



**Seminar Two:**  
**THE MIGRANT as ASSET:**  
**ACCOMMODATING THE IMMIGRANT**  
**AND REFUGEE IN SHORT-TERM and**  
**LONG-TERM SETTLEMENT**

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# RESEARCH RESOURCES

- DIAC's research publications ([www.immi.gov.au](http://www.immi.gov.au)) + background information (e.g. Sudan)
- M.A.I.S. (ATSI + immigrant/multicultural): electronic databases with university websites
- Scalabrinian network across world (([www.smc.org.ph](http://www.smc.org.ph) – Philippines), IMR, APMJ, Studi Emigrazione)
- Journal of Refugee Studies, Forced Migration

# MODELS of IMMIGRANT and REFUGEE ADAPTATION

## STUNTING PARADIGM

- Migrant=problem
- Migration =insecurity
- Migration=loss of sense of identity
- Migration=personal disorganization
- Migration=subordinated minorities
- Migration=group self-hatred
- Migration=scapegoats for any community all

## LIBERATING PARADIGM

- Migrant=asset
- Migration=release from social & economic bonds
- Migration=release of creative & critical faculties
- Migration=fresh vision for the host society
- Migration=innovators and catalysts for change
- Migration=prodders of slumbering consciences

# MODEL of IMMIGRANT ADAPTATION: Typology

- Urban villagers:
- Pluralistically integrated
- Assimilating permanent settlers
- Alienated/marginalized/defeated
- Pendulum types
- Astronaut & commuter-type
- Permanent repatriates: (i) disappointed in their expectations (ii) unable to adapt (iii) successfully and fully satisfied

# INNER TRANSFORMATION

- FOR THE MEN,
  - Greater general competency
  - Increased family and marital unity
- FOR THE WOMEN,
  - New self-worth as women
  - Increased feeling of general competency

# ATTRIBUTES for INTERCULTURAL EFFECTIVENESS

- Emotional Resilience
- Flexibility/Openness
- Perceptual Acuity
- Personal autonomy

-Kelley & Meyers

# KUNZ' MODEL OF REFUGEE MOVEMENTS

- There are always some anticipatory “refugees”
- Acute phase: the push is immense and sudden
- Four types who leave: (1) majority-identified (2) events-alienated (3) self-alienated (4) refugee opportunists
- Concept of “vintages” and “waves”
- Life in refugee camps: consequences of long-term stay
- Psychological reaction: (1) Circumstances of flight (2) Loss of homeland & possessions (3) Guilt at leaving relatives behind (4) Guilt at leaving colleagues to their fate (5) **THEY HOPE TO RETURN** - Accumulation of stress

# KUNZ' MODEL OF REFUGEE MOVEMENTS

- Consequences of protracted conflict: Chileans/Vietnamese vs Somalis
- Refugees as nuisances: deskilling and de-culturation
- Heightened patriotic feeling
- Typology: (1) passive hurt (2) restoration activists (“fighting while sitting”)
- (3) eager assimilationists (4) integration-seeking realists:
- Special at risk groups: unaccompanied minors, women at risk, torture survivors
- Fractious community life, esp. where there are political and ethnic/tribal differences



# PSYCHOLOGY of REFUGEE ADAPTATION: THE REFUGEE EXPERIENCE as an EXPERIENCE of GRIEF

- Stage One of CONSERVATISM: Major psychological blockages (departure is final, there can be no return, must remain in settler country forever); intense desire to preserve totality of their culture, strong but fractious community life
- Stage Two of BEREAVEMENT: Sense of despair, pain, anguish and irretrievable loss; clinical signs of grief but usually hidden; reactions to grief (materialism, community activities, triggering incidents, alcoholism etc.); homeland as a sacred shrine; intrusion of reality.
- Stage Three of INNOVATION: Especially visits back homeL re-appraisal of the two experiences; effetc of political changes in homeland; difficulties of communication between the two groups

-Lucy Bascauskas

# HISTORY-TAKING for REFUGEES

1. Life in their home country before leaving, problems and stresses; any torture or traumatic experiences
2. Process of leaving: why did they leave? Who came/ who stayed? Any dangerous situations or losses on way
3. Experience in refugee camp and difficulties
4. Initial settlement experiences: problems, difficulties, successes
5. Present attitudes about living in settler country: problems, successes, difficulties: satisfaction scale; bicultural identification, desire to remain or return
6. Future outlook

# **SERVICES AVAILABLE to REFUGEES**

## **(a) IHSS Services:**

- Initial information + orientation assistance**
- Accommodation support**
- Household formation support**
- Early health assessment & intervention**
- Proposer support**

# **SERVICES AVAILABLE to REFUGEES**

## **(b) Long-Term Settlement Services**

- Adult Migrant English Program (Adult Multicultural Education Services)**
- T.I.S. (Translator and Interpreting Service)**
- Migrant Community Services (Migrant Resource Centres, Migrant Service Agencies, Community Settlement Services Schemes)**



- 1. provision of settlement information & referral services**
- 2. facilitation of community capacity building**
- 3. promotion of client needs to mainstream service providers**

# SERVICES AVAILABLE to REFUGEES

## (c) Services available to humanitarian entrants

- Work rights
- Job network
- Medicare
- Health care card
- Maternity allowance
- Program assistance (torture survivors)
- Public education – ESL for new school-age arrivals
- Higher education loan help
- New apprenticeship
- Special benefit
- Family assistance payments
- Rent assistance
- Child care benefit
- Double orphan pension

# LESSONS FROM EARLIER PHASES OF MIGRATION AND SETTLEMENT

- **Every migration is a risk, and the settlement of immigrants and refugees in regional areas contains higher levels of risk than in urban areas.**
- **Immigrant and refugee settlement ought to be framed and strategized within successful urban, regional and local development and be focussed on cities and regional areas where there are skills shortages and appropriate accommodation and services.**
- **The key issues in migration in urban, provincial, and rural areas are jobs, accommodation, English language proficiency, appropriate services and community support.**
- **English language learning opportunities for both adults and children are essential, to be delivered by teachers skilled in ESL methodology and with volunteer support.**

# LESSONS FROM EARLIER PHASES OF MIGRATION AND SETTLEMENT

- Whilst refugees are a sub-category within the overall settler category, they have special needs because of the stresses of their refugee experience.
- Refugee women and their children need to be allocated a special place in any comprehensive strategy.
- The pioneering immigrant and refugee families play a critical role in laying the foundations for and establishing the growth of an ethnic community in a particular locality.
- Cultural factors (“baggage”) and the refugee experience need to be understood in implementing a strategy and delivering services to refugees and humanitarian entrants.
- As part of a strategy to create a positive community climate, racism and discrimination must be recognized as a reality, especially against visible minorities.
- In all settlement, given the current climate generated by religiously inspired terrorism, religion and the multifaith issue needs addressing, probably through the formation of a local interfaith council.

## LESSONS FROM EARLIER PHASES OF MIGRATION AND SETTLEMENT

- Educational and training opportunities for the immigrants and refugees themselves and for professional and volunteer workers are of paramount importance.
- The short- and long-term settlement of permanent and temporary needs to be supported by generous and focussed resources from public and private sources.
- Family reunion and ethnic community consolidation will be part of any short- and medium-term settlement strategy.
- Strategies, programs and resource material, whether hard copy or e-copy, need to distinguish between internal and international immigrants.
- Ongoing war situations without a finality in the home country make integration and settlement more problematical



# SETTLEMENT PATTERNS: KEY CONCEPTS

- Ghetto
- Ethnic concentrations
- Zones of transition
- Ethnic succession
- Utilitarian suburbs
- Focal points + core areas