

APPENDICES

References and Resources

Refugee Profiles and Stories

Against all Odds

A United Nations High Commission for Refugees game that lets youth experience what it is to be a refugee.

www.global1.youth-leader.org/2012/10/%E2%80%9Cagainst-all-odds%E2%80%9D-an-interactive-educational-online-video-game-a-life-changing-learning-experience/

Beyond the Fire: Teen Experiences in War

<http://archive.itvs.org/beyondthefire/education.html>

This site is designed to provide teens with an experience that is unique, interactive, and educational. Key features of the site include:

- Interactive world map
- Teen refugee stories
- Conflict timelines
- Country facts
- User passport
- Travelog
- Border control questions
- Lesson plans
- Teacher talkback
- Resources



© UNHCR/Zs. Puskas. June 19, 2012. World Refugee Day 2012 in Central Europe. Európa Pont venue of the European Commission in Budapest hosted an exhibition of drawings showing the response of school children to hearing refugee stories. www.flickr.com/photos/unhcrce/7414749518/in/set-72157630205373344/. Used with permission. All rights reserved.

Citizenship and Immigration Canada

This website offers a series of video resources on immigrant success stories. The videos available include some on protecting refugees that feature the stories of several Canadians of refugee background.

<www.cic.gc.ca/english/department/media/multimedia/>

The Documentary Project for Refugee Youth

<<http://thedocumentaryproject.org/>>

Faces and Voices of Refugee Youth

By Joyce A. Kelen and Leslie G. Kelen. Salt Lake City: Center for Documentary Arts, 2002. 62 pp.

Fiftyrefugees Malaysia

As of June 2007, there were approximately 37,000 Refugees registered with the UNHCR (United Nations High Commissioner for Refugees) in Malaysia. Many more are asylum seekers who have yet to achieve refugee status. This website tells the stories of 50 of them, aged from babies barely a month old to grandfathers and grandmothers in their 50s.

<<http://fiftyrefugees.wordpress.com/>>

Film Aid International

This organization seeks to use the “power of film and video to promote health, strengthen communities, and enrich the lives of the world’s vulnerable and uprooted.” Their vision is to address “the frequently neglected problems of refugee despair and psychological trauma. FilmAid uses the power of film to break monotony and isolation, as well as to convey essential information. Films help to restore dignity, quality of life, and hope—which have been missing in the lives of refugees who often languish in camps for years.” FilmAid’s YouTube space features 70 videos on a variety of themes and issues filmed by refugees in various camps and places throughout the world.

<www.youtube.com/user/filmaid/videos>

Go Back To Where You Came From Interactive School Resources

Go Back to Where You Came From is a 2011 Australian documentary television series that provided a first-hand account of the international refugee experience. “The documentary follows the experiences of six Australians who for one month are confronted with the harsh realities of life as a refugee as they journey to some of the most dangerous and desperate regions of the world. From different backgrounds, with different viewpoints, six contentious perspectives will challenge, test and help form your students’ attitudes.”

The school resources section of the series site contains curriculum-relevant tutorials based on video clips from the series intended to stimulate discourse on the complexity of managing those who seek asylum on Australian shores. The tutorials include student activities, supported by teacher notes with background information, facts, and statistics. Swearing has been removed from the clips.

<www.sbs.com.au/shows/goback/listings/detail/i/2/article/8326/Schools-1>

Good Starts for recently arrived youth with refugee backgrounds: Promoting well-being in the first three years of settlement in Melbourne, Australia

A research report (October 2009), by Sandy Gifford, Ignacio Correa-Velez and Robyn Sampson, describes the key findings of a longitudinal study (2004 to 2008) investigating the experiences of settlement among a group of 120 recently arrived young people with refugee backgrounds settling in Melbourne, Australia. This was a collaborative project between The La Trobe Refugee Research Centre, La Trobe University, and The Victorian Foundation For Survivors Of Torture (Foundation House).

<http://apo.org.au/files/Resource/good_starts_for_recently_arrived_youth_with_refugee_backgrounds_gifford_correa-velez_sampson_2009.pdf>

International Rescue Committee (IRC)

The IRC website features videos, photos, and podcasts with refugee stories and other matters. Refugee Voices journal features the writings of clients who are studying or have studied in the English Language and Literacy Program of the IRC in New York. For more information, please contact Erika Munk and Natasa Milasinovic at <refugeevoicessjournal@gmail.com>.

<www.rescue.org/video>

Iraqi Refugee Stories

The idea behind the Iraqi Refugee Stories website emerged from an interest in creating an intimate oral history of the refugees displaced from Iraq, who currently number more than 5 million. In the interest of allowing Iraqis to have a voice, this site welcomes stories from Iraqis and from those who have worked closely with them. Personal stories are preferred in any format: text, video, audio, or accompanied by photographs.

<<http://iraqirefugeestories.org/stories.html>>

Integrated Regional Information Networks (IRIN)

IRIN has its head office in Nairobi, Kenya, with regional desks in Nairobi, Johannesburg, Dakar, Dubai, and Bangkok, covering some 70 countries. The bureaus are supported by a network of local correspondents, an increasing rarity in mainstream newsgathering today. The service is delivered in English, French, and Arabic, through a free email subscription service, and social media syndication. IRIN was launched in 1995, in response to the gap in humanitarian reporting exposed by the Rwandan genocide and its aftermath. It is an editorially independent, non-profit project of the UN Office for the Coordination of Humanitarian Affairs (OCHA), funded entirely by voluntary contributions from governments and other institutions. The site has a section with refugee stories *Hear our Voices*, online photo shows, and films.

La Trobe Refugee Research Centre, Audio Visual Materials

2010

- QPASTT and Larrc (2010) KAREN YOUNG PEOPLE: DIGITAL STORIES. Queensland Program of Assistance to Survivors of Torture and Trauma and La Trobe Refugee Research Centre, Brisbane.
- QPASTT and Larrc (2010) LIBERIAN YOUNG PEOPLE: DIGITAL STORIES. Queensland Program of Assistance to Survivors of Torture and Trauma and La Trobe Refugee Research Centre, Brisbane.

2009

- 4US: YOUNG PEOPLE WITH REFUGEE BACKGROUNDS LIVING IN AUSTRALIA, (2009) [DVD] Melbourne: Refugee Health Research Centre, La Trobe University.

2008

- Home: An exploratory journey with young Somali-Australians (2008) [DVD] Melbourne, Vic: Refugee Health Research Centre, La Trobe University.
- Finding Light: Reflections of recently arrived Afghan boys living in Australia (2008) [DVD] Melbourne, Vic: Refugee Health Research Centre, La Trobe University.

2007

- See Through Me: Discrimination through the eyes of ten young Somali-Australians (2007) [DVD] Melbourne, Vic: Refugee Health Research Centre, La Trobe University.
- Crazy: The everyday experiences of Sudanese-Australian young women (2007) [DVD] Melbourne, Vic: Refugee Health Research Centre, La Trobe University.

Mapping Memories

This is a collaborative media project which uses personal stories and a range of media tools (video, sound walks, mapping, and photography) to better understand the experiences of youth with refugee experience in Montreal. The objective has been to produce creative work that will have an impact on policy, education, art, and on the lives of the youth involved. This project has been developed in partnership with the Canadian Council for Refugees and Montreal Life Stories, a university and community initiative working with refugee communities to record their own life stories and build understanding about Montrealers displaced by war, genocide, and other human rights violations.

<<http://storytelling.concordia.ca/refugeeyouth/>>

The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens

A book by Brooke Hauser (2011): Chronicles a year in the lives of youth attending the International High School at Prospect Heights in Brooklyn, where all of the students are recent immigrants learning English. The students come from more than forty-five countries and speak more than twenty-eight languages.

Penrith Migrant Stories

Twenty-five Penrith Valley primary and high school students have completed the groundwork for the Penrith Migrant Stories Project. The students—from Years 5 to 10—quizzed 18 local residents from migrant and refugee communities about their experiences in leaving their respective home countries and settling in Australia. Those quizzed ranged in age from their mid-20s to 92 and hailed from Croatia, the Philippines, Bangladesh, Iraq, China, Japan, Egypt, the Netherlands, Russia, Bhutan, Italy, Argentina, and Jordan. The interviews were written into descriptive, non-fiction short stories and, together with photographs and other images, were published in a book. The project was funded and managed by Penrith City Council.

<<http://trove.nla.gov.au/work/38198036?versionId=50546875>>

Refugee Action Committee

This website features Australian refugee stories.

<<http://refugeeaction.org>>

Refugees' Australian Stories

A site featuring several stories of Australians of refugee backgrounds.

<www.ras.unimelb.edu.au/stories.html>

The Refugee Community History Project

The project has collected the previously untold stories of refugees who have settled in London since 1951 in order to highlight the enormous contributions they make to the city.

<www.trustforlondon.org.ulc/policy-change/strategic-work-item/refugee-communities-history-project/>

Refugees International

This independent organization advocates for lifesaving assistance and protection for displaced people and promotes solutions to displacement crises. The blog features stories, photo essays, and films about refugee issues and experiences.

<<http://refugeesinternational.org/blog/refugee-stories>>

Refugee Space Project

This is a “space,” a “platform,” or a “network” intending to connect refugees among themselves first of all, and then with other non-refugee people (friends of refugees) so that they can reason about the life of these people of concern and share their stories, ideas, and ideals to raise public awareness about the reality of the life they are leading in the world.

<www.refugeespace.net/index.html>

Refugee Stories Wiki

This site is an online collaborative learning resource for children and their teachers and families.

<<http://refugeestories.wikispaces.com/>>

Refugee Voices: Life Histories of Somali and Ethiopian Women

This is a year-long digital storytelling project designed to record and preserve the stories of East African refugees living in San Diego. This project is a partnership between the San Diego Central Public Library and the Media Arts Center San Diego. Local teens learn high tech media skills and use library research in order to produce two short documentaries that focus on the lives of East African refugees and their experiences living in the United States. Refugee Voices II is a continuation of the former youth-produced program known as Refugee Voices: Life Histories of Somali and Ethiopian Women that produced a video documenting the life histories of three Somali and Ethiopian women, giving them the opportunity to share their stories. Refugee Voices II will continue to raise awareness about the African refugee experience, to help promote cultural understanding and to dismantle existing prejudices. Several of the videos are available on YouTube. See

- Making of Refugee Voices
<www.youtube.com/watch?v=cwEb4munwh8>
- Tu Voz : Refugee Voices 1
<www.youtube.com/watch?v=tUhiV9RDmLg>
- Tu Voz: Refugee Voices 2
<www.youtube.com/watch?v=uGT0PvaMFzM>
- Where is my Home?
<www.youtube.com/watch?v=l9C4fg9BK6g>
- Girls Working For A Better Tomorrow
<www.youtube.com/watch?v=c4RDi3Gian4&feature=plcp&context=C4c97662VDvjVQa1PpcFMIQA5HLOTlqYS1aDtAE54HEsn86k5pd0Q%3D>

Refugee Voices Video

A 6.26 minute video on YouTube of four Australians of very different refugee backgrounds—from Burma, Iraq, Sudan, and Liberia—tells of what brought them to Australia and the lives they now lead. Filmed as part of the international 2011 Refugee Conference hosted by University of New South Wales. See Refugee Voices—YouTube.

Refugee Voices: A journey towards resettlement

Executive Summary (2204) by New Zealand Immigration Service. This research examined the experiences of three groups of refugees: those coming through the Refugee Quota, individuals who claimed asylum in New Zealand and were subsequently granted refugee status, and people from refugee backgrounds who entered New Zealand through standard family sponsored immigration policies. As such, Refugee Voices provides a comprehensive overview of refugee experiences in New Zealand. The issues that need to be addressed include those of English language proficiency, housing, adult education, discrimination, and employment. Particular difficulties for certain groups are also highlighted in the report.

<www.immigration.govt.nz/NR/rdonlyres/18C717C0-0720-4CFA-A81D-672BBDE406CF/0/RefugeeVoicesExecutiveSummary.pdf>

Refugee Youth Health Project

Access Alliance <<http://accessalliance.ca/research/activities/refugeeyouthhealthRespect>>: Refugees Blog is a non-governmental organization (NGO) headquartered in Winnipeg, Manitoba, Canada. Their flagship project is a global letter exchange program introducing refugee students to non-refugee students. This project creates pen pal relationships between the students, helping non-refugee students learn about the issues facing refugees and internally displaced persons (IDPs).

Starting Again: Stories of Refugee Youth

With funding from the Refugee School Impact Grant (RSIG), School's Out Washington partnered with documentary filmmaker Jill Freidberg of Corrugated Films to produce a film chronicling the lives of refugee youth in Washington State. The film highlights four youth from Burma, Nepal/Bhutan, Russia, and Somalia.

<www.schoolsoutwashington.org/1260_194/StartingAgainStoriesofRefugeeYouth.htm>

The Suitcase: Refugee Voices from Bosnia and Croatia

A book by Julie Mertus, Jasmina Tesanovic, Habiba Metikos, & Rada Boric (1997) University of California press.

United Nations High Commissioner for Refugees

(UNHCR <www.unhcr.org/>): The UNHCR website features a Video Gallery (as well as a photo gallery). "The videos also illustrate the kind of challenges UNHCR staff face in the field, often working close to the front lines, where refugees need the most protection. Take a look and learn more about refugees and UNHCR's tireless efforts to assist some of the most vulnerable people in the world."

<www.unhcr.org/pages/4ac9fdae6.html>

US Committee for Refugees and Immigrants

The website features articles and profiles of refugees and immigrants in the United States of America. The Refugee Voices section includes youth issues and resources.

<www.refugees.org/refugee-voices/refugee_voices_index.html>

United States Association for UNHCR

The United States Association for the United Nations High Commissioner for Refugees supports the UN Refugee Agency's humanitarian work to protect and assist refugees around the world. The site includes three refugee stories and refugee artwork.

<www.unrefugees.org/>

Witness

This is an international not-for-profit organization that uses the power of video and storytelling to open the eyes of the world to human rights abuses. It was co-founded in 1992 by musician and human rights advocate Peter Gabriel, Human Rights First, and the Reebok Human Rights Foundation.

<<http://www3.witness.org/about-us>>

References

Santa Barbara, J. (2006). *Impact of War on Children and Imperative to End War*. *Croatian Medical Journal*, 47(6): 891-894. <www.ncbi.nlm.nih.gov/pmc/articles/PMC2080482/>.

UNHCR. (2012). *The State of the World Refugees: UNHCR Summary*. <www.unhcr.org/4fc5ceca9.html>.

UNHCR. (2014). *Protecting Refugees*.

UNHCR. (2008). *Through the eyes of a child: refugee children speak about violence*. A report on participatory assessments carried out with refugee and returnee children in Southern Africa, 2005-2007. <[www.unhcr.org/cgi-bin/texis/vtx/home/opendocPDFViewer.html?docid=47c804682&query=Through the eyes of a child](http://www.unhcr.org/cgi-bin/texis/vtx/home/opendocPDFViewer.html?docid=47c804682&query=Through%20the%20eyes%20of%20a%20child)>.

War Child UK. *The Effects of War on Children*. <www.warchild.org.uk/issues/effects-war-children>.

Interview Questions

Life Before Canada

The interview will start by asking some questions about your life and experiences before coming to Canada.

1. Tell us about you, your place of birth, your cultural background, your community, and your family life before coming to Canada.
 - When and where were you born? Where did you live before coming to Canada?
 - What cultural group do you belong to? What languages did your family speak?
 - What was your family like? Did you have a large family? What did your parents or caregivers do for a living? What did you do to help the family make a living?
 - What did your village, city, or community look like?
 - Did you have a good relationship with your family?
 - What are the things that you liked best about your community?
 - Were you happy living in this community?
2. Describe the type of schools you attended and your school experiences before coming to Canada.
 - At what age did you first attend school?
 - When and where did you go to school?
 - How many years did you go to school?
 - Describe the school or schools you attended (physical description, number of classrooms, number of students, number of teachers, etc.).
 - Describe a typical school day (length of school day, subjects studied, etc.).
 - Describe your classroom and relationship with teachers (number of students, physical space, seating, etc.)
 - Describe your school year (days of week and months attended)
 - Were you out of school for long periods? Why?
 - What was or were the languages used to teach at the schools you attended?
 - Did you like going to school?
 - What were your favourite subjects?
 - Did you have any difficulties in school?
 - What did you want to do before you came to Canada?
3. Describe how you and your family may have been affected by persecution, war, or conflict.
 - Briefly describe the nature of the conflict or war that affected you and your family.
 - Why did you leave your home, community, or country?
 - Where did you go? How did you get there?
 - Did you live in a refugee camp or camps and, if you did, where were they located?
 - What was your life like during this period? What was life like in the place or places you sought asylum or protection? What did you do?
 - Did you go to school during this time? What was school like during this period?
 - What good memories do you have of this time?
 - What are some of the bad memories that you have from this time that you are comfortable talking about?

Starting a New Life in Canada

This section of the interview will focus on your experiences during your first few years in Canada, especially the school experiences.

4. Describe why and how you chose to immigrate to Canada.
 - Where were you just before you came to Canada?
 - Who were you living with at this time?

- What did you know about Canada before you immigrated?
 - How did you choose to resettle in Canada? Were you happy to come to Canada?
 - Who came with you when you came to Canada? Did any family members remain behind? Why?
 - Did you have any family or friends in Manitoba or Canada?
5. Describe your first experiences in Canada, such as your arrival and your experiences during the first year or two.
- How old were you when you immigrated to Canada?
 - Who helped you settle in Canada? Did anyone meet you when you arrived?
 - Where did you live (city/community, housing, neighbourhood)?
 - What were your first impressions of Canada?
 - What did you like best about being in Canada?
 - What did you least like?
 - Did you experience any difficulties?
 - What helped you adjust?
 - Did you move a lot?
6. Describe your relationships and family life in Canada.
- Who did you live with when you came to Canada? Are you still with the same people?
 - How did the move to Canada affect your life as a family?
 - Did you make friends easily in your new community?
 - Did your family experience difficulties adjusting to Canada?
 - Were your relationships good with your family?
 - Are you experiencing or have you experienced problems related to the effects of war or being a refugee before you came to Canada (health, emotions, social life, etc.)?
 - Are you experiencing or have you experienced problems related to your experiences immigrating and adjusting to Canada?
7. Describe your school experiences in Canada.
- Describe the first school you attended in Canada (location, size, type of school—elementary, high school, program).
 - Did you attend other schools in Canada? If so, when and where, and what type of school?
 - What grade were you first placed in?
 - Did you find it difficult or easy to fit in to the new school?
 - Tell us about the school and teachers you first encountered. Were you placed in with all the other students or were you in a special EAL classroom for at least part of the day? If in an EAL program, describe the type of program (number of hours per day, number of students, etc.).
 - Describe your relationship and experience with your EAL teacher or teachers. Do you feel that the EAL teacher or teachers were able to help you learn and adjust to the school?
 - Describe your relationship with other teachers. Do you feel that the other teachers were able to help you learn and help you?
 - What were the things that the teachers did or the type of classroom experiences that helped you learn and adjust?
 - What were the aspects of schooling that were most difficult?
 - Do you feel that the programming and support you received met your needs?
 - What could have been done that might have helped you?
 - Did you work while in school? If so, how many hours per week and when?
 - Did you complete high school?
 - Did you find it easy to make friends at school? How did you make friends in the school?
 - Did you like being in school in Canada? Why or why not?

Where are you now and what are your plans for the future?

This is the concluding section of the interview. The questions will focus on your life and general well-being at this point in time, your plans for the future, and your reflections on your past experiences. You will also have the opportunity to share any thoughts or comments you wish about your experiences in the interview.

8. Tell us about your life now and your hopes and plans for the future.
 - What are you doing now? Are you still studying or are you employed?
 - How would you describe your family and social relationships at this point? Are they good?
 - Are you experiencing any problems or difficulties at this point in terms of employment, health, education, or other aspects of life?
 - Do you feel that you had a good experience in schools in Canada? Did they prepare you for the future? If not, what do you need? What was missing?
 - In your opinion, what did Canadian schools do that helped you the most?
 - In your opinion, what can Canadian schools do differently that would help students like you?
 - What would you like to do or accomplish in the future?
 - Generally, are you satisfied with your experiences in Canada and your prospects for the future? Why or why not?
9. Do you have any closing thoughts or questions?
 - Do you have anything else you wish to say and share?
 - How do you feel about this interview? Are you comfortable with the process and experience? Was it a good experience?
 - Do you have any suggestions about how we can improve the interview experience for others?