in this situation?

Question 2
While the Australians are in Ethiopia, Hawa has the opportunity to record a message to her cousin Abdi in Australia describing her life in Ethiopia. Write the transcript for this message and describe her journey to Dollo Ado, the challenges she faces there and her hopes for the future.

Question 3
Imagine Abdi’s reaction when the participants return to Australia and he watches the footage of his cousin and her life in Dollo Ado for the first time. Write a description of how you imagine the event. How would you feel if this was a message from one of your family members?

Your Country - Democracy, Duty and National Values

Question 4
There is often much debate surrounding how Australia’s foreign aid budget should be spent. Construct a survey designed to be completed by those in Dollo Ado in order to understand their most important needs, both short and long term.

Question 5
For most Somalis there is little chance they will be resettled in countries like Australia, and so transit camps such as Dollo Ado become a permanent home. Yet Dollo Ado lacks many things because it is still set up as a place of transition rather than a place of permanence. What could be done by Australian charities to improve living conditions for long-term residents in camps like Dollo Ado?

Question 6
Allan is clearly frustrated by the water shortage in the camp, especially because it has been operating since 2009. This UN report highlights some of the challenges in providing safe drinking water to those in Somali transit camps. Imagine a conversation between Allan and UNICEF as they discuss the water crisis in Dollo Ado.

*All information correct at time of original publication in 2012
Question 7
Write a description of Dollo Ado Camp, its environment and the living facilities available to the residents. Discuss why these people have no choice but to endure these harsh conditions.

Question 8
The Universal Declaration on Human Rights states the human rights that all people are entitled to. Go to this website and read the 30 human rights articles. Select and record the five you believe are the most important. Do the people living in Dollo Ado camp have these five human rights upheld?

Question 9
From what you have seen in the clip, how do human rights laws help people like Somali refugees? Pick one human rights article from the Universal Declaration of Human Rights that has helped the Somali refugees and write a paragraph about what life would be like if that right didn’t exist.

Question 10
The UNHCR provides a country profile of Somalia that outlines the condition, needs and assistance required to help the population. Read the profile to learn about the situation in Somalia and how the UN plans to help. What are the needs of the people and what are the UNHCR’s planned Strategies and Activities for 2012?

Further Resources
UNICEF Ethiopia
UNHCR: Crisis in Horn of Africa
Australian Department of Foreign Affairs and Trade: Africa and Australia
Introduction

In Clip 7, Catherine, Angry and Peter meet young fishermen on Rote Island in Indonesia. John and Ako were recruited for a fishing trip that would pay them a year’s wages. The boys were never paid and instead they were jailed in adult prisons in Australia, for people smuggling.
**Classroom Activities**

**You - Attitudes, Ethics and Citizenship**

**Question 1**

The experience in an Australian adult prison must have been terrifying for the two teenage fishermen. Imagine you are one of the boys in prison. Write a letter home to your family explaining what happened and how you ended up in prison.

**Question 2**

There are many different perspectives on how to deal with people smugglers. Research these different perspectives and explain whether you believe they are effective solutions.

**Question 3**

There has been much outrage in the community around the detaining of juvenile fishermen in Australian adult prisons. Do you agree? Write a letter to the Attorney General expressing your sentiments on the issue.

**Your Country - Democracy, Duty and National Values**

**Question 4**

People smuggling in Australia carries a mandatory five-year sentence. Do you think this is an effective deterrent to people smugglers? Do you think it is a fair sentence?

**Question 5**

What strategies do you think the Australian government could utilise to better educate those living in Indonesian fishing villages about the dangers of people smuggling?

**Question 6**

Peter questions how we can call the two young boys ‘people smugglers’. He thinks that with no motive and no understanding of what they were doing, the sentence they received seems harsh and disproportionate to the ‘crime’. What better way could the Australian government deal with those who are unknowingly caught up in people smuggling?
Your Global Community - Human Rights, World Issues and Responsibilities

Question 7
The boys in this clip were released after 14 months because it was proved they were children. However, people smugglers will continue to entice Indonesian fishermen, including children, to crew people-smuggling boats. Describe the methods people smugglers use to attract and deceive unsuspecting fishermen. Why are these villagers vulnerable in this situation?

Question 8
The Australian Human Rights Commission recently held an inquiry into why Indonesian crew who say they are children are being held in adult prisons in Australia. Read this summary of the report and come up with three recommendations for the Australian Government on how to handle underage crew of asylum-seeker boats.

Question 9
The United Nations Office on Drugs and Crime identifies several tools for international action against people smuggling. Go to the website and make a list of each of these tools and write a brief explanation of what each tool provides.

Further Resources
UNSW Submission to the Inquiry into the Migration Amendment (Removal of Mandatory Minimum Penalties) Bill 2012
Australian Human Rights Commission: Age assessment in people smuggling cases
Australian Institute of Criminology: Organised Crime and People Smuggling/ Trafficking to Australia
Introduction

In Clip 8, Catherine, Angry and Peter visit Christmas Island Immigration Detention Centre where they see the facilities and meet some of the detained refugee asylum seekers. Seventeen thousand asylum seekers have been processed here in the last four years.
You - Attitudes, Ethics and Citizenship

Question 1
Imagine you are Hamid and you have arrived at Christmas Island. For the first time in months, you are able to call your wife and family in Kabul. Write the transcript of the conversation in which you describe your journey, the conditions in the detention centre, how you feel and what you think will happen next.

Question 2
Although detainees may have access to facilities such as a gym and the internet, they are still in limbo, unable to leave the detention centre and begin a new life in Australia. They have no idea whether they will stay in detention for a few months or a few years. How would you feel if you were in this situation?

Question 3
In the following article, Refugee Week Ambassador Widyan Al-Ubudy writes about her experiences visiting detainees in Villawood Detention Centre. Read her article and write about how you felt afterwards.

Your Country - Democracy, Duty and National Values

Question 4
Australia is the only country in the world with a policy of mandatory detention for all asylum seekers who arrive without a visa. Many organisations, including the UNHCR, have criticised this policy and believe there are more humane ways of processing refugees and asylum seekers.

a. Do you agree with the policy of mandatory detention?

b. What effects do you think this policy has on people like Abdi and Hamid?

Question 5
The Australian Security Intelligence Organisation (ASIO) does not make public the criteria they use for security assessments for refugees. If a refugee is given a negative security assessment, the result is indefinite detention. They are not told on what evidence the decision is based nor is there an appeals process to challenge the decision.*

a. This policy has recently come under much scrutiny. Research and outline what has been said about this policy.

b. In your opinion, why does ASIO not make public the criteria they use to assess refugees?

c. Do you agree with this?

*All information correct at time of original publication in 2012
Question 6
In a report on alternatives to detention centres, The Australian Human Rights Commission made many observations about the effectiveness of community detention. Outline the benefits associated with community placement highlighted by both the Commission and those in community detention.

Your Global Community - Human Rights, World Issues and Responsibilities

Question 7
The UNHCR outlines Guidelines to Standards Relating to the Detention of Asylum Seekers. Refer to this document and make a list of the headings of the nine guidelines.

Question 8
A report from Parliament House Australia addresses the questions relating to facts about asylum seekers and refugees. Go to the section ‘Are boat arrivals genuine refugees?’ What are the three findings stated in response to this question?

Issues
- Conditions in Immigration Detention Centres
- Mandatory Detention
- Security assessments of refugees
- Alternatives to detention

Further Resources
Australian Human Rights Commission
Speech by Immigration Minister Chris Bowen ‘New Directions in Detention – Restoring Integrity to Australia’s Immigration System’
Amnesty International Australia
Introduction
In Clip 9, Dr Dave Corlett brings the group together for their final reviews on what he calls “a bold and challenging refugee journey”. During their conversation the group outlines their experiences and purports each participant’s concluding comments and opinions.
Classroom Activities

You - Attitudes, Ethics and Citizenship

Question 1
Dr Corlett asks the participants ‘where they are at’ after the experiences of Go Back to Where You Came From. Where are you at after watching the series? Have your beliefs changed, or been confirmed?

Question 2
‘Boat people’, ‘queue jumpers’, ‘illegals’ are all terms commonly used to describe refugees and asylum seekers. In her closing statement, Catherine highlights the importance of changing the language around asylum seekers.

a. Do you think these labels are useful or accurate? Why, or why not?
b. How does it make you feel when people use these terms?

Question 3
To what extent do you agree or disagree with the closing statements made by the participants? How do their statements make you feel?

Your Country - Democracy, Duty and National Values

Question 4
At the end of her experience, Imogen is committed to learning more so she can make a difference. She believes there is more information out there than just what is learned through the media. At the end of each worksheet, we have provided you with useful links where you can find more information on a particular topic. Compile a list of resources that could help people engage more meaningfully in the asylum seeker debate.

Question 5
Participant Peter states that an understanding of people should be at the heart of all our policies.

a. Do you think this rings true of Australia’s policies towards asylum seekers? Why, or why not?
b. Choose one of Australia’s policies that relate to asylum seekers. Explain how this policy could be made more ‘people friendly’.
Question 7
The participants all believe that something needs to be done to reduce the number of people arriving on Australian shores. However, the situation is very complex and finding the right answer is a challenge. Watch the clip carefully and make notes about what each participant says. From their comments, write a conclusion about an idea for a possible approach to reducing asylum seekers arriving by boat to Australia. Discuss as a class the possible effectiveness of this idea.

Question 8
The Refugee Council of Australia recognises that non-government organisations (NGOs) play an important role in assisting refugees and IDPs in their resettlement. Investigate the role of Australian NGOs. Select one NGO and write a 200-word report on how it operates and what it hopes to achieve.

Question 9
The Jesuit Refugee Service (JRS) is calling for a regional solution to the Asia-Pacific refugee problem that will help reduce the number of boat people seeking asylum in Australia. Read the article JRS calls for regional solution to refugee crisis. What is the meaning of regional solution? In regard to Australia, which region/s are of concern? Write three points from the article that JRS suggests might be able to help alleviate the situation.

Question 10
On its website the UNHCR explains ‘What it takes to do the job’. The Global Needs Assessment identifies the needs of the world’s refugees in terms of measures that are needed for improvement, better protection, and improved prevention of assault and violence. Find the listed information on the webpage and write a paragraph on each, including all bulleted points.

Further Resources
Information on the Malaysia Solution
The UNHCR in Australia
Asylum seekers and refugees: what are the facts?
The following is information about some of the key locations in Season 2.

**NB: information was correct at the time of original publication of this resource in 2012.**

This is a reissuing of the original resource, and statistics, information and other sources have not been updated since the 2012 publication.

### Christmas Island

Over 7000 asylum seekers have been processed on Christmas Island over the last four years.

Located in the Indian Ocean, 380km south of Java and 2,650 km north-west of Perth, Christmas Island is a 135 square kilometre territory of Australia.

The remote island has become infamous due to its number of boats arrivals, largely from Indonesia, which transport refugees and asylum seekers to Australia. Often hundreds of refugees are crammed onto small, un-seaworthy vessels by paying large amounts of money to people smugglers. In the past four years, over 300 boats have landed on the island.

The Department of Immigration constructed the Christmas Island Immigration Detention Centre in 2006 to house refugees and asylum seekers while their claims were being processed. At a cost of approximately $400 million, the centre now houses 800 persons, and has a contingency capacity of 1116. Since 2008, over 7000 asylum seekers have been processed through Christmas Island detention facilities.
In 2001, Christmas Island was the site of the Tampa affair, whereby the Howard Government refused the Norwegian freighter MV Tampa permission to enter Australian waters. The Tampa had rescued 438 asylum seekers from a sinking 35 metre Indonesian fishing boat on its way to Christmas Island. After three days, the asylum seekers were transferred to a navy boat and taken to Nauru as part of the Pacific Solution. Many of the asylum seekers have since been resettled in New Zealand.

Another incident which put Christmas Island back in the headlines took place on the 15th of December 2010. A boat carrying up to 100 asylum seekers crashed into cliffs off Christmas Island, killing 28 people, including women and children. Photos of the incident showed people desperately trying to keep themselves afloat in the rough sea.

Sources
Department of Immigration and Citizenship
Australian Human Rights Commission
Kabul

Thousands of Afghanistan’s 800,000 internally displaced people have fled to Kabul, living in refugee camps and urban slums.

In Afghanistan there are some 1.3 million people of concern according to the UNHCR, comprising asylum-seekers, refugees, returning refugees and internally displaced persons (IDPs). The first half of 2011 saw a rapid increase in conflict-induced internal displacement, creating nearly 100,000 new IDPs and bringing the total IDP population to approximately 500,000 people by mid-year.

There are currently an estimated 3,054,709 Afghan citizens living overseas, with the vast majority in Iran (1,019,700) and Pakistan (1,900,000). In Pakistan, the vast majority of refugees live in refugee villages and urban slums, while in Iran around 97 per cent of the refugee population lives in urban areas. Many of these refugees, particularly in Iran, have lived outside their country for 30 years.

Despite more than 5.7 million refugees having returned to Afghanistan since 2002, which increased the population of the country by some 25 per cent, a recent UNHCR survey showed that more than 40 per cent of returnees have not reintegrated into their home communities.

Since 2001, Afghan nationals have comprised only 11.1 per cent of humanitarian visas both through offshore and onshore processing. During the years when the boats essentially stopped, Afghans on average comprised slightly less than one third of the total allotment of offshore recipients.
About SBS Learn

SBS Learn forms part of the wider SBS Content Outreach initiative which aims to extend the reach and impact of SBS content. SBS Learn achieves this through the creation of freely accessible resources that stimulate learning and provide opportunities for schools to use SBS content in education settings.

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