Refugees and Discrimination: Teacher and Student Materials

2nd edition

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Alberta
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Centre

Refugees and Discrimination: Teacher and Student Materials

(2nd edition)

by the

Alberta Civil Liberties Research Centre

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Alberta Civil Liberties Research Centre

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Foreword

This manual is intended for teachers, facilitators and workshop leaders who want explore refugees and discrimination in Canada. It includes background information and student materials on:

- Who are refugees?
- Why refugees leave.
- Life in a refugee camp.
- Laws governing and protecting refugees.
- Settling in Canada.
- Myths and facts about refugees and immigrants.

The student activities are designed to stand alone or to be integrated into various curricula. The time required to complete an activity will vary with the student and the situation. Each activity includes a list of objectives, materials needed, curriculum and reproducible pages for making handouts and transparencies. A glossary and a curriculum summary are located at the back of the manual.

The materials maybe used in conjunction with our video, *Hopes and Dreams: Stories from Young Refugees*.

Refugees and discrimination is an appropriate topic in many courses, but exactly where this material will apply will differ in each situation. Teachers must view the manual and make their own decisions regarding the pertinence of the background information and activities. Generally, the activities in this manual could be valuable in Social Studies, Language Arts, Humanities, Law, Personal Development and Health courses. While these subjects are the most obvious areas to issues surrounding refugees and discrimination, teaching opportunities should not be restricted to these areas.

Linda McKay-Panos
March 2016

CHAPTER 1: WHO ARE REFUGEES?

I. INTRODUCTION

Canada has been built by people who have come from all over the world. Only the Native peoples can claim to be the original inhabitants of this country, having lived here for thousands of years. Because of Canada's geographical isolation, it has only been in the last two decades that refugees began arriving in large numbers.[1] There are an estimated 19.5 million refugees in the world.[2] Some of them have left their country of origin and now live in another country while others still live in fear within their own countries, but no longer in their original homes. Many countries in the world accept refugees into their borders, giving them all the rights and protection that refugee status provides, but the majority of these displaced people are not formally recognized as refugees and therefore live in 'legal limbo' in a neighbouring country.

Refugees leave their own country for many different reasons that depend upon the political and social context in which they live. Refugees leave their home because of civil war, genocide, torture, religious persecution and many other reasons. They come from a diverse range of experiences, nationalities, ethnicities, religions and backgrounds. Some come from industrialized nations which have amenities similar to Canada, while others are from developing countries and are forced from their home to try to find refuge elsewhere. Given these diverse experiences and situations, there is little that we could say *all* refugees have in common, except for the fact that they are all searching for a safe haven.

After World War II there was such a large number of refugees that the United Nations drafted the *Convention Relating to the Status of Refugees* and its accompanying *Protocol.*[3] Due to this Convention, Canada and the other 144 country signatories of both the *Convention Relating to the Status of Refugees* and the *Protocol Relating to the Status*

[1] R. Wilkinson, "Give me … Your Huddled Masses…" *Refugees Magazine* 2:119 (2000) 5 at 8.
[2] UNHCR, *Global Trends 2014* online: http://unhcr.org/556725e69.html ("Global Trends").
[3] "Convention Relating to the Status of Refugees" (1951); "Protocol Relating to the Status of Refugees" (1967) [both documents hereinafter referred to as the *Refugee Convention*], online: <http://www.unhcr.org/3b66c2aa10.html >.

of Refugees have a legal duty to offer asylum to refugees.[4] Canada's commitment to protect and assist refugees is incorporated into Canadian law through the *Immigration and Refugee Protection Act.*[5] One stated purpose of this Act is to uphold Canada's humanitarian tradition with respect to those people who have been displaced and dispossessed.[6]

To uphold this legal and humanitarian obligation, Canada opens its doors to thousands of refugees every year. In 2014, Canada accepted to admit 9,869 refugees into the country.[7] Even though this may seem like a large number, it is still only a very small proportion of the millions of refugees in the world. This is an important point to remember when we hear in the media or talk to others who think that Canada is sponsoring too many refugees. As stated above, the majority of refugees seek asylum in neighbouring countries, which are usually developing nations in the South. This means that the world's poorest countries harbour most of the world's refugees.

The United States contributes the most money to international refugee-aid agencies. In 2012, Canada came in tenth on a scale of millions of dollars contributed.[8] However if one looks at the per capita contribution, Norway, Sweden, and Denmark far surpassed the United States and Canada. So although the U.S. contributed some 791.1 million U.S. dollars and Canada contributed some 65 million U.S. dollars, these are still less than 2.48 (US) dollars and 1.85 (Canada) per capita compared to Norway's 16.52 dollars per capita contribution. These type of statistics put news reports on the cost of refugees to the Canadian economy into perspective.

Refugees who come to Canada have invariably been through a traumatic experience. They may have fled overnight from their home and relatives, lost friends and family along the way, lived in limbo in a refugee camp for many years before coming to Canada and been fearful of being harmed along the way. Some refugees have lived in houses and continued to go to school as they searched for a country of refuge while

[4] "States parties to the 1951 Convention Relating to the Status and Refugees and the 1967 Protocol" online: United Nations High Commissioner for Refugees < http://www.unhcr.org/3b66c2aa10.html >.
[5] *Immigration and Refugee Protection Act*, RSC 2001, c27 [*Immigration Act*].
[6] *Immigration Act*, subsection 3(2).
[7] CBC News (October 4, 2015) "Canada's Refugees by the numbers: the data" online: <http://www.cbc.ca/news/canada/canada-s-refugees-by-the-numbers-the-data-1.3240640> In 2015-16, Canada agreed it would accept 25,000 Syrian refugees.
[8] UNHCR, *Donors* online: http://www.unhcr.org/pages/49c3646c26c.html.

others have been without the benefit of school and lived in tents or cramped rooms. Whatever the situation, refugees coming to Canada bring with them their own history, culture, and experience. Refugees often flee their homeland not because they dislike their country or culture, but because they are forced by circumstances to leave. The majority of refugees would prefer to return home to their country of origin once circumstances change.[9] As a result the people who do have to leave their home countries come to Canada missing friends and family who were left behind. Once they arrive they are exposed to unfamiliar surroundings, new foods, different customs, laws, clothes, weather, and sometimes a new language.

Some famous refugees include: Canada's Former Governor General Adrienne Clarkson; Latvia's President Vaira Vike-Freiberga; head of Intel corporation Andrew Grove; composer Frederic Chopin; actress Marlene Dietrich, psychologist Sigmund Freud; former United States Secretary of State Madeleine Albright; and scientist Albert Einstein.

II. IMMIGRANTS, REFUGEES, AND INTERNALLY DISPLACED PERSONS – WHAT'S THE DIFFERENCE?

Refugees and immigrants are both people from other countries that come to live in Canada. They are as diverse as the countries and experiences they come from. However the key difference between refugees and immigrants is that for the most part, immigrants *choose* to leave their countries to come to another country. They may be admitted to Canada because they have job qualifications that we need in Canada, because they have family members to reunite with in Canada or because they are investors or entrepreneurs who will contribute to the Canadian economy. Usually immigrants have time to decide what they will take from their country of origin. They are not forced to leave suddenly and they are able to make plans to organize what they will bring with them, where they will live in Canada, and sometimes even what job they will have when they arrive.

Refugees, on the other hand, leave their homeland out of necessity. They flee their country because of persecution and therefore have little or no choice about when they leave, what they take with them and where they go. This distinction between immigrants

[9] Global Trends.

and refugees makes a difference when it comes to adjusting to a new way of life. Although it can be difficult for immigrants to adjust to living in Canada, refugees often have an even harder time, especially due to their lack of choice in the matter.

Internally displaced persons are also persecuted and forced from their homes, but unlike refugees, they do not have the means or opportunity to leave their countries. The origins of this group can be traced to a series of long simmering ethnic, religious and other conflicts that occur within states rather than between states. As a result, refugees became deliberate targets for one side or another instead of occasional, accidental victims.[10] With around 38 million people in this category in 2014,[11] they are the fastest growing group of uprooted persons in the world, however they continue to 'fall between the cracks' of current humanitarian law and assistance. This happens because, according to the *Refugee Convention*, in order for any government to recognize a person as a refugee, that person must be *outside* his or her own country.

Refugees and Immigrants: Similarities and Differences[12]

IMMIGRANTS	REFUGEES
Most personal business is taken care of before leaving.	Personal business unsettled; must leave in a hurry.
Education usually not interrupted.	Interrupted education – due to waiting time in camps or while leaving home country.
Adjustment to new culture may be easier.	Adjustment to new culture/country could be very difficult due to traumatic experiences.
Sense of loss is not necessarily traumatic.	Sense of loss is profound; may include family members as well as personal property.
Repatriation is a matter of personal choice.	Repatriation is not an option unless the crisis situation has stabilized or ended.

[10] R. Wilkinson, "We are Very Close to the Limit" *Refugees Magazine* 4:121 (2000) 6 at 7.
[11] "Internally Displaced People Figures" (2014), online: United Nations High Commissioner for Refugees Homepage <http://www.unhcr.org/pages/49c3646c23.html>.
[12] British Columbia Ministry of Education Special Programs, "Students Who Are Refugees: A Resource Package for Teachers. Focus on the Kosovar Refugees" (2000) at 1 ["Students Who Are Refugees"].

III. DEFINITION OF A REFUGEE

First and foremost, it should always be remembered that refugees are individual people with individual likes and dislikes, just like each one of us. Too often we make assumptions or promote stereotypes about refugees. The very first thing that each of us can do to promote equality is to become aware of and acknowledge our stereotypes and the prejudice that goes along with it.

Often in speaking about refugees we lump them together as if they have all had the same experience when in reality, that is the farthest thing from the truth. People that become refugees were, at one time living very normal lives in their home countries. They had families, went to work every day, felt committed to particular values and had a home in which they lived. Individuals become refugees and individual experiences shape the kind of help a refugee person or family may have access to. So when we refer to 'refugees' in this booklet we are indicating a common experience of having to leave one's home because of some sort of human rights violation or persecution.

The commonality of experience of people who become refugees has more to do with the simple act of being forced from one's home country than any similarity between individual refugee experiences. That being said, many refugees today leave their home countries in a mass exodus caused by a violation of their rights or by large-scale discrimination. Those people who leave the same country for the same reason will have many of the same stories, however it is always important to remind Canadian youth that we all experience our lives from our own individual perspective, and it is no different for refugees.

The *Refugee Convention* sets out the commonly accepted definition of a refugee. A *Convention* refugee is defined as a person who has "…a well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country…."[13] This

[13] *Refugee Convention*, article 1.

definition has also become part of Canadian law since it was used in section 96 of Canada's *Immigration Act.*[14]

The above definition is the one that a person coming to Canada must fit into in order to be admitted as a refugee. The definition has a few elements, the first of which is that the person must have a "well-founded fear of persecution." For a fear to be "well–founded" the question is whether the claimant has a genuine reason to fear a return to his country and whether that fear is reasonable. This means that there must be both a subjective and objective component to the claimant's fear. The subjective element relates to the existence of the fear in the mind of the refugee claimant. The objective element requires that evidence be produced so that their fear can be evaluated objectively to determine if there is a valid basis for that fear.[15]

The second part of the test is that the claimant must fear 'persecution.' Persecution involves repeated and persistent harassment, or systematic infliction of punishment against an individual.[16] This means that persecution involves conduct that is cumulative and not merely random, and it must also be more serious than harassment or discrimination.[17]

The third element is that the persecution must be based on certain ground: a person's race, religion, nationality, and membership in a particular social group or political opinion. Taken together, these three elements form a difficult test for refugee claimants to meet. In 2011, the Canadian government approved only 38% of all refugee applications made.[18]

A person is considered to have been persecuted for his/her race, religion or nationality when, for example, a government, through a nationalist or racist desire to create a uniform nation-state, forcibly deports or commits genocide against a particular group based on one or more of the above characteristics.

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[14] *Immigration Act*.
[15] *Chan v Canada (Minister of Employment and Immigration)*, [1995] 3 SCR 593.
[16] *Barreto v M.C.I*. (FCTD IMM-3978-94, June 7, 1995).
[17] *Varga v M.C.I*. (1995), 97 FTR 51 (FCTD).
[18] HRREC.

The above practice is commonly called 'ethnic cleansing' by the media and others. However because 'cleansing' refers to something that is 'dirty' or 'filthy,' using the phrase 'ethnic cleansing' diminishes the crime and promotes racism by implicitly accepting and reinforcing the belief that ethnic groups are 'dirty.' Therefore since this is not a legal term or even technically correct, we will refrain from using it in this booklet.

People may also seek refuge from their country of origin if they are singled out because of their membership in a particular social group. An example of a social group that has been persecuted is women in China who have more than one child (in contravention of China's one-child policy) and are then faced with forced sterilization.[19]

Finally, there are people who are persecuted because of their political opinion. Examples of this would include someone who speaks out against the government, is a member of the opposing political party or tries to form an opposition to the political party in power. In fact, the government's *Guideline 4: Women Refugee Claimants Fearing Gender-Related Persecution* goes so far as to state that "[w]here the tenets of a governing religion in a given country require certain kinds of behaviour exclusively from women, contrary behaviour may be perceived by the authorities as evidence of an unacceptable political opinion that threatens the basic structure from which their political power flows."[20] Thus a woman's refusal to wear the veil in a fundamentalist Islamic state could be seen as political opposition.

A. Different Types of Refugees

Often it is assumed that all refugees are in the same position, however this is not the case. Each of the different types listed below have had a unique refugee experience.

i) Asylum Seekers

Refugees who are seeking asylum are asking the country they are in for "…the right to be recognized as a bona fide refugee and the legal protection and material

[19] *Cheung v Canada Ministry of Employment and Immigration*, [1993] 2 FC 314 (FCA).
[20] See A. Macklin, "Refugee Women and the Imperative of Categories" *Human Rights Quarterly* 17.2 (1995) 213 at 240-241 for further examples and discussion of this issue. [Macklin]. In 1993, the Immigration and Refugee Board of Canada (IRB) issued guidelines entitled "Women Refugee Claimants Fearing Gender-Related Persecution." The purpose of these guidelines is to provide IRB decision makers with a means of interpreting the legal definition of refugee in a gender sensitive manner.

assistance that status implies." In 2008, it was estimated that there were approximately 827,500 asylum applications pending around the world.[21] Usually this category refers to the people who have formally submitted an application for asylum. In reality there are many refugees who have no formal status, who may one day put in an application, but for the time being have not. They may be living in a refugee camp and be unaware of their options, may have limited means to reach another country to make an application, or they may intend on returning to their home country but find after years of waiting that it is not possible.

ii) Undocumented Refugees and Those with Falsified Documents

Many refugees are forced to flee their countries without a passport or any identifying documents. Sometimes this is because they have had to leave home so quickly there has been no time to gather or apply for documents, but most often it is because their government has not allowed them to apply for or get these documents. This presents a problem for many people fleeing their country. In some cases these people are forced to get forged documents so that they can find a safe passage to another country. In other cases, people leave their country without any documents because, for example, the government has collapsed due to civil war. These refugees arrive in Canada with no way of proving who they are or where they came from. It is important to remember that just because they arrive without the proper identifying documents, that does not, in and of itself, make them criminals or false claimants. However, that is often exactly how they are portrayed by the media and politicians.

In recognition of the fact that these people are not necessarily criminals, and because of the numerous problems many refugees experience in fleeing their homes, international law prevents governments from imposing any penalties on refugees who enter a country illegally (that is, with false documents).[22] So how does Canada deal with these people? When a person arrives in Canada or applies to come to Canada without the proper documents, the *Immigration Act* outlines a process for proving their identity. This procedure involves a much longer waiting time to become a permanent resident than if

[21] "2008 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons" (16 June 2009), online: http://www.unhcr.org/4a375c426.html
[22] *Refugee Convention*, article 31.

you are a documented refugee. The issues facing undocumented refugees will be discussed in more detail in Chapter Four.

iii) Returned Refugees

Repatriation to one's home country is voluntary; refugees are not forced to go home if they feel it is unsafe to do so. Most refugees prefer to return home as soon as circumstances permit. Usually this is after a conflict has ended, some stability has been restored and infrastructure (such as schools, hospitals and roads) has been rebuilt. In 2009, an estimated 251,500 refugees returned home voluntarily. This is the lowest number for annual repatriated refugees since 1990, though.[23] This is a small number considering that there are approximately 19.5 million refugees worldwide.

Around 3.5 million Afghan refugees fled to Pakistan and Iran to escape two decades of war that have devastated their country. Whether they decide to return home will be determined not only by economic and security conditions, but also by the availability and level of schooling. After families fled to Pakistan and Iran, girls were able to receive an education which they would have been denied at home. Afghan girls had been barred from attending school by the Taliban. As a result of that ban and the hardships of war, the educational system in Afghanistan has fallen into shambles – students often have no chairs, no books, and teachers receive no salary so they usually come late. Classes are held wherever there is room, including in bombed-out buildings with no roof.[24] Many Afghan refugees recognize that education represents opportunity, and want their daughters to receive the best education possible, an aspiration that is difficult to realize in Afghanistan today.

[23] "2009 Global Trends, Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons" (15 June 2010), online: United Nations High Commissioner for Refugees <http://www.unhcr.org/4c11f0be9.html>.

[24] Michelle Brown and Veronika Martin, "Educating Fahria…" *Refugees Magazine*, 1:26 (2002) 28 at 29.

Activities

Activity 1.1 – *Trapped in School*

Source	United Nations Association in Canada Teacher's Guide – Refugees: A Canadian Perspective
Curriculum Link	Social Studies
Grades	7 – 12
Purpose	To have the students relate to how it would feel to have their basic rights abused.
Procedure	*Situation:* Following a series of burglaries in the neighborhood, some witnesses have reported to the police that youth of the age range in your classroom and from your school were involved. No arrests were made, but the police have agreed with the school administration that all students of your grade level will be confined to the classroom every day after school for the rest of the school year. Any student found not complying with this regulation would be expelled. *Ask your class:* How do they feel about this decision? What actions would they take? Some students might suggest an all-out strike, taking legal action or alerting the media to their plight. Next, present them with the situation where there are no legal remedies, as their rights are not protected. The student who led the strike was arrested and jailed without trial. The main newspaper that covered the story with a sympathetic editorial was shut down. There are no other options but accept the regulation or be expelled. Which would they choose? Have them explain their choice. Encourage students to draw analogies to the plight of people who risk persecution and become refugees.

Activity 1.2 – *Definition of Refugee*

Source	UNHCR – http://www.unhcr.org/465164f72.html
Curriculum Link	Social Studies
Grades	7 – 12
Purpose	To understand the concept of a refugee
Materials	*Overhead 1*
Procedure	The teacher should now define the word *refugee* for the students: "*a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country*" Go through the definition carefully, to ensure that the concepts are clearly understood.

Activity 1.3 – *Internally Displaced Persons*

***It may be beneficial to do Activities 1.2 and 1.3 at the same time.*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	10-12
Purpose	To understand the concept of an internally displaced person.
Materials	*Overhead Sheet 2* *Handout 1*, "Who's Looking After These People" *Handout 2,* "Internally Displaced/Refugee Children"
Procedure	The teacher should define the term "internally displaced" for the students: "*Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disaster and who have not crossed an internationally recognized State border".* Deng, Francis. "Guiding Principles on Internal Displacement". *Refugee*. v.4 (1999), p.10-11. Go through the definition carefully, to ensure that the concepts are clearly understood. Then students should read through the handout individually. As a class discuss the difference between a refugee and an internally displaced person. Discuss the additional hardships facing an internally displaced person.

Activity 1.4 - *Stereotypes*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	To have students perceive stereotypes against refugees in themselves and in society and to deconstruct those stereotypes.
Materials	*Overhead Sheet 3*, Definition of Stereotype *Overhead Sheet 4,* "Boat Person to High Office" *Handout 3,* "Einstein"
Procedure	Teacher should introduce the word stereotype: "*A stereotype is a set of characteristics that all members of a social category are thought to hold in common, regardless of whether or not they do. When we think stereotypically, we allow ourselves to ignore any facts that might be inconsistent with the stereotypes we hold. Stereotypical thinking generally is expressed in the form of unfair, biased, or intolerant attitudes; it may or may not be carried out into action."* Lipman, Matthew. *Thinking in Education*. Cambridge: Cambridge University Press, 1991. Ask students what some of the common elements of a refugee stereotype are. What assumptions are each of these stereotypes based upon? (ignorance, racism, classism, bias, language barrier, etc.). Ask students how different refugee experiences would result in different experiences of Canada. Put up overhead "Boat Person to High Office" and read the article together. Explain how this young refugee's story contradicts the stereotypes. Read the Einstein handout together. Explain how refugees can benefit an asylum nation. Explain how harmful stereotypes can be.

Activity 1.5 – *Cultures Game*

Source	United Nations Association in Canada
Curriculum Link	Social Studies
Grades	7 -12
Purpose	To enable students to explore their reactions when faced with behaviors and characteristics different from their own. This activity can serve as a great icebreaker too.
Materials	6 differently colored sheets of cardboard (colored name-tags) 7 or pins to identify the different culture each person belongs to At least one copy of the relevant instructions for each cultural group
Procedure	1.The teacher can divide the group into 6 smaller groups and hand out the coloured cardboard/name-tags and the photocopies with instructions for each culture. (If there are few participants, the teacher may want to cut down the number of cultures and therefore the number of small groups. (He or she should give each group time to go over their cultural characteristics!) 2.Once every one is ready, the teacher can ask all participants to walk around the room and communicate with the members of the other cultures according to the instructions they have been given. 3.After 10 minutes, or whatever time feels appropriate, the teacher should ask everyone to stop. Then initiate a discussion with the whole group using lead-in questions: • What did you think about the game? • How did you feel towards the members of the other cultures? • Were you frustrated at any time? Why? • Was there one culture in particular which was easy to communicate with? Was there one that was difficult to communicate with?

	• What methods could you have used to allow you to better understand the members of the other cultures? To wrap it up, the teacher may want to say something like the following in his or her own words: when faced with something we don't know, we often tend to feel afraid or frustrate because we feel misunderstood within that specific situation. With this game, for example, we were easily frustrated by the behaviour of others. We often experience similar situations at school or in our surroundings when we interact with people of different backgrounds than ours. Our challenge as youth is to find ways of communicating with each other instead of reacting negatively to each other and nourishing stereotypes and divisions. If the interaction/mixing exercise goes on too long, participants may get bored. If the teacher sees the group gets the idea and are showing signs of slowing down, he or she may ask them to stop and initiate the discussion right away. Also, if rubbing noses is too intimate for the group, or certain members of the group, choose another salutation for the Yellow culture.

Cards for this activity

BLUE CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: Never use your left arm or left hand
Salutation: Cross the arms
Attitude towards the Yellow culture: You feel sorry for them and try defending them. Make sure you let the other cultures know how you feel!

YELLOW CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: Never communicate without touching
Salutation: Rub noses
Attitude towards the Green culture: You feel inferior to the Greens.

GREEN CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: Never use your left hand or arm
Salutation: Gently touch the other person on the shoulder
Attitude towards the Red culture: You feel superior to them.

RED CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: Never touch others
Salutation: Double wink
Attitude towards the orange culture: You think they are funny and strange.

ORANGE CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: Don't get too close to others
Salutation: Shake hands with the right hand only
Attitude towards the purple culture: You think they are interesting and idolize them.

PURPLE CULTURE

This card tells you which culture you belong to. During the game, you must act according to your culture.
Taboo: No negativity! You are very appreciative and everything is beautiful to you!
Salutation: Shake hands with the left hand only
Attitude towards the Blue culture: You subtly try to avoid them.

CHAPTER 2: WHY REFUGEES LEAVE

I. INTRODUCTION

Refugees come from a range of experiences, nationalities, ethnicities, religions, and backgrounds. They leave their countries of origin or birth countries for a variety of reasons, such as political upheaval, religious persecution, and genocide. Not only do refugees leave their homelands for a variety of reasons, they also can and do come from countries all over the world, from rich industrialized nations to developing counties. In 2007, the origins of the five largest refugee populations were: Afghani, Iraqi, Columbian, Sudanese and Somali.[25] Given these diverse experiences and situations, there is little that we could say all refugees have in common except for the fact that they are all searching for a safe haven. This chapter will discuss some of the possible reasons why a person decides to leave his or her home country. It will also discuss the process of leaving one's country and the journey that many refugees experience before they arrive in Canada.

II. THE JOURNEY FROM HOME

As described in Chapter One, a refugee is a person who leaves his or her home country because of a fear of persecution. The reasons behind this persecution are as varied as the conditions people are fleeing from. For instance in the case of the Kurdish people of Iraq, which is discussed in the video supplementing these materials, they fled because Iraq's President Saddam Hussein began a campaign against the Kurds in the mid-1980's, attacking their villages with chemical weapons. Thousands of Kurdish people were killed, deported or simply disappeared.

Kurdistan is a stateless nation whose boundaries lie over Iraq, Iran, Turkey, Syria, and the former Soviet Union. Over its long history, Kurdistan has been under the jurisdiction of numerous states, many of which have persecuted the Kurdish people. However, they have had no country of their own in which to seek refuge.

[25] Global Trends.

There was little warning of these attacks and families were forced to leave everything and run into the nearby mountains for protection. They had no choice and did not even have time to find other family members; to pack clothes or food; or to make any plans. They fled into the mountains and had to walk for three days and nights before they reached the borders of Iran and Turkey. When they arrived at the borders there were caught between Iraqi soldiers and the border guards. Eventually, under international pressure, the border was opened and the Iraqi Kurds were given asylum in Turkey and Iran.

This is just one example of why people leave their homes and become refugees. A number of other situations will be discussed below.

III. SOME EXAMPLES OF WHY REFUGEES LEAVE

A. Genocide

The massacres that have occurred in Rwanda and the former Yugoslavia have shown that the Nazi regime's killing of millions of Jewish people during World War II is not the only atrocity of this nature to occur in recent history. Governments in various countries around the world have practiced genocide - the systematic and intentional destruction of a national, racial or religious group - as a means of killing off certain sectors of their population that they consider 'undesirable.' Genocide is considered a crime against humanity precisely because of the motivation behind it – it is a premeditated mass crime, systematically planned and executed.

When genocide occurs, the people who are targeted usually try to leave the country. Sometimes the country encourages them to leave, but often the government will not give them the proper documents they need to depart. If they want to escape, they have to do so secretly, without passports and travel forms. In many of these cases, people are often forced to obtain and rely on false documentation or no documentation at all.

In 1995 in the former Yugoslavia, Serbian soldiers forcibly transferred women, children, and old people from the town of Srebrenica, a town populated mostly by Bosnian Muslims. Serbian soldiers then performed mass executions of all the people left, primarily men of fighting age. The victims were chosen precisely because of their membership in a national group, the Bosnian Muslims, and it is estimated seven to eight thousand people were killed over the course of a few days.

A General of the Serbian army was subsequently charged and found guilty of the crime of genocide for this massacre. At his trial, the International Criminal Tribunal for the former Yugoslavia determined that the issue was not simply the extermination of Bosnian Muslim men of fighting age. Rather, the real issue was the deliberate decision to kill the men, a decision made with full knowledge of the effect that the murders would have on the entire group. By killing all the men of Srebrenica of fighting age, a decision was made to ensure it was impossible for the Bosnian Muslim people of that town to survive. This, the Tribunal found, was genocide.[26]

B. Gender Persecution

It is estimated that 80% of the world's refugees are women and children.[27] Despite the proportionately large number of refugee women and children, men make up the majority of claimants in Canada. One of the reasons for this is because it is more difficult for women to leave their country of origin than men. In some countries women have to get permission to leave the country, which may be difficult to get without an accompanying male. Women that are able to leave often have only the resources to make it to a neighbouring country.[28] As one commentator has put it "[women who have been persecuted] can't jump in the car and go to the airport to buy a ticket; they [often] aren't permitted to drive. And they don't exactly have an American Express gold card that they could use to buy tickets to fly [to a safe county]."[29]

Even though women are targeted for abuse in ways and for reasons that men are not, gender persecution is not specifically listed as a ground for establishing *Convention* refugee status. To address this serious problem, Canada became the first country to issue

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[26] *Prosecutor v Krstic* (2001), Case No. IT-98-33, (International Criminal Tribunal for the former Yugoslavia, Trial Chamber), online: United Nations <http://www.un.org/icty> (date accessed: 29 September 2005).
[27] Macklin, at 215.
[28] Macklin, at 219.
[29] E. Broadbent as quoted in Sue Montgomery, Canadian Press, "Women-Refugees" (29 January 1993), online: QL (CP93).

guidelines on refugee women fleeing gender-related persecution. These directives provide general principles and information to help the immigration officials interpret the definition of refugee in a gender sensitive manner. Although the *Guidelines on Women Refugees*[30] do not address the difficulties female refugees face in coming to Canada, they do acknowledge the different ways women may be persecuted and ensure that women's claims are put in the proper context.

Gender persecution is not specifically defined in the *Guidelines on Women Refugees*, however decision-makers are advised that "[t]he real issues are whether the violence – experienced or feared – is a serious violation of a fundamental human right for a Convention ground and in what circumstances can the risk of that violence be said to result from a failure of state protection." The *Guidelines* suggest that persecution based on gender would include rape, infanticide, genital mutilation, bride-burning, forced marriage, domestic violence, forced abortion and compulsory sterilization.[31]

Rape has only recently been acknowledged as a crime against humanity, a widespread abuse committed to systematically terrorize a specific group. The guidelines confirm that rape can qualify as a form of persecution, however it still depends on the individual circumstances of each case. Rape is used in a number of ways and has been used in several places including Sierra Leone, Chechnya, East Timor, the Democratic Republic of Congo, Afghanistan, Indonesia, Kosovo, Bosnia and Angola.[32] Invading soldiers have raped local women as a form of punishment or as a method of demeaning the population. Women that are detained for questioning have been raped to obtain information through torture or simply to torture them. Rape is also used to attack the moral integrity of the person.[33] A woman who has been raped may be rejected by her peers, be unable to marry or given a lower status in her community. Perpetrators of this type of persecution are fully aware of the effect it will have on the woman, her family and

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[30] Immigration and Refugee Board of Canada, Chairperson Guidelines, "Women Refugee Claimants Fearing Gender-Related Persecution, Part B: Assessing the feared harm" (1993, updated November 13 1996), online: < http://www.irb-cisr.gc.ca/Eng/BoaCom/references/pol/GuiDir/Pages/GuideDir04.aspx> ["Women Refugee Claimants, Part B"].

[31] "Women Refugee Claimants, Part B".

[32] "Women's Human Rights: Women in Conflict and Refugees" (2001), online: Human Rights Watch Homepage <www.hrw.org/wr2k1/women/ women3.html> (date accessed: 29 September 2005).

[33] Macklin, at 226.

her future. Fortunately, there is a growing body of cases that have accepted rape as a form of gender persecution and therefore as grounds for a refugee claim.

Gender persecution can also result from restricting a person's right to earn a livelihood, the right to practice religion, and the right to access education that is normally available to others. The United Nations *Handbook on Procedures and Criteria for Determining Refugee Status*[34] discusses the difference between discrimination and persecution. The above instances are situations in which the former can cross over into the latter. However, sex based discrimination is a universal issue and so the line between discrimination and persecution is often blurred. The Canadian guidelines confirm that severe gender *discrimination* may support a finding of gender *persecution*.

C. Sexual Orientation

Governments all over the world have enacted laws that not only deny homosexuals their basic economic, political, social, and human rights, but also legalize discrimination on the basis of sexual orientation. For example, many states criminalize homosexuality, and some even impose the death penalty for consensual sexual relations between adults of the same sex.[35] Widespread discrimination against sexual minorities is also evident in such measures as the imposition of higher standards for the legal age of consent for homosexuals; in the ban certain countries impose on gays and lesbians from serving in the military, and in the harassment many homosexual students experience at school.[36]

Although advocating for gay and lesbian human rights may be considered controversial by some, this issue must be addressed. It must be noted because gays and lesbians have suffered abuses of a shocking nature and scale – unlawful killings, torture, and the arbitrary deprivation of liberty. The whole purpose of human rights education and

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[34] Office of the United Nations High Commissioner for Refugees, *Handbook on Procedures and Criteria for Determining Refugee Status* (Geneva, Sept 1979, re-edited Jan. 1992) ["UNHCR Handbook"].
[35] Human Rights Watch, "Special Issues and Campaigns: Lesbian and Gay Rights" (2001), online: Human Rights Homepage <www.hrw.org/wr2k1/special/gay.html> (date accessed: 29 September 2005). According to Human Rights Watch, over eighty countries have criminalized sexual activity between consenting adults of the same sex. Saudi Arabia has made such activity subject to the death penalty.
[36] An example of such discrimination has been chronicled by Human Rights Watch. In Austria the age of consent for sexual relations has been set at fourteen for heterosexual males and at eighteen for men who have sexual relations with other men. "Special Issues and Campaigns: Lesbian and Gay Rights".

advocacy is to bring to light and stop "widespread pattern[s] of systematic persecution against a distinguishable sector of humanity."[37] In addition, gay and lesbian rights must not be ignored because if we tolerate the denial of rights to any minority, then we destroy the protection provided by human rights to *all* people – when the rights of any one part of society are ignored, then no one's human rights are safe.

Like gender, sexual orientation is not specifically listed as a ground for establishing Convention refugee status. However, Canada does extend refugee status to gays and lesbians because they comprise a 'particular social group' whose members fear persecution, which is a ground recognized by the *Refugee Convention*.[38]

The following example illustrates the homophobic attitudes that lead gays and lesbians to seek asylum in more tolerant countries. In Jamaica, where same sex relations are illegal, 16 prisoners were killed and 40 injured in anti-homosexual attacks at a prison in 1997. The trouble started after the Commissioner of Corrections announced that condoms would be distributed to guards and prisoners in an effort to stop the spread of HIV/AIDS. The guards walked out to protest the suggestion that they were having sexual relations with inmates. Without their supervision, prisoners rioted, specifically targeting inmates known or believed to be gay. Those responsible for the attacks were never punished.[39]

D. Civil War

People fleeing the turmoil of civil war in their home countries regularly attempt to claim refugee status. But unlike the above situations, the persecution resulting from civil war may not necessarily be accepted as a ground, in and of itself, for being granted refugee status. As with all refugee claims, a person must satisfy all of the elements in the definition of a *Convention* refugee. The problem with attempting to use civil war as a basis for a refugee claim is that the harm feared may not necessarily relate to one of the

[37] "Campaigning for Gay and Lesbian Human Rights" in "Amnesty International News vol. 19, No. 5 (September 1999) *Amnesty International Homepage*, online: Amnesty International Homepage https://www.amnesty.org/en/.

[38] The decision in *Canada (AG) v Ward*, [1993] 2 SCR 689 established the proposition that sexual orientation could be a ground for establishing refugee status in Canada. That principle has been followed in such other cases as *E.Y.W. (Re)*, [2000] CRDD No. 116, No. T98-10333, which dealt with a refugee from India and *O.P.K. (Re)*, [1996] CRDD. No. 88, No. U95-04575, which addressed the persecution faced by a refugee from Singapore.

[39] "Crimes of Hate, Conspiracy of Silence: Torture and Ill-treatment Based on Sexual Identity" AI Index: 40/016/2001 (22 June 2001), online: <https://www.amnesty.org/en/documents/act40/016/2001/en/>.

grounds listed in the *Refugee Convention*. Rather, what are feared may be 'merely' the generalized and arbitrary dangers that all residents of a country in a state of civil war experience. That does not by itself amount to persecution within the meaning of the *Refugee Convention*.

The *UNHCR Handbook*, which does not bind the Canadian government but does influence its decisions, says that people who leave their country of origin because of international or national armed conflicts are *not* usually considered *Convention* refugees.[40] This means that although there is nothing in the *Refugee Convention* that excludes persons caught up in civil war, those who fear return to situations of civil war should not be automatically considered Convention refugees by that fact alone. To help clarify this situation, the Canadian government has created the *Guidelines on Civilian Non-Combatants Fearing Persecution in Civil War Situations*[41] to assist in the determination of claimants who claim refugee status as a result of civil war.

According to the *Guidelines on Civilian Non-Combatants*, any person who does not take an active part in a civil war (i.e., a non-combatant) should be treated by the combatants without any distinction based on race, religion, nationality, and membership in a particular social group or political opinion. If the combatants treat the person in a manner contrary to this principle, then such treatment can constitute persecution, depending on the particular circumstances of each case.[42]

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[40] "UNHCR Handbook", at 164.

[41] "Guidelines on Civilian Non-Combatants Fearing Persecution in Civil War Situations", Immigration and Refugee Board, Ottawa, March 7, 1996 ["Guidelines on Civilian Non-Combatants"].

[42] In the case of *I. (D.B.) (Re)* [1990] CRDD No. 259, No. V89-00074, the Immigration and Refugee Board found that the claimant was *not* a Convention refugee because his fear of persecution did not relate to a Convention ground, but instead stemmed from a generalized fear of the effects of civil war in Sri Lanka. However, in *Rajudeen v M.E.I.* (1984), 55 NR 129 (FCA), the court found that the applicant had not been mistreated because of civil unrest in Sri Lanka. Instead, because he belonged to a minority race and a minority religion, he had been targeted for abuse by members of the majority race and religion. As a result he fit the definition of a Convention refugee.

The effects of civil war can be devastating, especially to vulnerable groups such as children, and in particular female children who are taught to stay at home out of the public sphere and are therefore less visible to aid workers. In the late 1980s thousands of children and adolescents fled their homes in Sudan and became separated from their families due to years of civil war. They wandered the East African savannah alone for years, finally arriving at a refugee camp in Kenya where their incredible journey of survival was widely publicized and they became known as the 'lost boys', boys without homes or families. The United States agreed to resettle around 4,000 of them and they quickly became international celebrities and were interviewed endlessly by the media as they started their new lives in America. However, the girls in that group did not experience such a happy ending. Many were absorbed into foster homes in that region where they became domestic servants or entered arranged marriages so that their adoptive families could receive a bride price for them. None were offered new lives abroad.[43]

[43] "Fighting for Equal Rights…" *Refugees Magazine*, 1:26 (2002) 23 at 24.

Activities

Activity 2.1 – *Rights and Responsibilities: Two Sides of a Coin*

Source	UNHCR – http://www.unhcr.org/46937c742.html
Curriculum Link	Social Studies
Grades	7 – 12
Purpose	To understand the nature of human rights and responsibilities.
Procedure	**Introduction:** The teacher could begin by asking the children how they would feel if everyone in the class did what he or she liked all the time. For example, everyone can talk when they want to, even at the same time; everyone can say what they like; everyone can use whatever they like, even if the object does not belong to them; everyone can lose their temper and even hit others if they want to. Try to involve as many class members as possible in this discussion. Encourage the students to think about the consequences of anarchy in the classroom, and to think about the desirability of class rules that allow each student to feel secure and valued in class. Group discussion: At this stage, the students could work in groups to discuss what should be done to maintain a friendly and working environment in the classroom. This exercise will help students to think in terms of rights and responsibilities. First, the students need to decide what their basic rights are in the classroom. An example to start them off could be: Every student, and even the teacher, should feel safe in this classroom. Have the students identify at least five classroom rights. When the students get back together again, a representative from each group can write on the blackboard what basic rights were agreed upon in their groups. If the combined list is long, the students need to agree which rights are the most basic and important. The students should give reasons for their choices. Then, ask the students to decide collectively how each of these rights can be realized. In other words, how should everyone in the classroom behave to ensure that these rights are respected? For instance, if everyone has the right to feel safe in the classroom, then no one should physically or emotionally hurt anyone else. The

	students should draw up a set of rules to ensure that everyone's rights are respected. Stress that each member of the classroom is *responsible* for obeying these rules to maintain a friendly and working environment in the classroom. Explain the problems that would be encountered if no one accepted these responsibilities. **FOR HOMEWORK:** Having agreed that each member of the class has certain basic rights, and that there needs to be certain rules to establish those rights, the students are now required to broaden their perspective to consider the basic rights and responsibilities of members of society. Ask the students to imagine that they have been given the job of planning the rules to manage the global community. As planners, they do not know who they will be when they join that community themselves. They could be male or female, rich or poor, young or old, disabled in some way, or be a member of any particular race, ethnic group, culture or religion. Each student should write a list of fundamental rules for the planet, designed to define human rights and responsibilities.

Activity 2.2 (continuation of activity 1) – *The Universal Declaration of Human Rights*

Source	UNHCR – http://www.unhcr.org/46937d1f2.html
Curriculum Link	Social Studies
Grades	7 – 12
Purpose	1. To know that: a) The *Universal Declaration of Human Rights* exists b) That it sets forth the basic civic, economic, political, and social rights and freedoms of every person c) The UDHR is meant to serve "as a common standard of achievement for all peoples and all nations" 2. To understand what individuals and governments can do to ensure respect of human rights. To understand the nature of human rights and responsibilities.
Materials	*Handout 4: Universal Declaration of Human Rights (abbreviated)* *Overhead Sheet 5*: *Universal Declaration of Human Rights (abbreviated)*
Procedure	Either have ready a class set of handouts: *Universal Declaration of Human Rights (abbreviated)*, or have it prepared on an overhead transparency. (Have available copies of the *Universal Declaration of Human Rights* in its full form.) **Link to previous activity (1):** Ask around the class what rules the students invented for managing the global community. Build up a blackboard summary of the most frequently mentioned rules. As each student offers a rule, ask for the reasons behind the suggestion. **Introduction:** The students are asked in the light of the discussion from the previous lessons and of their homework to give their interpretation of the meaning of the words "rights" and "responsibilities". Lead the children to see that while every person in the world has basic rights, these rights need to be guaranteed through the maintenance of a framework of rules. The *Universal Declaration of Human Rights* is such a framework of rules. **Development:** Individual copies of the *Universal Declaration of*

	Human Rights (abbreviated) can be handed out, or displayed on an overhead transparency. If possible, copies of the Declaration in its full form should be made available to the students. Convey the following information to the students: *Human rights could be generally defined as those rights which are inherent in our nature and without which we cannot live as human beings. Human rights and fundamental freedoms allow us to develop fully and use our human qualities, our intelligence, our talents and our conscience to satisfy our needs. They are based on mankind's increasing demand for a life in which the inherent dignity and worth of each human being will receive respect and protection.* *The denial of human rights and fundamental freedoms is not only an individual and personal tragedy, but it also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations. As the first sentence of the Universal Declaration of Human Rights states, respect for human rights and human dignity "is the foundation of freedom, justice, and peace in the world."* *In 1945, after the horrors of World War II, an international organization was established, known as the United Nations, dedicated to maintaining peace and security and to seek co-operation in solving economic, social, cultural, and humanitarian problems. In 1948, a code of conduct for the protection of basic human rights and fundamental freedoms, to which all men and women, everywhere in the world, are entitled without any discrimination, was adopted by the United Nations General Assembly. This was called the Universal Declaration of Human Rights. The Declaration is not legally binding, but its content has been incorporated into many national constitutions, and it has become a standard measure of human rights.* Recommended Readings: *Teaching Human Rights* (New York, United Nations, 1989), pp. 19-27 David Selby, *Human Rights* (Cambridge, Cambridge University Press, 1987) *The Universal Declaration of Human Rights* Ask the students to explain the most important articles of the Declaration to the rest of the class (articles 1-5, 13-14, 17-21, 25-26). Some are reasonably straightforward; others will require some interpretation by the teacher. Be sure to ask the students to give concrete examples from everyday life, or from history or current events, of the rights which are more difficult to grasp.

Activity 2.3 – *The Universal Declaration of Human Rights and the Rights of Refugees*

Source	UNHCR – http://www.unhcr.org/46937ccf2.html
Curriculum Link	Social Studies
Grades	7 – 12
Purpose	1. To know that a) the *Universal Declaration of Human Rights* exists b) that it sets forth the basic civic, economic, political, and social rights and freedoms of every person c) the UDHR is meant to serve "as a common standard of achievement for all peoples and all nations" 2. To understand what individuals and governments can do to ensure respect of human rights
Materials	*Handouts 5, 6 and 7*: UNCHR Lego posters: Spot the Refugee, How Does it feel? And What's Wrong Here?
Procedure	Have available A4-sized copies of the UNHCR Lego posters *Spot the Refugee*, *How Does It Feel?* and *What's Wrong Here?* Display large format copies of the posters prominently in the classroom. **Introduction:** Explain that the three posters on the wall were produced by the United Nations High Commissioner for Refugees, the international organization which provides protection and assistance to *refugees*. These Lego posters can be seen in mass-circulation magazines, and are pasted on walls in public places, such as bus shelters and train stations. Ask the students why they think UNHCR is publishing such posters. What message are they trying to convey? ***Spot the Refugee*** Place a copy of the poster on the wall, folded, so that the writing is not visible. Ask the students to look closely at the rows of Lego people. Ask them to suggest an identity for each figure, beginning from the first Lego person in the first row. After several have been identified, ask the students by what means they decided upon each identity? For example, did they look at the clothes, the facial appearance and/or the gender?

	The students are informed that the people who designed this poster decided that one of the figures is supposed to be a refugee. Ask the students to **spot the refugee**, and to describe how they came up with their identification. Do any of their reasons match the descriptions written on the blackboard at the beginning of the lesson? This is an important lesson in the dangers of *prejudice* and *stereotyping.* The students should be brought to understand the harm which can be caused by ignorant, thoughtless name-calling and attribution of negative characteristics to a whole social group. Now unfold the poster to reveal the text and allow the students time to read the information quietly by themselves. **Comprehension and discussion questions:** Ask the students to write answers to the following questions in their notebooks. 1. What is the one difference between refugees and you and me? 2. What events do you think could have happened to cause a person to flee and leave everything behind? 3. What types of experience might refugees endure during their flight? 4. How would you feel if you were a refugee who had to leave your home, family and possessions behind and live in another country? 5. Define the term 'open mind'. What does it mean? Why does UNHCR ask that people keep an open mind and a smile of welcome? Discuss the answers to these questions around the class. Refer to the concept of *discrimination.* ***How Does It Feel?*** If the class is used to working in small groups, give each group one of the following scenarios and ask them to discuss among themselves how they would feel if they were: • a new student who has just joined their class in the middle of the school year • a child of their age who has been holidaying with his/her family in another country where the language is foreign, and the child has somehow been separated from the other family members • someone who has just heard the bad news that the breadwinner of the family no longer has a job After a suitable time has elapsed, the students can reassemble as a

	class group, and are led by the teacher to share the fruits of their group discussions. Now turn the class' attention to the UNHCR Lego poster *How Does It Feel?* Allow the students a few minutes to take in the picture and to read the text. **Comprehension and discussion questions:** Use these questions as the basis of a discussion: 1. Thinking about the three situations we just discussed, what similar *feelings* might the lonely Lego person have? 2. What similarities and differences are there between the *situation* of the lonely Lego figure and the three cases we just considered? 3. What do you think the people who designed this poster are trying to suggest through the way the Lego figures have been arranged? 4. Who do you think is the intended audience of this poster? 5. What attitudes towards refugees is UNHCR encouraging people to adopt in this poster? ***What's Wrong Here?*** **Discussion questions:** UNHCR has the responsibility to ensure that refugees are protected in their country of asylum and assists refugees by coordinating the provision of shelter, food, water, sanitation and medical care in emergency situations. 1. What makes a person a refugee? 2. Why would a refugee have nothing? 3. How does UNHCR suggest, through this poster, that individuals can help refugees? 4. Do the students agree? 5. What else can governments do to protect the rights of refugees? 6. What responsibilities do you think refugees might have in their host countries? Referring to the posters, ask the students which article(s) of the Universal Declaration of Human Rights are especially relevant to refugees and the people of their host countries. Answers may include Article 14 (Right to Asylum), but also Articles 1 (Right to Equality), 2 (Freedom from Discrimination) and many others not explicitly mentioned in the poster texts, for example, Article 3 (Right to Life, Liberty and Personal Security; Article 5 (Freedom from Torture, Degrading Treatment), and Article 9 (Freedom from Arbitrary Arrest, Exile). Violations of any of these articles have caused people to flee their home country.

	Discussion questions: UNHCR has the responsibility to ensure that refugees are protected in their country of asylum and to assist refugees by coordinating the provision of shelter, food, water, sanitation and medical care in emergency situations. 1. How does UNHCR suggest, through these posters, that individuals can help refugees? 2. Do the students agree? 3. What else can governments do to protect the rights of refugees? 4. What responsibilities do you think refugees might have in their host countries?

Activity 2. 4 – *Asylum*

Source	http://www.unhcr.org/4693851a2.html
Curriculum Link	Social Studies
Grades	10 – 12
Purpose	To understand the concept of asylum
Materials	*Overhead Sheet 5,* Universal Declaration of Human Rights on an overhead transparency *Handout 8,* Refugee Process
Procedure	Have ready a copy of the Universal Declaration of Human Rights, prepared on an overhead transparency. Ask the students to give their ideas on what is asylum. Some may describe an institution for mentally ill or handicapped people. Do not reject this idea, but use it to probe the deeper meaning of the notion - refuge, safety, and protection from harmful treatment. Distribute a copy of the following paragraph, taken from The State of the World's Refugees: The Challenge of Protection (Geneva, UNHCR, 1993), page 6: *"The process of becoming a refugee is not instantaneous. It proceeds through the often-slow growth of root causes to the sometimes quite sudden flash of an immediate catalyst that generates actual flight. Asylum follows when another state grants those in flight access to its territory and extends protection to them. Finally, for the more fortunate, a permanent resolution of their status is sought and found, and they cease to be refugees".* Ask the students: What does the underlined sentence suggest that the right to asylum might mean? The right to seek asylum is found in the Universal Declaration of Human Rights, Article 14, which states that: Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Activity 2.5 – *The Girl Child*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	English and Social Studies
Grades	10 – 12
Purpose	To have students become more aware of the discrimination facing girls and women in many nations. In some cases, this discrimination is a direct factor influencing the creation of refugees as these girls and women flee their persecutors.
Materials	*Handout 9,* "The Girl Child".
Procedure	Have the students read the article individually. Then in small groups or as a class discuss the discrimination and violation of human rights that many girls and women face. Discuss the human rights for the girl child listed. Some of the topics addressed are rather sensitive subjects. However, it is important for students to understand the extent to which girls must endure discrimination and exploitation. The students should chose one or two directly related rights and create a poster promoting equal rights for girl children. For Social Studies classes, concentrate on qualities of responsible citizenship, and, for English classes, concentrate on enhancing the clarity and artistry of communication in a media text.

CHAPTER 3: LIFE IN A REFUGEE CAMP

I. LIFE IN A REFUGEE CAMP

Today, when one thinks of refugees, one invariably thinks of refugee camps. When refugees flee to a new country, the government of that country often requires the refugees to stay in a camp. Most refugees have little idea when they will be able to leave the camp. They may be forced to live there for a few days or for several years. One of the main characteristics of camps is an authoritarian administration where everything is highly regimented and the residents are depersonalized and become numbers without names. A second feature of camps, especially where refugees' access to land is restricted, is a chronic shortage of food.[44] Although camps are intended to facilitate the delivery of international relief programs, the aid that refugees receive is sporadic and inadequate. This means that even when they reach the supposed safety of a refugee camp, their problems are far from over.

Refugees leave their homes looking for safety and stability. But camps are often dangerously located, frequently near the border of their home country which is experiencing unrest or civil war. This makes refugees vulnerable to cross-border armed raids which can result in murder, rape, and abduction. In addition, just as one can find criminals in any group of people, there are criminals within refugee camps. Refugees' safety and well-being are constantly threatened. Ironically, governments often justify their policy of making refugees stay in these camps on the basis of 'security' concerns.[45]

[44] B. Harrell-Bond, "Are Refugees Camps Good for Children?" (New Issues in Refugee Research, UNHCR Working Paper No. 29, 31 August 2000), online: United Nations High Commissioner for Refugees Homepage <http://www.unhcr.ch/cgi-bin/texis/vtx/home> (date accessed: 29 September 2005) ["Are Refugee Camps Good"]

[45] "Are Refugee Camps Good", at 5. However, governments have not made it clear whether they are primarily concerned about the security of the refugees or the security of the state.

The kidnapping of women, children and teenage girls for forced marriage make up the majority of cases of gender violence against refugees in camps. For example, a civil war in Sudan caused Mary, her husband and her children to flee to a refugee camp in Kenya. Today Mary lives in constant fear of being kidnapped and forced into marriage with a stranger by her own brother. Her brother claims that since her husband has defaulted on the bride-price of cattle that he agreed to pay, he no longer has any right to 'own' Mary. Owning livestock is prohibited in the camp so her husband will be unable to pay as long as they live in the camp. Now Mary's brother has threatened to kill her husband and take her children so that she will return to Sudan with him and he can collect the bride-price.[46]

It is impossible to have a normal life in a camp. Adult refugees can rarely find jobs and children often do not have access to schools. Even if schools are available, it is common for children (especially young girls) to stay home and help with household chores or to look for jobs themselves in order to help support their families. Camps are overcrowded, freedom of movement is highly restricted, and access to health care is limited. As a consequence, malnutrition, poor sanitation, and disease are rampant. Another problem is the effect camps produce on family life. Being displaced from their home, not being able to work, and a lack of basic provisions all contribute to a very stressful situation for families. Eventually many consider their situation to be hopeless and out of their control and these make their anxiety and depression increase. Domestic violence, substance abuse, and family breakdown are the result. Being uprooted and resettled can thus produce harmful social, psychological and economic consequences. No one would freely choose to move into a refugee camp and everyone who can leaves as soon as possible.

[46] M.A. Fitzgerald, "We Keep Silent Until We Die…" *Refugees Magazine* 2:115 (1999) at 21.

Activities

Activity 3.1– *Illegal Tunes*

Source	UNAC Teacher's Guide – Refugees: A Canadian Perspective
Curriculum Link	Social Studies
Grades	7 –12
Purpose	To have students understand why asylum is a fundamental human right.
Procedure	SITUATION: A new principal has taken over at your school and outlaws all forms of music. A search has been conducted of your students' lockers and desks; CDs, sticks and musical instruments were discovered and confiscated. Some students from another class have already been taken away and are said to be in jail. Your students manage to escape to another school, but they are turned away because it is already full. They try their luck at a third school and are informed that they may enter, but must leave everything behind except the clothes on their backs. ASK YOUR CLASS: • How do you feel? • What did they think when they were turned away from the first school? • Do they want to go back to their old school? • What do they expect from their new school? • What will be the most difficult part of adjusting? • What do they miss? Encourage them to draw analogies between their situation and the situation of refugees.

Activity 3.2 – *Responsible Global Citizens*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	The curriculum for Social Studies calls for education on responsible citizenship. As citizens in a democratic nation and as global citizens, students have the duty of being responsible citizens. Being a responsible citizen includes critical thinking; making knowledgeable, purposeful and responsible choices; respecting the dignity and worth of self and others. In this activity students are presented with a number of situations in which they must be responsible citizens in choosing which course of action to take.
Materials	*Overhead Sheet 6,* "Definitions".
Procedure	The teacher should review with the students the characteristics of a responsible citizen in a democratic nation and in a global community. Then, present each situation. For each situation ask: (1) What would you do? (2) Why have you chosen that course of action? (3) What are the consequences of your decision? Can you live with them? (4) Does your chosen course of action fulfill your responsibilities as a responsible citizen? (5) Are there any other options? The discussion of these questions can take place in small groups and then as large class discussion. After the discussions, have the students write a short essay choosing one of the situations and answer the five questions. SITUATION ONE: You are a citizen of Plutonia and a member of a minority ethnic group. Many of your ethnic neighbors have been disappearing lately, and you fear that the ethnic majority government is secretly involved in genocide. You fear for the safety of your spouse and three children. The world-at-large may not yet be aware of the situation in Plutonia, so you worry about being able to receive asylum in a foreign nation if you decide to flee. You could join the guerilla group that is currently operating

	in opposition to the present government and campaigning for a separate homeland for people of your ethnicity. However, this may mean fighting against and killing members of the majority ethnic group. Your only certainty is that if you stay your family will most certainly be in harm's way. SITUATION TWO: You are a member of the ethnic majority in Plutonia. You notice that many people from your place of employment have not been to work in some time. All the missing people are part of an ethnic minority. You are sure that something is very wrong in the political, cultural, and social condition of your nation. You have made a decision to join a group of peaceful protestors that are putting up posters and sending out news bulletins informing others of the government's role in the disappearances. However as you are about to email your membership form, your boss comes in and offers you a promotion to vice-president. This means that your salary will triple, and you will receive a large corner office and a company car. As you consider this wonderful offer, you realize that the former vice-president was a member of the ethnic minority. SITUATION THREE: You are the head of the Immigration Department of Karthia, which neighbors Plutonia. You are aware of the secret genocide operation perpetrated by the ethnic majority government of Plutonia. It has occurred to you that some members of the ethnic minority of Plutonia may seek asylum in from Karthia. Though you feel sympathy for the plight of the ethnic minority, you also feel political and social pressure from your own population to not allow them to receive asylum and refugee status. Because the happenings in Plutonia are not common knowledge, you could refuse the refugees entry with little outside criticism (for now). You must decide now because potential refugees are gathering at the border. SITUATION FOUR: You are a citizen of Karthia. The government of your nation has decided to grant Plutonian refugees asylum in your nation. You perceive that many of your fellow Karthians are unhappy with the government's decision, even though you do not yet have an opinion. However, you do understand the meaning of the word "prejudice". One day a Plutonian child enters your classroom. She is a new student. As you look around at the faces of your classmates, you realize that most do not look friendly. How do you choose to react to the new student?

	SITUATION FIVE: You are an adult citizen of Karthia. At first, you did not support the decision of your government to grant asylum to Plutonian refugees. However, you overcame your prejudice and befriended a refugee that moved onto your street. After hearing her story, you realized that your disagreement with the government's decision was grounded in ignorance. However, one day your friend does not come home and fails to return for many days. You become worried and question others about her disappearance. You discover that your government is violating the principle of *non-refoulement* and is sending the Plutonian refugees back to Plutonia even though the Plutonian government has not ended its practice of genocide. Your options are few. You could join a small protest group that will be demonstrating in front of government headquarters tonight and risk being arrested by the police or harassed by Karthians who agree with the government's decision. Or, you can take the safe way out and neither say nor do anything. The only thing you know for sure is that you will miss your friend and always wonder whatever happened to her upon her return to Plutonia.

Activity 3.3 – *Responsible Citizens*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	10-12
Purpose	The curriculum for Social Studies calls for education on responsible citizenship. As members of a democratic nation and as global citizens, students have the duty of being responsible citizens. Being a responsible citizen includes critical thinking, making knowledgeable, purposeful, and responsible choices, and respecting the dignity and worth of self and others. In this activity students are presented with a number of situations in which they must be responsible citizens in choosing which course of action to take.
Procedure	The teacher should review with the students the characteristics of a responsible citizen in a democratic nation and in a global community. Then, present each situation. For each situation ask: (1) What would you do? (2) Why have you chosen that course of action? (3) What are the consequences of your decision? Can you live with them? (4) Does your chosen course of action fulfill your responsibilities as a responsible citizen? (5) Are there any other options? SITUATION ONE: You are a member of the ethnic majority in the country of Zarthia. As a citizen of Zarthia you have completed the required three years of military training and service required of you after completing high school. You have recently married a member of the ethnic minority and are expecting a child. Without notice, you are recalled to military service because the ethnic majority, which dominates the government, has decided to "Preserve Zarthia for Zarthians". This means that all members of minority groups will be persecuted, forced to leave the country, or killed. As a trained soldier, you are required to carry out these plans. You are already considered a traitor because of your marriage. The only way you can redeem yourself is by leaving your spouse and rejoining the military. If you refuse, you will be charged with treason and either jailed or executed, and your family will be left to the mercy of other soldiers. If you flee the country with your family, you

	have no assurances that a neighboring country will grant you asylum. If you are refused and sent back to Zarthia, you and your spouse will surely be jailed or executed. SITUATION TWO: You are the Prime Minister of Perth, which is one of the nations that neighbors Zarthia. As Prime Minister, you must decide if Perth will grant asylum to Zarthian refugees. At the moment, your government is having problems with an ethnic minority within your own borders that is campaigning for a separate homeland because of alleged prejudice from the Perthian ethnic majority. The people of your nation are violently against allowing another ethnic minority into the country. You worry that accepting refugees will cause major unrest within your borders and discrimination and violence against the refugees themselves. It will cost you large amounts of money to protect the refugees and educate your own population against the dangers of prejudice, and you have already overspent your budget. If you refuse to grant the refugees asylum you violate their human rights and sentence them to a life of severe persecution and quite possibly death. To complicate matters further, you are up for re-election within the next year. Your biggest rival has increased her public support by calling for the government to close the borders. SITUATION THREE: You are a citizen of Perth and a member of the ethnic majority. All your family and friends are radically and violently against Perth receiving refugees. They fear that their superior position as part of the majority will be threatened by allowing another ethnic minority into the country. You think that you disagree. However if you voice your disagreement, you fear that your family and friends may disown you. You know that if you and others like you speak out for the rights of Zarthian refugees that you could influence the government's decision. And, you suspect that there are many other silent supporters of the refugees' plight. Yet, if you speak out you fear that you may become a target of violence.

Activity 3.4 – *Where am I?*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Language Arts, English, and Social Studies
Grades	7-12
Purpose	To have students become aware of countries that offer asylum to refugees and to understand the culture shock refugees must face in a new country. In addition, for students to demonstrate their understanding by writing either a refugee testimonial (English and Language Arts) or a government plan for receiving refugees (Social Studies).
Materials	*Handout 10*, "Where Am I?"
Procedure	Have the students read Handout 10, "Where Am I?" individually or in groups. A large class discussion of the experience of a refugee entering a new country may be appropriate. **Language Arts and English:** Using the handout as a starting point, have students write a short story detailing the experience of a refugee in a foreign nation. Students should include their thoughts and feelings upon entry and demonstrate how their feelings of anxiety, fear, or marginalization (hopefully) decrease over time. Students should be creative and employ literary techniques to convey emotions. Afterwards, show the *Hopes and Dreams: Stories from Young Refugees* video (ACLRC) and discuss if the students' stories are any different from those of refugees and why. **Social Studies:** Students are asked to create a government plan for receiving, caring for, and integrating refugees into their nation. Will the asylum process be long and demanding or will refugees receive asylum quickly and with little stress? Will the government provide free housing, health care, clothes, food, and transportation? How do you hope your citizenry will respond to refugees? Who will pay for all this? For all questions students must provide reasons for their decisions.

Activity 3.5 – *Camp populations*

Areas of Rwandan refugees camps, Kagera Region, Tanzania in late 1996.

Source	UNHCR – http://www.unhcr.org/pages/4ab35d9f6.html *The information which follows was extracted from a report written by two environmental experts working for UNHCR, in December 1996, just a couple of weeks before the masses of Rwandan refugees, who had been living in the Kagera region of Tanzania, returned to Rwanda*
Curriculum Link	Social Studies and Geography
Grades	7 - 9
Purpose	To understand clearly the concept of population density.
Materials	*Handout 21* *Overhead Sheet 9* *Handout 22*, Map of refugee camps in Kagera Region, Tanzania, late 1996.
Procedure	Set the background for the lesson by briefly describing the Rwandan refugee emergency of 1994. Mention that hundreds of thousands of Hutu refugees fled to Eastern Zaire and northwestern Tanzania in mid-1994 (for more background information read article in Teacher Resources: The state of The World's Refugees – In search of Solutions, UNHCR 1995). Make sure that the students have a clear idea of the location of Tanzania on a map of Africa and of the world. Use the map (see Handout 22) to locate precisely Kagera region, Ngara area, and the five camps mentioned in Table 1. Point out the closeness of the Rwandan, Burundian and Ugandan borders. Ask a student to read out the opening paragraphs of the Student Activity Sheet. Now consider Table 1. Ask the students how the figures in the final column (population density) were calculated? Make sure that they understand the concept of population density by marking out a square with chalk on the floor, 3 meters x 3 meters, and asking increasing numbers of students to stand in the square. Calculate

	"population density per meter". The students should now answer questions 1 and 2. As they do so, stop to check progress and understanding. Table 2 provides comparative figures for the population density of three major cities of the world. Try to bring out the fact that in a camp like Benaco, people lived in conditions almost twice as crowded as in Tokyo, which is a city with thousands of apartments. Ask the students what differences they can imagine there must be between crowding in a refugee camp and crowding in a large modern city.

Activity 3.6 – *Comparison of an Refugee Camp with Home Town*

Hartisheik Refugee Camp, in Southern Ethiopia

Source	UNHCR – http://www.unhcr.org/4651c7da2.html
Curriculum Link	Social Studies and Geography
Grades	7 – 9
Purpose	To understand the living circumstances of refugees in a refugee camp.
Materials	*Handout 23* *Handout 24*, Articles: No place like home, Feeding the Hungry, Nary a drop to drink, Preventing and repairing the damage, Escape from Ignorance *Handout 25,* Map of Ethiopia
Procedure	As a follow up to the previous lesson, ask the students to think of some differences between life in a crowded refugee camp and life in their hometown. Present Handout 23 and the articles (see Handout 24 to be read. Students could work quietly in pairs to list points in each box of the table. After a while, take the opportunity to discuss the students' answers. It is very likely that, without fully understanding why, the students will begin to generalize the comparisons they have made into considerations of justice, equality and fundamental human rights. Be prepared to allow them to explore these issues. Even if they seem to leave behind the subject matter of the lesson for a while, it is not a waste of time**.**

Activity 3.7 – *Humanitarian Aid Mission*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	To have students become more familiar with the health risks and living conditions of refugee camps. As well, as to have students create a plan for a humanitarian aid mission.
Materials	*Handout 26,* "Health: Refugee Risks Grow" *Handout 27,* "Refugees Brave Another Cold Night"
Procedure	Have the students read the articles presented critically in order to discover the health risks and dangers of living in a refugee camp. In small groups, the students will design a humanitarian aid mission. As citizens of a Western Nation, they have the experience of a democratic society and have access to funds in order to finance their mission. **Have the students include:** • A name for their mission • A fundraising plan to fund their mission • The contents of their aid package • The kinds of people (doctors, nurses, interpreters) they will bring • The infrastructure they will leave behind to aid the refugees in the camp • How will they include the voices of refugees in designing and implementing this plan?

Activity 3.8 – *Building a Refugee Shelter*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies, Mathematics
Grades	7-12
Purpose	For students to understand the size and quality of shelter refugees are forced to endure because of the situation in their country of origin. Students will learn not by viewing images but by actually building a shelter.
Materials	Students should bring items that they would have an opportunity to pack if they were forced to leave their homes because of violence or fear of violence (for example, things such as blankets, clothes, or small household items). The teacher should provide sticks that could have been found at the refugee camp's location and a tarp that would have perhaps been given to refugees by a humanitarian aid organization.
Procedure	SITUATION: The students are refugees fleeing violence in their homeland. They flee their homes with haste so they could only pack a few items. Once they reach a refugee camp, they receive some (but minimal) international aid. They must build a shelter that they can live in indefinitely. Once your students have completed their shelters, stress that refugee do not chose to leave their homes and live in refugee camps. They have been forced by the situation in their country of origin. Also stress to your students that refugees sometimes do not know if they will be able to return to their homes or if their homes will still be there when they return. They have lost everything they own due to no fault of their own. Tell students that the squalid conditions of *some* refugee camps are not the fault of the refugees but due to the lack of supplies, proper sanitation facilities, and planning.

Activity 3.9 – *The environmental impacts of refugee camps*

Source	UNHCR – http://www.unhcr.org/pages/4ab35d9f6.html
Curriculum Link	Social Studies, geography and biology
Grades	10-12
Purpose	1. To understand the effects of large concentrations of refugees upon the environment of host countries, especially where the conditions are marginal: deforestation, land degradation and reductions in the quantity and quality of water supply. 2. To understand the impacts of such environmental degradation upon the well being of refugees and host communities.
Materials	*Handout 28*
Procedure	Make a class set of Handout 28. Most of the questions require understanding of the content of tables and graphs, and application of the information contained in those graphics to the problems of refugee fuel wood consumption. It is recommended that the teacher leads the class through the interpretation of the graphics, taking the opportunity to teach the skills needed for such interpretation, as well as ensuring that the geographical/environmental concepts, raised by the questions, are understood.

Activity 3.10 – *Cooperating to Preserve the Environment*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	To have students perceive and provide possible solutions for the environmental impact of refugee camps.
Materials	*Handout 29,* "Cooperating to Preserve the Environment".
Procedure	Have students read the handout individually and underline the problems and solutions outlined by the United Nations. Then as a class or in small groups have the students consider what other environmental effects of large-scale settlements of refugees would have on the physical, cultural, and political environment in and around the camps. Remember that these camps are often located at political borders and in foreign countries. Once you have a list of potential problems, brainstorm possible solutions for each and ways of implementing change in respect to the rights *and* responsibilities of refugees. Currently, the United Nations is creating and distributing posters in refugee camps concerning water contamination, garbage disposal, and responsible land use. Once you have a completed list have the students choose one of the negative effects of refugee camps and create an information poster which could be posted in refugee camps to warn about the problem and provide possible solutions. Ensure that students understand that refugees do not choose to be in refugee camps. They are placed in this situation because of circumstances in their country of origin. It is important that this exercise does not result in blaming refugees. Ask the students to consider what responsibilities the countries have in refugee camps.

Activity 3.11 – *Preventing and Repairing the Damage*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	For students to become familiar with the environmental concerns refugee camps cause and for students of learn that many of these problems can be prevented or decreased in scale.
Materials	*Handout 30,* "Environment: Preventing and Repairing the Damage" *Handout 31,* "The Teardrop of Buddha"
Procedure	SITUATION: The students are employees of a non-governmental organization. Their job is to create a program that prevents or decreases the environmental effect of refugee camps while also creating jobs for refugees. Outline the situation for the students. Have the students read through the handouts in order to get some ideas. Internet resources are listed below. Issues that should be addressed in their plans are: (1) Which environmental concern are they addressing? (2) What is their plan and how will they carry it out? (3) How will their plan be funded? (4) How will their plain alleviate the impact on the environment? (5) How will their plan create jobs for refugees in the camps? **Internet Resources:** http://www.refugees.org/pub/links.cfm Originator: United States Committee for Refugees. http://www.unhcr.ch/ - search under subject term: ENVIRONMENT Originator: United Nations High Commission on Refugees. http://www.refugeecamp.org Originator: Doctors Without Borders

Activity 3.12 - *Environmental Conservation versus Humanitarian Assistance*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	11 and 12
Purpose	To introduce the students to conflict between environmental conservation and humanitarian assistance and to possible solutions for the conflict.
Materials	*Handout 32,* "Biodiversity Conservation and Humanitarian Assistance in Conflict Areas".
Procedure	Have students read the article individually. As a class, outline the environmental effects of refugee camps on the environment, the solutions suggested in the article, and the reasons why advocates for the environment might appear uncompassionate to the needs of refugees. Once you have all this information. Create a plan that addresses both environmental conservation and human compassion equally. The class must balance the concern for the environment and the concern for human life.

CHAPTER 4: LAWS GOVERNING AND PROTECTING REFUGEES

I. INTRODUCTION

There are many different laws and policies that govern the rights of refugees internationally and within Canada. The *Refugee Convention* outlines international policy on how refugees should generally be treated and what rights asylum seekers are entitled to. The *Universal Declaration of Human Rights*,[47] the *Canadian Charter of Rights and Freedoms*[48] and the *Alberta Human Rights Act*[49] outline standards and legislation on human rights internationally, within Canada and within Alberta, respectively. The *United Nations Convention on the Rights of the Child*[50] applies to youth under the age of 18 years and outlines a standard of human rights specifically applicable to children and youth including specific reference to refugee children.

Within Canada, the *Immigration Act* establishes the legal regime and addresses all of the elements necessary for a person to enter Canada as a refugee. Recently this *Act* has undergone major amendments, which will affect in ways we have yet to discover the treatment of those seeking asylum in Canada. However, the *Act* has maintained its connection with the *Refugee Convention* by incorporating the definition of refugee used in the *Convention*. These are just some of the laws, guidelines, policies and international instruments that protect and affect refugees. These and other documents which affect the status of people seeking asylum and those who have been given refugee status will be examined. First, however, this chapter will give a general outline of some of the key legal instruments which are critical to those who are seeking asylum in Canada.

II. THE INTERNATIONAL COMMUNITY AND ASYLUM

The movement toward protecting the rights of those seeking refuge or asylum began in the international community. The United Nations High Commissioner for Refugees (UNHCR) was established in 1951 to deal with the issues that European refugees were facing after World

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[47] *Universal Declaration of Human Rights*, G.A. Res. 217(III), UN GAOR, U.N. Doc. A/810 (1948) at 71 [*UDHR*].
[48] *Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (UK), 1982, c11 [*Charter*].
[49] *Alberta Human Rights Act,* RSA 2000 c A-25 [*Alberta Human Rights Act*].
[50] UN *Convention on the Rights of the Child,* 20 November 1989, GA Res. 44/25, art. 49 (entered into force 2 September 1990) [*CRC*].

War II. However the face of refugees and their reasons for flight have changed dramatically from that time. Today 80% of the world's refugees are women, children (and elders), the majority of whom come from and are hosted by Asia and Africa.[51] In addition, even the pattern of refugee movements has changed in recent times from individual flight from persecution to mass exoduses because of major human rights violations.[52] The UNHCR has been entrusted with the task of ensuring that the rights of refugees are protected. A main part of this job is to make sure that countries understand that they have an obligation to protect those seeking asylum.

A. The Refugee Convention

The *Refugee Convention* was created in recognition of the growing number of refugees in need of protection and was intended to set international standards that would effectively deal with issues faced by people seeking asylum. It came into force in 1954 and Canada became a party to it in 1969.

In the first paragraph of the *Convention*, it declares its origin from the 1948 *UDHR*, which has as its basis the principles of equality and non-discrimination. Those two principles form the foundation of all human rights. The *UDHR* sets forth general standards of human rights, which are then defined more specifically by various Conventions (such as the *Refugee Convention* or the *Convention on the Rights of the Child*). For example, Article 14 of the *UDHR* states the general principle that "everyone has the right to seek and to enjoy in other countries asylum from persecution." However, the right to *seek* asylum is only part of the equation; it does not mean that states are obligated to *grant* asylum to everyone who seeks it. The *Refugee Convention* clarifies that the only obligation on states is not to return a refugee to a state where his or her life or freedom would be threatened (known as the principle of 'non-refoulement').[53] This exemption from forced return is critical to protect the physical security and basic human dignity of refugees.

The *Refugee Convention* ensures that refugees entering or living in a new country will be treated in a non-discriminatory way. It also notes that refugees have general obligations within a country of asylum, including conforming to the laws of that country. As described in Chapter One, the definition of the term 'refugee' that we see in so many legal documents today also

[51] Global Trends.
[52] Refworld Human Rights and Mass Exoduses online: http://www.refworld.org/pdfid/3dda52594.pdf.
[53] *Refugee Convention*, article 33.

comes from the *Refugee Convention*. The three elements necessary to be considered a refugee are:

> 1) the claimant is outside their country of nationality;
> 2) they have a well-founded fear of persecution; and
> 3) the persecution is based on one of the listed grounds (race, religion, nationality, membership in a particular social group, or political opinion).

Although the above criteria provide a guide for the *Refugee Convention's* application, it should be remembered that the *Refugee Convention* does not cover every situation where a person flees for fear of persecution or violation of human rights. Some governments interpret the *Convention* restrictively, which limits the protection it can offer to asylum seekers.[54] On the other hand, the *Convention* does not apply to every person who claims refugee status. Even if a claimant meets all the required criteria to be considered a refugee, the protection offered by the *Refugee Convention* is not available if there is evidence showing that the person has committed a war crime or a crime against humanity, or any violation of human or international rights. Also, if that person has committed a serious crime before being admitted to the country in which they claim refuge, or if they have been guilty of acts contrary to the purposes and principles of the United Nations, then the *Refugee Convention* will not help them.[55]

B. United Nations Convention on the Rights of the Child

The United Nations *Convention on the Rights of the Child* (*CRC*) entitles youth and children under the age of 18 to a series of rights. As an international convention, the *CRC* is based on the principle that children have the same human rights as adults and it also acknowledges that children need special protection due to their physical and mental immaturity. Although the rights listed in the *CRC* apply to all children, some specifically apply to the unique experiences of refugee children. For instance, Article 38 says that countries should take all reasonable measures to ensure that children under the age of 15 do not participate in armed conflicts.[56] Article 10 encourages countries to facilitate family reunification. Article 22 is

[54] A restrictive interpretation of the *Refugee Convention* has resulted in the exclusion of many groups, such as individuals fleeing persecution by non-state agents, and individuals fleeing internal conflict and related human rights violations.
[55] See *Refugee Convention*, article 1(f).
[56] An Optional Protocol to the *CRC* to prevent the involvement of children under 18 in armed conflicts entered into force on February 12, 2002. The Protocol is intended to prevent the illegal recruitment of minors, of whom refugees are at the highest risk. At the time of writing, only 18 countries have agreed to be legally bound by this Protocol.

specifically formulated for refugee children and states that countries should take appropriate measures to ensure a child has access to refugee status, whether they are accompanied by an adult or not. Article 22 also stresses that countries should seek to reunify refugee children and their families, or if reunification is not possible, to protect refugee children, in the same manner as any other child in need of protection.

The *CRC* is applicable to all refugee children whether they have established their status in a country as a refugee, are in the process of seeking asylum, or have been refused refugee status by a country but are still living in that country. The latter category is protected by virtue of Article 2 which says that *each* child within a country's jurisdiction shall be entitled to the rights set out in the *CRC*.

The UNHCR has issued other guidelines that specifically relate to children. In 1994 they issued "Refugee Children – Guidelines on Protection and Care."[57] In 1997 they issued "Guidelines on Policies and Procedures in dealing with Unaccompanied Children Seeking Asylum".[58] The *CRC* examined all of these guidelines and used them to formulate the provisions mentioned above.

III. SEEKING ASYLUM IN CANADA

A. The Immigration and Refugee Protection Act

The Canadian *Immigration Act* incorporates the definition of refugee that is used in the *Refugee Convention,* and so, in order to acquire refugee status in Canada; a person must first prove that they fall within the definition. Then they must meet any additional admissibility criteria imposed by the *Immigration Act*. Recently the Act has undergone major amendments. Because the new Act is large and complex, a comprehensive discussion of Canada's immigration and refugee regime is beyond the scope of this book. A brief overview will be provided below.

The *Immigration Act* creates the policy and rules that immigration officials must follow to determine whether or not a person can be admitted into Canada as a *Convention* refugee. The basic process is as follows: a claim for refugee status may be made in or outside Canada, after a person has made their refugee claim and an immigration officer has determined the claim is

[57] "Refugee Children: Guidelines on Protection and Care" United Nations High Commissioner for Refugees, online: United Nations High Commissioner for Refugees Homepage <www.unhcr.ch> (date accessed: 29 September 2005).
[58] See S.M. Duncan, "Unaccompanied Minor Children" (1993) *4 Canada's Immigration and Refugee Bulletin*, 10 at 3.

eligible to proceed (i.e., no entry restrictions apply to this claimant), then a hearing will be held where the claimant presents their case (with or without legal representation) before a single member panel.[59] The hearing is intended to be more in the nature of an inquiry than a trial, and to that end the process is designed to draw out all relevant information without strictly following the usual rules on presentation and acceptance of evidence. If the panel decides the claimant is *not* a *Convention* refugee, then immigration officials will decide whether the claimant should be deported from Canada or allowed to stay on 'humanitarian and compassionate' grounds. A claimant may also apply to have the panel's decision reviewed by the Federal Court of Canada, but the grounds for review are limited (for a 'judicial review', the appellate court's review is restricted to whether or not the law was applied correctly, but for an 'appeal', the appellate court reviews the merits of the case). If, however, the hearing is successful and the claimant *is* found to be a refugee, then they may apply to become a permanent resident of Canada.

Without permanent resident status, a refugee faces many problems. For example, they will not be able to sponsor family members to come to Canada, they are not eligible for student loans, employers may not be willing to hire them, they cannot leave the country, and most importantly, a refugee without permanent resident status cannot obtain Canadian citizenship, a necessary precondition for fully participating in Canadian life. As can be seen, although permanent residents have more rights than refugees, they still do not have all the rights that citizens of Canada have. This will be discussed in more detail later in this chapter.

Often if refugees are forced to flee their countries without any warning, they may have to travel without any identifying documents such as a passport or a birth certificate. Similarly, some refugees (such as women, children, and certain groups targeted for persecution by their government) may be unable to obtain the proper documents to travel and enter another country. In this situation, once the claimant has been declared a refugee, the Canadian government

[59] Instituting a single member panel has been criticized because without a right of appeal, one person has the power to decide whether a claimant can receive protection as a refugee or will be deported to face potential persecution, torture or death. Although the new *Immigration Act* does allow for an appeal process, the Canadian government has delayed the implementation of appeals processes indefinitely, an action condemned by UNHCR and Amnesty International. Under the former immigration regime, there was no right of appeal (only a limited judicial review), but a panel of two members was responsible for the decision of whether or not a person was a Convention refugee. If one member found the claimant to be a refugee and the other did not, then the claimant received the benefit of the doubt and was declared to be a refugee. This system of two decision-makers offered protection from arbitrary decisions, something which single member panels are not able to provide without a concomitant right of appeal. Canada is one of the few industrialized countries which do not have an appeal on the merits of the case for refugees refused refugee status. See "Refugees Need Act's Protection", Andrew Brouwer, *National Post* (10 May 2002).

imposes a three-year waiting period before they may apply for permanent resident status. Refugees without such status face many burdens, including the fact that they are not allowed to sponsor their families to come to Canada. As a result, this long waiting period can delay reunification of families who have been separated by the need to flee their country, and that can cause extreme hardship to people who need the support of their family to adjust to a new country and way of life. In fact, this long delay can even contribute to family breakdown as relatives lose touch with one another. In addition, undocumented refugees are often subject to racism and violence as they are repeatedly characterized by the media and politicians as 'bogus refugees' or even as criminals. This inaccurate portrayal can be used by people with racist attitudes to rationalize closing our borders, and even to justify attacks on newcomers. In turn, undocumented refugees are often afraid to report these attacks to the police for fear of being deported, leaving them without remedy or defense against future harassment.

i) Entry Restrictions

Some of the reasons why a claim for refugee status could be considered ineligible under the *Immigration Act* include:

> 1) if the person has committed a violation against human or international rights (such as genocide);
>
> 2) if the claimant has a conviction for a serious criminal offence committed either in or outside Canada;
>
> 3) if the claimant has engaged in terrorism or is a member of an organization that may have engaged or will engage in acts of terrorism;
>
> 4) if the claimant has misrepresented or withheld an important fact in their application; and
>
> 5) if an alternative to fleeing their home country was available. This means that even if they were victims of persecution, if they failed to take advantage of an opportunity to safely resettle elsewhere in their own country, then they cannot claim refugee status in Canada or any other country. This is known as having an 'internal flight alternative.'

Above we discussed the legal instruments that protect refugees while they are still abroad and determine if they may enter Canada. Below we discuss what rights and protection refugees have once they are in Canada.

B. The Canadian Charter of Rights and Freedoms

i) To Whom does the Charter apply?

The *Charter* sets out our fundamental rights and freedoms and is part of the Constitution of Canada. Since the Constitution is the highest law of the land and all other laws must be consistent with its rules, this makes it this country's most powerful instrument to protect our rights and liberties. It applies to both the federal and provincial governments as well as all agencies created by either level of government, such as municipalities, administrative boards, and police officers. If an individual feels that a governmental action has been discriminatory or has infringed their human rights, then that person can make a claim under the *Charter*.

ii) Who can Receive the Benefit of Charter Rights?

Many sections of the *Charter* are applicable to every person physically present in Canada, including refugees and those seeking refugee status, as well as persons who have entered Canada illegally. For instance section 2 gives *everyone* certain fundamental freedoms including freedom of religion as well as freedom of thought, belief, opinion and expression. Section 7 extends the right to life, liberty and security of the person to *everyone*, and section 15 says that every individual is equal before and under the law and has a right to equal protection and benefit of the law (in other words, it prohibits discrimination). Other sections in the *Charter* only apply to citizens of Canada. For instance, section 3 gives every citizen the right to vote and section 6 gives mobility rights (the right to enter, remain in, and leave Canada) to Canadian citizens.

iii) What Remedies does the Charter Provide?

Because the *Charter* is part of the Constitution, any law that violates the *Charter* can be struck down and declared to be of "no force or effect." In addition, section 24(1) of the *Charter* allows the courts to grant any remedy that is "appropriate and just in the circumstances." This is a broad remedy which can be used to enforce the rights and freedoms that are protected by the *Charter*.

IV. THE ALBERTA HUMAN RIGHTS ACT

Discrimination by private individuals, organizations, associations, trade unions and corporations is covered by the *Alberta Human Rights Act*. The *Act* prohibits discrimination in certain areas against all persons on the basis of race, religious beliefs, colour, gender, physical

disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender expression and sexual orientation.

'Person' has not been explicitly defined by the legislation and therefore any person, including refugees and those seeking asylum, are entitled to the protection offered by these provisions as long as the person lives within the jurisdiction of Alberta.

The *Act* has a wide range of remedies available to claimants. For example a respondent may be ordered to stop the violation complained of and to avoid committing any similar violation in the future; to make available to the claimant the rights, opportunities or privileges that the claimant was denied; to compensate the claimant for lost income or expenses sustained because of the violation; and to take any other action to put the claimant in the position he or she would have been in but for the violation of the *Act*.[60]

It should be remembered that although refugees do have recourse to legal protection, often they are unwilling to take advantage of it. Some of the barriers that may prevent them from taking legal action include:

a) A lack of knowledge about Canadian law and the rights that refugees have;

b) A lack of sufficient funds to hire a lawyer;

c) A fear of being deported. For example, an immigrant may be reluctant to complain about discrimination by their employer, believing that a complaint may lead to their being fired, and subsequent deportation; and

d) A fear of authorities, especially police. Many refugees come from countries where the police either refused to help when their rights were abused, or they were actively persecuted by the police themselves.

[60] Alberta Human Rights Act, section 32.

Activities

Activity 4.1 – *Making the Decision*

Source	UNAC Teacher's Guide – Refugees: A Canadian Perspective
Curriculum Link	Social Studies
Grades	10 – 12
Purpose	To give students an overview of Canada's refugee determination system.
Materials	*Handout 11,* "Making a Decision".
Procedure	The cases described on the handout are examples of the dilemmas faced by the Immigration and Refugee Board (IRB) when deciding whether someone is a refugee. Hand out the worksheets to the students. Have the students work in groups to review the case study and answer the questions. Discuss their decisions. What was most difficult in making their determinations? Use this information for further explanation: 1951 Convention and Protocol Relating to the Status of Refugees: Definition of the term "refugee" "...owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return." The provisions of this Convention shall not apply to a person with respect to whom there are serious reasons for considering that: (a) he has committed a crime against peace, a war crime, or a crime against humanity, as defined in the international instruments drawn up to make provision in respect of such crimes (b) he has committed a serious non-political crime outside the country of refuge prior to his admission to that country as a refugee

	(c) He has been guilty of acts contrary to the purposes and principles of the United Nations. Universal Declaration of Human Rights Article 14. 1. Everyone has the right to seek and to enjoy in other countries asylum from persecution. 2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations. ANSWERS ON THE CASES: CASE 1: Although Ms. H. was not involved in the guerrilla activities, her neighbors still threatened her because she belongs to the minority ethnic group. In this case, her fear of persecution because of her ethnicity is well-founded. She is also in the position of being persecuted by certain members of her own ethnic group for not supporting the independence movement. In other words, her perceived political opinion (that is, not being involved at all) is at odds with others in her ethnic community. Her fear of persecution on political grounds is well-founded. She should be recognized as a refugee. CASE 2: Ms. F. would not be recognized as a refugee. Poverty and poor social conditions alone are not grounds for granting asylum. To be considered a refugee under the 1951 Refugee Convention, there must be a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion. Ms. F. is not being persecuted for any of these reasons. Although Ms. F. belongs to the lower class, her membership of this social group is not in itself enough to be recognized as a refugee. There has to be some threat of persecution for belonging to this particular group. In this case, the government health care policy applies to everyone. No one is being disproportionately mistreated because of his or her race, religion, nationality, membership of a particular social group or political opinion. However, if the government refused to provide medical treatment to Ms. F. because of her ethnicity, then she might be a refugee. COMMENT: Even though Ms. F. did not meet the refugee definition, hers is a compelling humanitarian case. Many refused

	refugee claimants, such as Ms. F., apply in good faith believing that they are refugees, and although their story may not be one of persecution, they face other threats and personal hardships. CASE 3: Although the 1951 Convention does not specifically include gender-discrimination as grounds for refugee status, Ms. Q should still be granted asylum. UNHCR considers a person who is fleeing severe discrimination or other inhumane treatment- amounting to persecution- to be eligible for refugee status. Ms. Q is being persecuted for not conforming to strict social codes. Since the government is the source of this discrimination, Ms. Q has no higher authority to appeal to for protection. In the spirit of the 1951 Convention, Ms. Q is a refugee. CASE 4: Mr. C. should not be granted asylum. By killing prisoners of war, Mr. C. has committed a war crime (according the 1949 Geneva Conventions). By committing a war crime, the exclusion clause applies to this case; under Article F (a) of the 1951 Convention on the Status of the Refugee, he is not eligible for refugee status. The Universal Declaration of Human Rights would also exclude extending protection to him because his actions are contrary to the "purposes and principles of the United Nations" (Article 14 (2) of the Declaration). CASE 5:Mr. R should be recognized as a refugee. His actions were political in nature. However, one must also examine the crime he committed while escaping from prison. His crime was obviously serious. The next step is to strike a balance between the nature of the offense and the degree of persecution feared. To be still considered as a refugee, the persecution feared must outweigh the seriousness of the offense. It appears that the crime was committed in order to escape persecution. With this in mind, and weighing the offense versus the persecution, the exclusion clause (Article F of the Convention) should not apply. He should be recognized as a refugee.

Activity 4.2 - *A New Home*

Source	UNAC Teacher's Guide – Refugees: A Canadian Perspective
Curriculum Link	Social Studies
Grades	7 – 9
Purpose	To help students appreciate the challenges faced by newcomers.
Procedure	SITUATION: Divide the students into 'families;' each family is given a different color band. Blindfold the participants and gently guide the members of the families away from each other. Throughout the separation, have people blow whistles, shout, and create noise. Following this, give the participants a short amount of time to find their family members. The less time, the more stress and anxiety will be created. Throughout their search, keep making noise, have people obstruct family members' movement, and give false directions to people search each other. After the family members have joined each other, have the student remove their blindfolds and have them seek an area designated as their home in their "new country"; the students will not know where these areas are and must rely on the directions of others. Have people ignore them when they ask for directions, or give them false directions again. After confusion and frustration has set in, have one person smile and welcome them, giving them the right directions and showing them their "homes." Once the scenes have been acted out, ask the students why they behaved the way they did, and how they thought the newcomers felt. What could they have done to help them feel at home?

Activity 4.3 – *The Canadian Refugee Claims Process*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and Law
Grades	7-12
Purpose	For students to become familiar with the step-by-step process that refugee claimants must follow in order to receive refugee status in Canada. And, to help students become more familiar with different countries and their political situation.
Materials	*Handout 12,* "Step by Step Through the Refugee Claim Process in Canada" *Handout 13,* "Refugee Claim Worksheet"
Procedure	SITUATION: Each student in your class is seeking refugee status in Canada. They must follow the steps of the refugee claims process provided and provide all relevant information. However, not all the students will be successful in receiving refugee status because criminal records, previous deportations, failed medicals, relations to infamous people, or invalid reasons for fleeing their country will be handed out at random by the teacher. The teacher begins by introducing the activity; the students are refugees seeking asylum in Canada. They must choose a nation of origin and create an identity, which includes all of the information necessary for making a refugee claim in Canada. The students must do research to find out about the country and political situation. The relevant information and the steps in the process are outlined on Handouts 12 and13. To complicate matters, the teacher will give some students one element of their identity (involvement in terrorism, criminal record, previous deportations, etc.) in order to ensure that **some** students' claims are refused. This provides an opportunity for the teacher to define the term *refugee*. The definition can be found on Handout 12. The students present their case to the class in a mock hearing, and the class decides if the claimant will receive refugee status based on the definition of a refugee. The class must justify their decision. If students are uncomfortable standing in front of the class alone, then the teacher can allow them to work in partners with one student acting as the refugee claimant and the other as the lawyer.

	Elements of Personal Identity for Refusals: (1) Involvement in guerilla activities, which resulted in the killing of a civic official. (2) Previous deportation from the United States for armed robbery. (3) The applicant was a soldier in his/her country of origin. S/he was ordered to execute five prisoners of war and was threatened with severe punishment if s/he did not comply. S/he obeyed the order. (4) Involvement in terrorist activities. Criminal record in his/her country of origin for a crime against humanity.

Activity 4.4 - Adjusting to Canadian Society

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and English
Grades	7-12
Purpose	For students to understand the difficulties that refugees face in adjusting to life in Canadian society.
Materials	*Handout 14,* "What is Integration Like?"
Procedure	Have the class read through the article individually. Ask the students to remember a time when they felt like an outsider. How did it feel? How did people react to them? Have the students write a description of the situation, how they felt, and what other people could have done to make them feel included. Link these feelings and experiences to how they can make their refugee classmates feel welcome. Remember to remind students that Canada is a multicultural society and that Canada does not follow a policy of assimilation. Refugees are allowed and encouraged to retain their native tongue, culture, and religion. Canadian citizens must take part in the adjustment process by accepting people who are different.

Activity 4.5 - "Multiculturalism versus Assimilation"

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	For students to understand what is meant by the term *integration* and the other terms associated with refugee immigration to Canada.
Materials	*Handout 15,* "Settlement and Integration".
Procedure	To start, the teacher should first ask the students how they think one can recognize that a refugee has been fully integrated into Canadian society. Remember that assimilation is not the goal. A country whose goal is assimilation does not want refugees and other immigrants to maintain their original language, culture, or religion. Instead, what they desire is for refugees and immigrants to take on the culture, religion, and language of the new country. After assimilated, refugees and immigrants have taken on the identity of the majority and given up their differences. In Canada, we celebrate differences through our policy of multiculturalism. Refugees and immigrants to Canada are encouraged to retain their language, culture, and religion while, at the same time, becoming familiar with Canadian customs and learning to speak English or French. In Canada, difference is viewed as a strength, and diversity is something to celebrate. Write the students' answers on the board. Next, have the students read the article individually. When they are finished, have the students point out the elements of integration in the definition given. Then, go through the following questions: (1) Are there differences between the definition given and the definition the class created? (2) What are the differences? similarities? (3) Why do you think these differences exist? (4) Does integration involve refugees giving up their cultural heritage and taking on a Canadian identity? Why not? How does this diversity in culture benefit Canadian society?

CHAPTER 5: SETTLING IN CANADA

I. ADAPTATION ISSUES

Refugees face many issues upon arrival in Canada. From using the telephone book to finding a place to live to learning English or French, adjusting to the Canadian way of life can be a long and difficult process. The adjustment process can be even more difficult if a refugee is still recovering from the persecution they faced or if their family members have been left behind in the country from which they fled. The stress of resettling in a new country, compounded by the loss of loved ones, only adds to the existing trauma caused by war, persecution, rape or famine. This means that many refugees eventually turn to alcohol or drugs to help them cope with the effects of their traumatic experiences and adjustment to a new country.

Dealing with government agencies that provide financial and other services for refugees can be a problematic and intimidating experience. Translators may not be available, staff may not have the ethno-cultural knowledge or sensitivity to understand refugee issues, and the heavy caseloads of these workers means they cannot spend a great deal of time on any one individual. Some refugees report great difficulty navigating the bureaucratic process and dealing with incidents of rudeness or rejection that may be based on discrimination against newcomers. An extreme example of the problems that can occur is illustrated by the experience of a Romanian man who was diagnosed as 'psychotic' by a local clinic. It was later discovered that the only basis for the clinic's diagnosis was the man's inability to answer the question, "What is your name?" The clinic staff assumed that his confused response to their subsequent questions demonstrated delusion rather than his limited ability in English.[61] Hiring multilingual and multicultural interpreters at facilities that deal with immigrants and refugees, as well as encouraging self-help and community leadership can all help facilitate the process of adjustment and integration.[62]

A. Culture Shock

[61] "A Cry for Help: Refugee Mental Health in the United States" (1997) 18 *Refugee Reports*, online: U.S. Committee for Refugees Homepage <http://www.i-counseling.net/pdfs/refugee.pdf >["A Cry for Help"].
[62] For a more detailed discussion of these issues, see generally "After the Door has Been Opened: Mental Health Issues Affecting Immigrants and Refugees in Canada" Report *of the Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees* (1988) ["After the Door has Been Opened"].

Being admitted into Canada is not the end of a refugee's story. In fact it is only the beginning. Once they are here they must go through the long and difficult process of adapting to a completely new environment. To understand the problems of adjusting to a new culture, the typical stages a refugee would experience are listed below.[63]

i) Optimism, excitement. Refugees at first are hopeful of starting a new life with lots of opportunities. Their excitement and optimism replace the anxiety felt before their arrival in their new home. They believe they can overcome all obstacles and that everything will be fine.

ii) Culture shock. Newcomers become overwhelmed at how everything around them is so different from what they are used to. Behaviors, culture, language, and values seem new and strange.

iii) Superficial adjustment. Refugees attempt to adjust and fit in. However, changes are superficial and they continue to interpret everything in terms of their own perspectives and attitudes.

iv) Frustration, depression. The problems of daily living in a new country are encountered at this stage. Language, discrimination, parental unemployment and setbacks in attempts to fit in all become a source of stress.

v) Acceptance of host culture. At this stage, refugees accept and identify with the host culture, which leads to their eventual integration. Without giving up their own cultural heritage, they begin to change their attitudes in order to be part of and fit in with the host culture.

B. Employment

Work is necessary not only for our economic self-sufficiency, but also for our self-esteem. In order to feel worthwhile and useful, people need to see themselves as productive, contributing members of society. Consequently, people who do not or cannot work often feel unworthy.

Some of the many barriers newcomers to Canada face in attempting to join trades and professions include:[64]

i) Language proficiency. Lack of programs for technical or professional language training and lack of access to language training in general (for example, programs are often only

[63] "Students Who Are Refugees", at 12.
[64] "After the Door has been Opened", ch. 4 at 19 – 20.

available to those with permanent resident status) are both obstructions. People with children have the added burden of finding and paying for daycare while in class.

ii) Evaluation of academic credentials. There is a general lack of understanding about educational equivalencies on the part of professional review panels. Further, there is also the danger that professional societies may downgrade the credentials of newcomers in order to protect the interests of their current membership.

iii) Allocation of credit for foreign experience. Proof of "Canadian experience" is required to join many trades and professions. Devaluing foreign experience means that newcomers are considered not to have sufficient experience but are not able to find employment where they could obtain such experience.

iv) Examinations. Examinations are a common part of being certified to practice in many trades and professions. Some professions (such as nursing, accounting, and law) require re-training in Canada before those who have been trained abroad are allowed to write certification exams. This creates economic hardships for newcomers as the cost of re-training is often very high.

v) Systemic discrimination. Some have alleged that the above barriers that prevent immigrants and refugees from practicing their chosen field were created specifically to exclude foreign-trained workers, a discriminatory practice that is racist in origin.

vi) Practical considerations. Refugees may not be able to meet the requirement to present original documents in order to become certified in Canada. As already discussed, they may have had to flee without their documents and may not be able to get replacements due to political upheaval in their country of origin.

All of the above mean that foreign-born workers have higher rates of unemployment than the general population. The effects of not being able to work are numerous. People who were professionals in their home countries can feel degraded by doing manual labour. On the other hand, refugees who are illiterate often have difficulty coping in a highly skilled work force such as Canada's, and cannot support their families. Stress and humiliation are the result. In fact, families in which the head of the household is unemployed have an increased rate of child abuse, wife-battering and marriage breakdown.[65] The outcome of the emotional suffering, unemployment, and underemployment which immigrants and refugees experience is that Canada as a whole is penalized. Instead of becoming an important and valuable part of our society and contributing to our economy, these people are often forced to turn to public assistance.

[65] "After the Door has been Opened", ch. 4 at 15.

C. Problems Specific to Children and Adolescents

Children and adolescents who have been displaced are faced with two stressful processes at the same time. First they go through the typical developmental challenges children deal with as they grow up, and secondly they experience the additional trauma they encounter through flight from their country of origin and loss of their home. Refugee children may experience the following:[66]

> *i) Loss of home and home country.* The home can become a symbol of the self. Its loss implies not only a loss of shelter and security, but also a loss of identity.
>
> *ii) Loss of important others, often family members.* Often, this means the loss of parental protection and support, a great loss considering that families are often the only thing shielding children from adversity.
>
> *iii) Loss of physical capacity.* Refugees frequently go through severe physical stress, injury or disease in escaping their country of origin.
>
> *iv) Loss of parental emotional support and security.* Parents of refugee children often go through anxiety, anger, and aggression since it is common for them to have lost their jobs and feel helpless. Children, in turn, can be deeply affected by the suffering of their caregivers.
>
> *v) Loss of family structure.* Family separation and changed family units frequently occur in displacement.
>
> *vi) Loss of educational opportunities.* In times of crisis or resettlement, children's fundamental rights, such as the right to education, are often violated, which means that they can lose several years of schooling.
>
> *vii) Cultural changes.* Learning a new language and a different set of cultural norms can be very confusing to children, often producing a tug-of-war between the desire to fit into the new culture and the need to please parents who may want to preserve the language and traditions of their home country.

As the above losses increase, the stress level that children experience also increases, which can lead to a greater risk of mental health problems such as Post Traumatic Stress

[66] Z. Koslidou, "The Case of Refugee Children" online: <http://www.iss-ssi.org/2007/Yung_people_in_migration.PDF> ["The Case of Refugee Children"].

Disorder, the sufferers of which re-experience a traumatic event through recurring intrusive thoughts, dreams, or physical sensations.[67]

D. Intergenerational Conflict

Generally speaking, older people have less adaptive capacity than the younger generation. As a result, children often learn the culture and language of a new country faster than their parents and grandparents and that sets the stage for intergenerational conflict.[68] Because children and adolescents are the first to become bilingual, they often take on a lot of responsibility, becoming translators and cultural interpreters for their parents. This creates two significant problems. The first is that refugee adolescents end up having to manage daily family matters such as paying bills, doing the shopping, and generally worrying about their family while also coping with their own trauma.[69] In addition to that stress, this role reversal where children take care of their parents also results in destabilization of the normal lines of communication and authority, which upsets routine interactions between family members.[70]

The gap between the generations becomes even more pronounced as time passes. Young immigrants and refugees want to fit into their new culture and often disapprove of their elders who wish to preserve the language and culture of their home country. The lack of change in their diet, dress, and social or religious behavior can become a source of criticism and embarrassment. It must be remembered that older migrants find these customs and rituals a source of comfort and any change in these areas can be disturbing to them.[71] Such disagreement over culture and values can lead to both elders and youths feeling alienated from their families.

II. RACISM AND DISCRIMINATION

Racism is any distinction based on race, color, nationality, or ethnic origin. Discrimination is unfair treatment founded on a characteristic such as race, religion, gender, etc. Refugees and immigrants may experience racism and discrimination in their home countries, indeed they may have been forced to leave precisely because of their ethnic or racial origin, and

[67] "A Cry for Help".
[68] "The Case of Refugee Children".
[69] "A Cry for Help".
[70] "The Case of Refugee Children".
[71] "After the Door has been Opened", ch.11 at 9.

they may also experience racism in their new host country. As Chapter Two has already discussed the reasons why refugees flee, the discussion below will focus on racism and discrimination that occurs in host countries.

The pervasive nature of racism is evident not only in how refugees are treated in their countries of origin and host countries, but also in how aid is distributed to refugees. For example, for the approximately 500,000 European refugees from Kosovo the international community donated $240 million in relief funds. However, for an equivalent number of African refugees from Sierra Leone, only $20 million could be raised.[72] More than mere numbers, these sums affect refugees' most basic needs, including the availability of food, shelter, health services, and education.

Prejudice toward refugees and immigrants, fear of foreigners (xenophobia) and racism are all connected. Although today in Canada we consider ourselves an open multicultural society and generally do not accept racist ideas or practices, hostility toward newcomers can act as an outlet for the expression of many people's underlying racist attitudes. In fact, racism towards refugees is usually most evident in rich industrialized countries through their use of restrictive immigration policies.[73] After the events of September 11th, 2001, this trend toward restrictive admission procedures and discrimination against immigrants and refugees has become even stronger. In fact, many states now equate the global campaign against terrorism with the fight against illegal immigration.[74] However, simply because refugees have been forced to enter a

[72] Interview with U.S. Assistant Secretary of State for the Bureau of Population, Refugees and Migration, Julia Taft, *Refugees Magazine* (2000) 2:19, 16 at 17.

[73] World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, *Report of the Expert Seminar on Racism, Refugees and Multi-Ethnic States*, UN GA, 1st Sess., Annex, Agenda Item 6, UN Doc. A/CONF.189/PC.1/9 (2000) at 5. An example of a discriminatory immigration policy is the requirement that all refugees and immigrants must take a medical exam which includes a mandatory HIV test for most claimants. Some commentators have argued that HIV testing is simply another way to exclude homosexuals. Why else, they say, would the government test for a disease that cannot be transmitted through casual contact and does not put an excessive burden on the health system, except to exclude people who are perceived to have become infected through behavior that society disapproves of. Others have pointed out that such mandatory testing is discriminatory not just to homosexuals but to *all* immigrants and refugees because these newcomers are the only group of people subject to such testing, the Canadian population as a whole is not subject to mandatory testing, only migrants are singled out for such treatment. The risk of contracting HIV or AIDS does not come from the nationality of the infected person, but from the behaviors that an individual practices. The decision to test for HIV should therefore be seen within the context of Canada's history of racism and fear of foreigners. Prejudice against newcomers as 'carriers of disease' has been demonstrated over and over and testing them for a disease which does not pose a danger to public health or safety only serves to further stigmatize this group. For a more detailed discussion of these issues, see M.A. Somerville and S. Wilson, "Crossing Boundaries: Travel, Immigration, Human Rights and AIDS" (1998) 43 McGill L.J. 782, and "HIV Testing of Immigrants and Refugees", Canada Council for Refugees (2001).

[74] "Racial Discrimination and Related Intolerance", Human Rights Watch World Report 2001: Special Programs and Campaigns (2002). Examples demonstrating this trend include the reaction of Spain's foreign minister who said that

country illegally does not automatically mean that they are criminals, yet that is often how they are portrayed by politicians, the media, and the general public.

Racism and discrimination are global problems that can be seen at the personal level in the mistreatment some individuals experience. They can also be seen at the systemic level through the various ways governments function and their refugee and immigration policies that affect certain racial groups differently than others.[75] The discussion below will look at the systemic nature of racial discrimination.

What is 'race'? Many people still believe that there are natural, physical divisions among people that are hereditary and can be summarized by terms like Black, White, and Asian. However, we now know that the theory of race has no biological basis. Rather, it is a social and political creation based on the supposed physical characteristics of groups. According to Amnesty International, racial categories are arbitrary and often used for political ends (for example, a dominant racial group may use its alleged 'superiority' to justify its continuing domination).[76]

A. Racism and the Administration of Justice

The term 'administration of justice' includes policing, criminal prosecutions, trials, sentencing, and imprisonment. Racism in this setting can cause a great deal of harm to individuals, by depriving them of freedom or even their life (via the death penalty), and to society in general by preventing certain groups from participating in the economic and political affairs of the nation.

When it comes to enforcing criminal law, many studies have shown that police excessively target visible minorities for arrest.[77] Minority groups also face a disproportionate

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"[t]he strengthening of the fight against illegal immigration is also a strengthening of the anti-terrorist fight." In addition, Afghan refugees arriving in Greece after the attacks on September 11th were not allowed to apply for asylum, an action that violated Greece's obligations under the *Refugee Convention*. For further information on the global backlash against refugees and immigrants, see "Refugees, Asylum Seekers, Migrants, and Internally Displaced Persons", Human Rights Watch Homepage <https://www.hrw.org/>.

[75] "Report on Systemic Racism and Discrimination in Canadian Refugee and Immigration Policies", Canadian Council for Refugees (2000).

[76] "Racism and the Administration of Justice", Amnesty International Report, online: Amnesty International Homepage ["Amnesty: Racism and Justice"].

[77] See generally "Racism and the Administration of Justice", online: Human Rights Watch Homepage, <http://www.hrw.org/campaigns/race/criminal_justice.htm > ["Human Rights: Racism and Administration of Justice"].

number of criminal prosecutions,[78] unfair trials, and overly severe sentences.[79] If police and the courts are the government agents that minorities are forced to constantly deal with, then their continued mistreatment strengthens and reinforces their 'inferior' status to the majority. [80] In addition, once racism is codified in law, even if it is only in a few features of the law, then the whole justice system and even the state itself is affected. Discriminatory attitudes and practices come to appear as legitimate and seep into other areas of society.[81] In this way, discrimination in the justice system can uphold or promote social, economic, and political inequalities resulting from wide-ranging government and private practices.

In recent times, the most severe form of continued racial discrimination enforced by law was seen in apartheid South Africa. For over 40 years, the country's black majority was denied their human rights solely because of the colour of their skin. The discrimination they faced was supported by the force of law, created and upheld by white minority governments. Despite universal condemnation of this system, black South Africans were "economically and socially marginalized, politically disenfranchised, and vulnerable to widespread and gross violations of their human rights by agents of the state who could arbitrarily detain, torture and kill with impunity."[82]

Racial discrimination enshrined in national law, as it was in South Africa, is the exception and not the rule. More commonly, non-discriminatory laws are enforced in a racially discriminatory manner. For example, translators or interpreters can be denied during interrogation and court hearings to people who cannot speak or read the official language. Even if the law is non-discriminatory in such cases (that is, there is no discrimination because no defendant is provided with a translator or interpreter), these defendants are still denied the right to a fair trial.

The law should be the primary instrument in all societies for preventing and eradicating racial discrimination. But if the law is itself discriminatory, or is implemented in a discriminatory

[78] According to "Human Rights: Racism and Administration of Justice", "[t]he 'war on drugs' in the U.S. is waged overwhelmingly against black Americans. For example, although there are more white drug offenders than black in the United States, blacks constitute 62.7 percent of all drug offenders sent to state prison and black men are sent to prison on drug charges at 13.4 times the rate of white men."

[79] A recent report revealed that of the convicted defendants whom prosecutors recommended the death penalty, 74 percent were members of a racial minority. In addition, it has also been found that the death penalty is more likely to be sought and imposed for killing a white person than a person of any other race. See "Race of Defendants Executed Since 1976" (2000), online: Death Penalty Information Center Home Page: http://www.deathpenaltyinfo.org/.

[80] "Human Rights: Racism and Administration of Justice".

[81] "Amnesty: Racism and Justice".

[82] "Amnesty: Racism and Justice".

manner, then individuals and groups will be denied justice, the victims of racism will lose confidence in the law as an impartial and fair arbiter of justice, and racist beliefs and practices among government agents and the public will only increase.[83]

B. History of Racism and Discrimination in Canada

Too often we tend to view the problems described above as something that has not or could not happen here. However, the Canadian history of immigration is one of racist policies and discriminatory practices, the impacts of which are still felt today. Below are some examples of Canada's attitude toward foreigners.

- Chinese immigrants (and only Chinese immigrants) were forced to pay a costly 'head tax' and faced severe restrictions in trying to enter Canada from 1885 to 1947. This tax was first established under the *Chinese Exclusion Act*, making it obvious that the purpose of this tax was to deter immigration from China.
- In 1939 a ship from Germany with 930 Jewish refugees on board was not allowed to land at any country in the Americas, including Canada. The ship was forced to return to Europe where it is estimated that three-quarters of the refugees were killed by the Nazis.
- The *Immigration Act* that came into effect in 1953 permitted officials to refuse admission on the grounds of nationality, ethnic group, geographical area of origin, peculiar customs, habits and modes of life, unsuitability with regard to the climate, and homosexuality.
- In the summer of 1987, a group of Sikhs claimed refugee status after landing in Nova Scotia. In response, Prime Minister Brian Mulroney issued an emergency recall of Parliament to discuss enacting *Bill C-84, the Refugee Deterrents and Detention Bill*.
- Prime Minister Kim Campbell moved the responsibility for managing immigration to the new Department of Public Security in 1993. This action was widely criticized for apparently equating immigrants and refugees with threats to public security.
- In 1999 four boats carrying Chinese migrants arrived in B.C. The public response was fiercely hostile. Most of these people were put in long-term detention and some were even prevented from making refugee claims.[84]

[83] "Amnesty: Racism and Justice".
[84] "A Hundred Years of Immigration to Canada, 1900 – 1999: A Chronology Focusing on Refugees and Discrimination", Canadian Council for Refugees, online: Canada Council for Refugees Homepage http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999. The entire report is reproduced in the Appendix.

Activities

Activity 5.1 – *Population Displacement in the Commonwealth of Independent States*

Source	UNHCR – http://www.unhcr.org/pages/4ab35e1a6.html
Curriculum Link	History
Grades	10 - 12
Purpose	To understand the political and ethnic tensions which give rise to discrimination and persecution, and therefore provoke refugee outflows.
Materials	*Handout 16*, Article: "*Population Displacement in the Former Soviet Union"*
Procedure	Students read the article and answer the following comprehension questions: **Comprehension questions** (the questions follow the internal order of the article) 1. The size of the USSR was so big that it spanned how many time zones? 2. The USSR was the world's largest multinational state, but basically, its people were divided into two main groups - Russians and non-Russians. During the time of its existence, there were tensions in the USSR, of two main types. What were they? (Much of the conflict that has occurred since the disintegration of the Soviet Union has been a manifestation of the tension between the non-Russians in the various states that made up the USSR.) 3. In the form of a table with five columns, list the forced population displacements that took place in the Soviet Union before and after the Second World War. In the first column, write down who the people were, put in the second column where the people originally came from, in the third column where the people were forced to migrate, in the fourth column the reason, if it is given in the article, why they moved, and finally in the fifth column, where the descendants have fled to during conflicts in the CIS. (Examples are scattered throughout the article.)

	4. List the factors that contributed to the growing tensions between Russians living in non-Russian states and the local people. 5. a) Why did Kazaks riot in December 1986? b) Find Nagorno-Karabakh on a map. Which ethnic group makes up the majority of the population? Who has had control of Nagorno-Karabakh since the 1920s? What is happening now in this area that is causing people to flee? c) Who were the people who were driven out of Uzbekistan and Kyrgyzstan in 1989? Where did they originally come from? 6. Give reasons why there are border disputes between neighbouring states. 7. The independent countries which emerged as a result of the disintegration of the USSR are themselves multi-ethnic states. a) What does 'multi-ethnic' mean? b) What needs to be done to avoid ethnic conflicts? 8. a) Over two million people have moved to Russia since 1989. List the reasons why the people moved. b) The Russian authorities have divided these displaced people into two categories 'forced migrants' (i.e., refugees) and economic migrants. What percentage of the people who have moved to Russia since 1989 have been recognized as refugees, and who are these people?

Activity 5.2 – *"A Little Girl's Story"*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and Geography
Grades	7-9
Purpose	To have students relate to how it would feel to be in the real life situation of a child refugee. To gain an understanding of why families would choose to flee their homeland with their children.
Materials	*Handout 17*, "A Little Girl's Story" *Handout 18*, "A Brief History of the Balkans"
Procedure	The students should read "A Brief History of the Balkans" first in order to put the refugee testimonial in context. Have the students read the true story of a Croatian girl affected by the conflict in the Balkans. Please be sensitive to the fact that some of your students may be Serbian. It is a good idea to explain that the Serbs are not inherently bad and that atrocities such as the example provided occurred on both sides of the conflict. Concentrate on the children in the story and not the aggressors. ASK YOUR CLASS: • How they would feel if they were in the same situation as this little girl? • How would they react to the intruders? Would they talk back to them like Ali or would they obey them like Jafid? • What would they do if they were the parents of these children? • If they had an opportunity to come to Canada, even if it meant leaving behind all their belongings and their home, would they decide to leave? Why/why not? • If these children came to Canada and began attending their school, what could the students do to make the refugee children feel welcome and comfortable in their new school, neighborhood, and city?

Activity 5.3 – *Top 20 Source Countries Creating Refugee Movements to Canada*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies
Grades	7-12
Purpose	For students to uncover some of the root causes of refugee movements to Canada.
Materials	*Overhead Sheet 7*, Table A, "Immigration to Canada" *Overhead Sheet 8*, Table B, "Top Source Countries"
Procedure	Present Table A, "Immigration to Canada 1979-2000", to your class. This table has been provided to give students a general conception of how many people choose to immigrate to Canada each year, how many of those immigrants are in fact refugees, and the number of immigrants/refugees accepted. Present Table B, "1999: Top Source Countries", to your class and discuss. Some possible discussion questions are: (1) Which country has the highest acceptance rate? The lowest? (2) Which country "sends" Canada the most refugees? (3) What percentage of refugees from the Top 20 are accepted? From the Global Total? (4) What are some possible factors in the homeland that create refugee movements? (5) What factors may cause Immigration Canada to deny some applicants entrance? RESEARCH PROJECT Students choose one country to research from the Top 20 list. Their assignment is to research the political, social, racial, ethnic, and/or religious conditions in that nation which produce refugees. (It may be beneficial to review the definition of a refugee found on Sheet 1.) Students must address the "Percentage Accepted" and provide possible explanations for a high or low level of acceptance. For example, fleeing one's homeland for economic reasons is not valid for a refugee claim. Students can present findings in a variety of ways, such as oral presentations, posters, or essays.

Activity 5.4 - *"Trial Date"*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and Language Arts
Grades	7-12
Purpose	For students to demonstrate their understanding of the reasons refugees flee their homelands and seek asylum in other nations.
Procedure	SITUATION: The students are refugees seeking asylum in Canada. Their hearing is in the near future, and each student must prepare a speech to give before the judge that will convince her to grant them asylum. Have the students present their speeches before the class and have the class decide whether or not the student will receive refugee status in Canada according to the definition of a refugee. If the students understand the term refugee and the reasons refugees flee their homelands, they should be successful applicants.

Activity 5.5 – *"Hopes and Dreams – Stories from Young Refugees"*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies, Language Arts, Health, Law
Grades	7 - 12
Purpose	To have students relate to how it feels to be a child refugee. To gain an understanding of why families would choose to flee their homeland with their children. To see the barriers that refugee youth coming to Canada face and to appreciate the role schools, teachers and students have in welcoming refugee students.
Materials	Video: *Hopes and Dreams…Stories from Young Refugees*, Alberta Civil Liberties Research Centre
Procedure	Before showing the video, we recommend that you: ▪ Read the User's Guide including the video script, and watch the video, ▪ Copy, distribute the glossary to participants, and discuss the terms in the glossary with them, ▪ Share the information in the Introduction section of the video User's Guide with participants. Some suggested questions for discussion and activities for participants after showing the video: 1. Have you ever been discriminated against or been treated unfairly? How did you feel? 2. Have you ever discriminated against someone or treated someone unfairly? How do you think they felt? 3. What most surprised you as you watched the video? 4. What are some things you can do to help a refugee classmate or neighbour feel welcome? 5. Research the names of some famous former refugees, such as Canada's former Governor General Adrienne Clarkson, former United States Secretary of State Madeleine Albright, scientist Albert Einstein, Latvia's President Varia Vike-Freiberga. 6. Access the United Nations High Commissioner for Refugees (UNHCR) website, http://www.unhcr.ch/ Read about the current specific issue facing the UNHCR and be prepared to discuss it. *Note: this activity may be performed at any time throughout this manual.*

CHAPTER 6: REFUGEE AND IMMIGRANT FACTS, NOT FICTION

I. INTRODUCTION

This chapter sets out some of the common myths about refugees and immigrants. Each myth is followed by a discussion of the facts. The "myths about refugees" are separated into the following themes: Security, Canada's Treatment of Refugees, False Documents, and Human Smuggling and the Sri Lankans arriving by Boat in August, 2010. This information comes from the document **"Facing Facts: Myths and Misconceptions about Refugees and Immigrants in Canada,"** Canadian Council for Refugees (1999), the document **"Facing Facts: Myths and Misconceptions about Refugees and Immigrants in Canada,"** Canadian Council for Refugees (2007), online: <http://ccrweb.ca/documents/FFacts.htm>, and the document **"Myths and Facts 2011,"** Canadian Council for Refugees (2011), online: <http://ccrweb.ca/en/myths-and-facts-2011>. One should check the CCR's website for continued updates on myths surrounding refugees. For example, there is a new one on Bill C-31 see: http://ccrweb.ca/en/myths-and-facts-c31.

II. MYTHS ABOUT REFUGEES

SECURITY

MYTH #1: Those who make a refugee claim in Canada "jump the line" and are not as deserving as refugees who wait in refugee camps overseas. Real refugees are those who wait in refugee camps overseas.

FACT: There is in fact no line or queue for refugees to "jump". According to international law, refugees have the right to flee to another country to seek asylum. This is why there is a refugee determination system in Canada – to allow people fleeing persecution to seek asylum here. Refugees are people whose lives are at stake and have been forced from their homes by human rights abuses. We should not expect refugees to wait passively for someone to help them. Refugees do what they can to save their lives and the lives of their families. Refugees are survivors – and of those who make it to Canada, most have already survived a lot. Different rules must therefore apply to refugees – people whose lives are in danger.

It is not right to say that refugees who make a claim in Canada are not as deserving as refugees who wait in refugee camps overseas. All refugees have a right to protection, wherever they are. Saying that some refugees are more deserving than others is the same as saying that some human beings are of less value than others.

Canada has legal obligations towards refugees in Canada under the *Convention Relating to the Status of Refugees* and the *Convention against Torture*. The Supreme Court of Canada has also confirmed that the *Canadian Charter of Rights and Freedoms* guarantees the rights of asylum seekers to fundamental justice. Not everyone who makes a claim in Canada will be found to be a refugee, but all need to be heard to ensure that no one is sent back to face persecution or torture. Canada does not have the same legal obligations towards refugees outside Canada who apply for resettlement.

MYTH #2: **Refugee claimants pose threats to Canada's security.**
FACT: Refugee claimants are not threats to security – they are seeking security and protection from threats to their own lives.

Refugee claimants all go through a front-end security screening, in place since November 2001. Through this process, the Canadian Security Intelligence Service (CSIS) checks all refugee claimants on arrival in Canada. Since the screening was put in place, the number of claimants found to represent any kind of security concern has been statistically insignificant.

It is far more difficult to enter Canada as a refugee than as a visitor, because the refugee determination process involves security checks by CSIS and the RCMP, fingerprinting and interviews. It is not likely that a person intending to commit a violent act would expose themselves to such detailed examinations.

The *Immigration and Refugee Protection Act* excludes refugee claimants if they are found to be inadmissible on the basis of security, serious criminality, organized criminality or human rights violations.

MYTH #3: **Canada's refugee determination system needs reform to become faster.**
FACT: Refugee status determination is an inherently difficult process. Placing speed above other criteria in the process leads to poor decisions.

Unlike other countries with a refugee determination system, including the United States, the United Kingdom, France, the Netherlands and South Africa, Canada does not give refused claimants an appeal on the merits of their case, even though a refugee appeal was legislated in the 2001 *Immigration and Refugee Protection Act*. As a result, wrong decisions in Canada often go uncorrected and refugees face forced return to persecution.

Refugee status determination processing times are determined by how effectively the government manages the process. One cause of increased processing times is government failure to make timely appointments of members to the Immigration and Refugee Board. In 2006-07, the Immigration and Refugee Board finalized 23% fewer claims than projected, due to a shortage of board members.

CANADA'S TREATMENT OF REFUGEES

MYTH #1: **Canada respects the rights of all refugees and immigrants living in Canada.**
Canadians are rightly proud of our *Charter of Rights and Freedoms* and our human rights commitments, but our record is not spotless. For example, Canada has been criticized by the United Nations Committee against Torture and the UN Human Rights Committee for not recognizing our responsibility as a signatory to the Convention against Torture not to return a person to a country where there is a risk of torture, without exception.

The UN Committee on the Rights of the Child has repeatedly criticized Canada for its slowness in reuniting refugee families, in violation of the Convention on the Rights of the Child which requires States to deal expeditiously with requests for family reunification.

In 2000, the Inter-American Commission on Human Rights identified a series of flaws in Canada's refugee determination system, including the lack of appeal. Many of these flaws have not been addressed, as is shown in the finding of the UN Committee against Torture in the case

of Mr. Falcon Rios. The Committee found that the Canadian refugee claim process had not been effective in assessing his risk of torture.

MYTH #2: **Almost everyone who makes a refugee claim in Canada is accepted and those who are refused have innumerable appeals.**

FACT: Less than half of refugee claimants are granted refugee status. In 1998 44% of refugee claims were accepted. During most years since 1989, refugee acceptance rates have generally been between 40 and 45%.[85] Despite the fact that refugee determination deals with matters of life and liberty, there is in fact no appeal on the merits of the case for refused claimants. Review by the Federal Court is limited in scope and few claimants are even given permission to be heard by the court.

MYTH #3: **Canada receives more than its share of refugees.**

FACT: Many other Western countries receive more refugee claimants than Canada, both in absolute numbers and per capita. Year after year, Germany, the United Kingdom and the United States have each received more refugee claims than Canada. The United Kingdom received only 100 more claims than Canada in 2011, though. Also in 2011, France, Italy, Sweden, and Belgium received more claims than Canada. With regards to the number of asylum-seekers per 1 USD Gross Domestic Product per capita, between the years of 2007 and 2011, Turkey has received more claims than Canada as well, while Belgium and Italy have received less.[86] The majority of the world's refugees come from, and remain in, countries of the South. The following countries have each been hosting over a quarter of a million uprooted people: Democratic Republic of Congo, Ethiopia, Guinea, Sudan, Tanzania, Azerbaijan, Germany, Russian Federation, Yugoslavia, United States, China, Gaza Strip, Iran, Jordan, Lebanon, Syria, West Bank, India, and Pakistan. Canada has been hosting about 12,000 refugees every year since 1998. The lowest was 5,936,

[85] "By the Number: Refugee Statistics" (2011), online: Human Rights Research and Education Centre Home Page < http://cdp-hrc.uottawa.ca/en >.

[86] "Asylum Levels and Trends in Industrialized Countries: United Nations High commissioner for Refugees" (2011), online: United Nations High Commissioner for Refugees Online: http://www.unhcr.org/4e9beaa19.html.

and the highest 17,631.[87] The number of refugees Canada accepts each year is less than a tenth of 1% of our population.

MYTH #4: **Canada's does more than its share to assist refugees and asylum seekers when compared to other countries.**

FACT: Only a small minority of refugees and asylum seekers make claims in the world's richest countries, including Canada. In 2006, Tanzania alone hosted more refugees than Canada, France, Australia, the United States, Germany, Spain and Japan combined. While Syria, Chad, Kenya, Thailand, China, Iran and Jordan each hosted more than 250,000 refugees in 2006, Canada hosted only 43,500.

Canada donates far less per capita in support for refugees abroad than Norway, Sweden, Denmark, the Netherlands and Ireland. For example, in 2006 Norway donated over 9 times more money per capita than Canada to international refugee aid agencies. Per capita, Canada was only the twelfth largest donor to international refugee aid agencies in 2006.

MYTH #5: **Refugee claimants can prolong their stay in Canada indefinitely because of government red tape.**

FACT: There is very little a refused refugee claimant can do to delay removal. Even an application for humanitarian consideration does not postpone removal. Over 5,000 refused claimants were removed from Canada in 1998. Many other claimants left voluntarily.

MYTH #6: **Refugee claimants in Canada are less deserving than refugees abroad and Canada should therefore close its borders and only select refugees overseas.**

FACT: All refugees are people who have been forced to flee their homes by human rights abuses and all deserve the chance to start a new life. To say that some are less deserving than others is to say that some human beings are of less value than others. Canada has specific

[87] "IRB Refugee Status Determinations (1989-2011 Calendar Years)" (2011), online: Human Rights Research and Education Centre Home Page: < http://cdp-hrc.uottawa.ca/en >.

obligations towards any refugees on Canadian territory. Sending refugees back to persecution would violate international human rights standards.

FALSE DOCUMENTS

MYTH #1: **Real refugees do not travel on false documents.**
FACT: On the contrary, international law recognizes that refugees often have no choice but to enter a country of asylum illegally. The Refuge Convention therefore prohibits governments from penalizing refugees who enter or remain illegally in their territory.

Interdiction measures include visa requirements and identity checks by airlines and other carriers. Used by many governments – including the Canadian government – to prevent people from arriving on their territory, these measures force refugees to use smugglers and false documents to reach safety.

Many Jews fleeing Nazi persecution in the first half of the twentieth century used false documents to reach safety and were later recognized as refugees.
For many refugees fleeing persecution, a false travel document is the only means of escape.

Repressive governments often refuse to issue passports to known political dissidents – or imprison them if they apply. Sometimes refugees are stripped of their identification as they flee from conflict or have no time to collect their documents before fleeing for safety.

MYTH #2: **Refugees who come to Canada using false documents are bogus refugees.**
FACT: For many refugees fleeing persecution or death, a false travel document is the only means of escape. Often governments refuse to issue passports to known political dissidents, or imprison them if they apply. The fact that a claimant uses a false travel document tells us nothing about whether the person is a refugee or not.

Because refugees often cannot obtain all the necessary papers, international law prohibits governments from penalizing refugees who use false documents. Most governments, including

the government of Canada, require travellers to have visas, creating an enormous obstacle for refugees trying to escape persecution. The more governments put up measures to stop people travelling to their country, the more refugees are forced to use false documents and turn to smugglers to help them escape.

HUMAN SMUGGLING AND THE SRI LANKANS ARRIVING BY BOAT IN AUGUST, 2010

MYTH #1: **People who use smugglers are less likely to be refugees in need of protection.**
FACT: People fleeing persecution often have no choice but to turn to smugglers to help them escape. What would you do if your life was threatened and you needed to get out?
How people arrive in Canada tells us nothing about why they left. To decide if they need our protection we need to know why they left and what dangers they would face if they returned. We have a refugee determination system to find this out.

Many – maybe most – refugees have used smugglers to get to Canada. This is true whether they came by plane, land or boat. There has been a lot of focus on the fact that passengers on the MV Sun Sea may have paid smugglers. But this is just as much the case for refugee claimants who did not arrive by boat – so why the fixation on the boat?

MYTH #2: **Smugglers are increasingly targeting Canada.**
FACT: Where is the evidence for this? Refugees using smugglers to get to Canada is nothing new.
The number of refugee claimants arriving in Canada has been going dramatically DOWN (10,000 fewer in 2010 than in 2009).

MYTH #3: **Harsh policies will stop smugglers and asylum seekers arriving by boat.**
FACT: It is unfair and immoral to punish refugees in an attempt to deter smugglers. It is also not going to work. Refugees are fleeing desperate situations and will do whatever they need to do to save their lives. They rarely know anything about the policies in place in the country they arrive in – sometimes they don't even know where they are going.

Australia tried the strategy of punitive measures to discourage refugee arrivals: it didn't work. When the Australian government abolished their "Temporary Protection Visas" in 2008 they explained that they had not achieved their intended purpose: "The evidence clearly shows, however, that TPVs did not have any deterrent effect. Indeed, there was an increase in the number of women and children making dangerous journeys to Australia."

MYTH #4: **We have to be particularly cautious with people like the Sri Lankans arriving by boat to Vancouver Island last year, because these types of people might be terrorists or criminals.**

FACT: There is no reason to think that wrong-doers are more likely to arrive by boat than by other means. No sophisticated terrorists are going to put themselves on a long and uncomfortable boat trip, knowing that they will be subjected to intense scrutiny by the government.

The government is putting a lot of time and resources into investigating the passengers who arrived on the MV Sun Sea. It is not clear that this is rationally justified. The long-term detention and disproportionate investigations are costing the tax-payer a lot of money.

MYTH #5: **The UN has said that Tamils are no longer at risk in Sri Lanka.**

FACT: In July 2010 the UNHCR issued new guidelines that recognized the evolving situation in Sri Lanka. They advised that it is no longer necessary to presume that Tamils from the north are at risk, but they also said that all claims by Sri Lankans must be examined on their individual merits. They note that groups potentially at risk of persecution in Sri Lanka include journalists, human rights activists, lesbian, gay, bisexual and transgender (LGBT) individuals and persons suspected of having links with the LTTE (Tamil Tigers).

MYTH #6: **Canadians are asking for harsh measures against people who arrive by boat.**

FACT: The harsh measures in Bill C-49 have been rejected by all opposition parties and condemned as illegal and punitive by a wide range of faith, rights, labour, community and legal groups. The government did no consultation prior to tabling the bill and many of the groups said to support the bill were later revealed not to be fully behind it or to be extremely marginal.

Most Canadians of course want to be tough on smugglers, but Bill C-49 punishes refugees. The Canadian Council for Refugees firmly believes that most Canadians do not want refugees, including children, to be jailed as punishment for seeking protection.

III. MYTHS ABOUT IMMIGRANTS

MYTH #1: **Immigrants are a burden on the economy, and a net tax loss for the government.**
FACT: Report after report shows that immigrants continue to positively contribute to economic growth. A parliamentary committee studying the issue concluded: "the evidence presented to the committee confirms that Canada's immigration program continues to exert a positive influence on our economy." Immigration actually increases government revenue, and creates a net tax benefit. Immigrants and the Canadian-born have about the same rates of employment. Immigrants are more likely to be self-employed than the Canadian-born.

MYTH #2: **Immigrants take jobs away from Canadians.**
FACT: There is no established link between immigration and unemployment. Interestingly, the economy often grows during periods of high immigration. Immigration does not cause significant job displacement among Canadian-born workers. Many immigrants create job opportunities by starting companies and investing capital. Studies show that the wage levels of Canadian-born workers are not significantly affected by increased immigration levels.

MYTH #3: **Recent immigrants are not integrating and threaten Canadian values. Their level of education is low, and many cannot speak English or French.**
FACT: The vast majority of immigrants speak either English or French before arriving or learn one or both languages soon after arrival. Immigrants are on average better educated than the Canadian-born and many of the children leading the class in Canadian schools are immigrant and refugee children.

Over 80% of immigrants become Canadian citizens. Research has shown that immigrants participate in Canadian politics as much as the Canadian-born. Fears about immigrant integration are not new. Generation after generation, people have worried about whether the most recent immigrants will integrate as well as previous immigrants. Immigrants contribute to Canadian values of diversity and openness.

MYTH #4: **Increased immigration leads to an increase in crime.**

FACT: There is no established connection between immigration and crime. Immigrants are actually less likely to commit major crimes than the Canadian-born, and are under-represented in the prison population. According to the most recent available figures, 20.5% of the Canadian population older than 15 had been born outside the country, while only 11.9% of the total prison population were foreign born. Immigrants are just people like anyone else. While a few end up in jail, most are law-abiding.

MYTH #5: **Family class immigrants contribute less to Canada than economic immigrants.**

FACT: Families make significant positive contributions to Canadian society. The Longitudinal Survey of Immigrants to Canada (2003) found that immigrants tend to establish themselves more easily if they are supported by their families.

According to a 2007 Statistics Canada study, family class immigrants are less likely to be low-income than skilled workers immediately after they arrive in Canada.

People contribute to society in many ways. We make a fundamental error if we rank the value of one's contribution, whether immigrant or native born, purely in economic terms. In our complex economy, all contributions are necessary and valued irrespective of income level. People contribute in many other ways, as caregivers, leaders, artists, community workers and elders.

MYTH #6: **Canada has more difficulty integrating newcomers today than a century ago. Immigrants are now more diverse.**

FACT: Fears about immigrant integration are not new. Generation after generation, people have worried about whether the most recent immigrants will integrate as well as previous immigrants.

A hundred years ago, Canada was actually quite diverse, with First Nations peoples, a significant Chinese population especially in the West and African Canadians who had been living in Canada for generations, in addition to people of different European heritages. Due to racism this diversity was denied and has tended to be forgotten. Among the early immigrants arriving in large numbers, some European groups were seen as big challenges to integration. Ukrainians, for example, were seen by many as alien because of perceived differences in race (Slav), language, religion (Orthodox) and customs. In 1901 a Member of Parliament told the House of Commons that the assimilation of Ukrainians "means the intermarriage of your sons and daughters with those who are of an alien race and of alien ideas."

Diversity is not something to be feared: diversity is Canada's strength.

Activities

Activity 6.1 – *Learning a Foreign Language*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies, Language Arts
Grades	7 – 12
Purpose	To understand the situation of refugees who need to learn how to speak English as a second language in Canada.
Procedure	SITUATION: Explain to the students that they are in a foreign country where people do not speak English. The students attend a local school, where other students as well as teachers do not speak English. Ask the class the following questions. • How would you adapt to learning their language? • How would you make friends with children who did not speak English? • How would you feel if you could not do any of the work at school? • How would you feel if the other students laughed at you if you make mistakes when you tried to speak their language? Explain the students the situation. Pose above-mentioned questions one by one. After each question, write down the different answers of the students on a flipchart or blackboard. Discuss the answers. When all questions are answered, draw analogies to the situation of refugee children who enter Canadian schools with no or hardly any knowledge of the English language. How would the students help refugee children to feel comfortable at school and encourage them to speak English?

Activity 6.2 – *School in a Foreign Nation*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	English
Grades	7-12
Purpose	To have students write to explore the thoughts, ideas, feelings, and experiences of refugees leaving their homeland, journeying to a foreign country, experiencing life as a refugee in a foreign country, and attending school in a foreign language.
Materials	Handout 29 (if needed)
Procedure	Have students search the Internet for a testimonial of a refugee experience. If you do not have access to computers, you can use Handout 29. Have students read the testimonial in order to discover some key ideas, feelings, and thoughts of refugees as they experience the pain of fleeing their homeland and seeking acceptance in a new land. The students are to write a short story, poem, or non-fiction essay detailing the experiences of refugees. Have them pay special attention to the experience of school in a foreign country.

Activity 6.3 - *Gibberish*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and English
Grades	7-12
Purpose	*Handout 19*, "Gibberish".
Materials	For students to empathize with the difficulties refugee children and teenagers face when attending a foreign school.
Procedure	SITUATION: The students have been transported into a foreign classroom in which they are asked to complete an assignment that they cannot understand. There is one more complication: the students do not know that they have been transported. The teacher should tell the students that she has an assignment for them that involves reading comprehension. They are to read through the passage and answer the following five questions. The students do not know that the assignment is not written in English. There is a five-minute time limit. Hand out the worksheets face down and have all the students flip them over at the same time. When students protest, the teacher should pretend that there is no problem with the worksheet. Begin to go through the questions and act bewildered when no one has any answers. Once the charade is over, the teacher should reveal the purpose of the activity. Ask the students the following questions: (1) How did you feel when you first flipped over the paper? (2) Was it unfair to ask you to answer the questions for marks when you could understand neither the reading nor the questions? (3) Did your intelligence decrease because you did not understand the language? (4) What assumptions are we making about non-English speakers? (that they are not intelligent or cannot hear us) (5) How would you feel if you were the only one who did not understand? Make sure you point out to the class that other languages are not really gibberish but can seem that way when we have no background in the language. Also ensure students that some refugees already speak English, but many do not.

Activity 6.4 - *"Scholarship Programs"*

Source	Alberta Civil Liberties Research Centre – University of Calgary
Curriculum Link	Social Studies and English
Grades	7-12
Purpose	For students to understand the difficulties facing refugee children as they pursue education in refugee camps and in asylum-granting Third-World countries.
Materials	*Handout 20,* "A Special Group of Students".
Procedure	SITUATION: The students are staff members of the United Nations High Commission on Refugees. The UNHCR is hosting a fundraising dinner tonight in order to raise monies to support the UNHCR's scholarship program. Each student must create a speech that will inspire the attendees that giving to the scholarship program is an excellent idea. The handout provided should act as a springboard for the students' ideas. In order to write a speech that is true to the educational system and needs of a particular country, have the students do some research on a country of their choice so that they can learn about the educational experience of refugees.

Appendix
Handouts

HANDOUT 1

from "Who's Looking After These People?"

At the end of the millennium there were an estimated 11.5 million refugees in all corners of the globe who had fled their countries for a variety of reasons and an even greater number of so-called internally displaced persons (IDPs), between 20 and 25 million people, who had been uprooted for similar reasons.

News media and the general public tend to lump both groups together simply as victims of war, but there are crucial differences which affect the type of assistance they receive, the legal protection they are entitled to and their very chances of survival.

The rights of refugees, people who have crossed an international frontier in search of safety, are clearly and comprehensively spelled out in the 1951 Refugee Convention which 133 states have acceded to. The UNHCR is the principal guardian of the Convention.

The internally displaced, people who stay within the boundaries of their own state after leaving their homes, often face a much more difficult and hazardous future. Their principal source of legal protection and material assistance is their own government which may, in fact, view the displaced as 'the enemy' or 'enemy sympathizers' in a civil conflict and which may be in no position anyway to offer emergency food, medicine or shelter. Since sovereignty has, until recently been sacred, outside donors have been more than likely to support refugee crises rather than victims of internal displacement. And though it is now generally agreed that general human rights law applies to all displaced persons, international protection is still more difficult to enforce for the internally uprooted than for refugees.

Any seismic shift in attitudes in the early part of the 21st century would undoubtedly affect all humanitarian work to some degree, but would probably have the most impact on the internally displaced.

Excerpted from:
Wilkinson, Ray. "Who's Looking After These People?" *Refugee.* v. 4 (1999), pp. 4-12.

HANDOUT 2

Internally Displaced/Refugee Children

Children make-up an estimated 50% of many displaced populations. Internally Displaced Persons (IDPs), especially children, are extremely vulnerable because of their separation from the structure and support systems that their communities could generally offer, such as food, water, and health care. Many face forced conscription and sexual abuse by those claiming authority. Approximately 3.5% of all displaced children are unaccompanied. According to a UNICEF study, "one of the most significant war traumas of all, particularly for younger children, is simply separation from parents—often more distressing that the war activities themselves".

Surveys cited in the Graca Machel (1996) study on the "Impact of Armed Conflict on Children" indicate that mortality rates among displaced children can be as much as 60% higher than rates for conflict-affected but non-displaced children in the same country. Displacement can impair a child's capacity for normal development because a strong sense of community, family and how this affects personal identity are profoundly challenged. Effective programs for displaced children must meet a complex range of needs: psychological, educational, physical health, cultural and vocational. Also important is the creation of 'safe zones' and 'zones of peace' where traditional ceremonies and culture-specific activities such as song and dance can be practiced. All these things help build a sense of stability, cultural, and family identity. Displaced and separated children suffer acute trauma and special efforts need to be made for their protection, reintegration and reunification with their families or communities.
July 2000

Source: War Child Canada: http://www.warchild.ca/

HANDOUT 3

Albert Einstein was a Refugee

Any list of the greatest thinkers in history contains the name of the brilliant physicist Albert Einstein. His theories of relativity led to entirely new ways of thinking about time, space, matter, energy, and gravity. Einstein's work led to such scientific advances as the control of atomic energy and to some of the investigations of space currently being made by astrophysicists.

Einstein was born in Ulm, Germany, on March 14, 1879, of Jewish parents. In 1905, at age 26, he published five major research papers in an important German physics journal. He received a doctorate for the first paper. Publication of the next four papers forever changed mankind's view of the universe.

When the Nazis came to power in 1933, they denounced his ideas, seized his property, and burned his books because he was a Jew. That year he moved to the United States. In 1940 he became an American citizen.

In 1939, shortly before the outbreak of World War II in Europe, Einstein learned that two German chemists had split the uranium atom. Enrico Fermi, an Italian physicist who lived in the United States, proposed that a chain-reaction splitting of uranium atoms could release enormous quantities of energy. In 1939 Einstein wrote to President Franklin D. Roosevelt warning him that this scientific knowledge could lead to Germany's developing an atomic bomb. He suggested that the United States prepare for its own atomic bomb research. Out of this effort came the Manhattan Project, in which the first two atomic bombs were developed in 1945. Einstein died in Princeton, NJ, on April 18, 1955.

Source: www.atomicarchive.com/Bios/Einstein.shtml

In 1933, just after Adolf Hitler became chancellor of Germany, Einstein renounced German citizenship and immigrated to America, where he was offered a full-time position at the newly founded Institute for Advanced Study in Princeton, New Jersey.

"If my theory of relativity is proven correct, Germany will claim me as a German and France will declare that I am a citizen of the world. Should my theory prove untrue, France will say that I am a German and Germany will declare that I am Jew."

Source: http://www.timeone.ca/quotes/

HANDOUT 4

Universal Declaration of Human Rights (abbreviated)

Now, therefore THE GENERAL ASSEMBLY proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms:

Article 1 Right to Equality

Article 2 Freedom from Discrimination

Article 3 Right to Life, Liberty, Personal Security

Article 4 Freedom from Slavery

Article 5 Freedom from Torture, Degrading Treatment

Article 6 Right to Recognition as a Person before the Law

Article 7 Right to Equality before the Law

Article 8 Right to Remedy by Competent Tribunal

Article 9 Freedom from Arbitrary Arrest, Exile

Article 10 Right to a Fair Public Hearing

Article 11 Right to be considered Innocent until proven Guilty

Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13 Right to Free Movement in and out of the Country

Article 14 Right to Asylum in other Countries from Persecution

Article 15 Right to a Nationality and Freedom to Change It

Article 16 Right to Marriage and Family

Article 17 Right to own Property

Article 18 Freedom of Belief and Religion

Article 19 Freedom of Opinion and Information

Article 20 Right of Peaceful Assembly and Association

Article 21 Right to Participate in Government and in Free Elections

Article 22 Right to Social Security

Article 23 Right to Desirable Work and to join Trade Unions

Article 24 Right to Rest and Leisure

Article 25 Right to Adequate Living Standard

Article 26 Right to Education

Article 27 Right to Participate in the Cultural Life of Community

Article 28 Right to Social Order assuring Human Rights

Article 29 Community Duties essential to Free and Full Development

Article 30 Freedom from State or Personal Interference in the above Rights

(Source: University of Minnesota Peace and Environment Resource Centre)

HANDOUT 5
Poster: Spot the Refugee

Source: http://www.unhcr.org/46a755202.html

HANDOUT 6
Poster: How does it Feel?

Source: http://www.unhcr.org/46a755202.html

HOW DOES IT FEEL?

Imagine this.

You've lived all your life at peace. Home, family, friends, all normal. Then, without warning, your whole world changes.

Overnight, lifelong neighbours become lifelong enemies. Tanks prowl the streets and buses burn. Mortar shells shatter the mosques. Rockets silence the church bells.

Suddenly everything you've known and owned and loved is gone and, if you're lucky enough to survive, you find yourself alone and bewildered in a foreign land. You are a refugee.

How does it feel?

The fact is, refugees are just like you and me, except that they have nothing. And that's exactly what they'll always have unless we help.

We're not asking for money (though every contribution helps), but only this:

When you do meet a refugee, imagine for a moment what it must be like, and then show her your smile. Instead of your back.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a strictly humanitarian organization funded only by voluntary contributions. Currently it is responsible for more than 27 million refugees around the world.

UNHCR

UNHCR Public Information
P.O. Box 2500
1211 Geneva 2, Switzerland

Models courtesy of the LEGO Group.

United Nations High Commissioner for Refugees

HANDOUT 7
Poster: What's Wrong Here?

Source: http://www.unhcr.org/46a755202.html

WHAT'S WRONG HERE?

Look at this nice happy people.

Notice that each one has something: a tool or implement here, a bicycle or a briefcase there. All completely normal and unremarkable.

But wait. Something's amiss. That nice fellow near the bottom – third row down, second from the right. He doesn't seem to have anything.

Indeed. You see, he's a refugee.

And as you can see, refugees are just like you and me except for one thing: everything they once had has been destroyed or taken away, probably at gunpoint. Home, family, possessions, all gone.

They have nothing.

And nothing is all they'll ever have unless we help.

Of course, you can't give them back what's been destroyed, and we're not asking for money (though every penny helps). But we are asking you to keep an open mind. And a smile of welcome.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a strictly humanitarian organization funded only by voluntary contributions. Currently it is responsible for more than 23 million refugees around the world.

UNHCR

United Nations High Commissioner for Refugees

HANDOUT 8

Refugee Process

> *"The process of becoming a refugee is not instantaneous. It proceeds through the often-slow growth of root causes to the sometimes quite sudden flash of an immediate catalyst that generates actual flight. Asylum follows when another state grants those in flight access to its territory and extends protection to them. Finally, for the more fortunate, a permanent resolution of their status is sought and found, and they cease to be refugees".*

The State of the World's Refugees: The Challenge of Protection (Geneva, UNHCR, 1993), page 6.

HANDOUT 9

"The Girl Child"

It is a sad truth that, around the world, girls are treated as though they are less valuable than boys—despite the fact that they contribute as much or more. They are denied equal rights to education, food, health care, dignity, and protection. Because of their gender, they are often subject to harmful practices such as female genital mutilation and early marriage, and they are especially vulnerable to violence and sexual exploitation.

During wartime, girls are often taken away from their families and forced to become soldiers, where they are often also expected to act as sex slaves to male soldiers.
As active soldiers, girls are forced to kill or be killed. Often they are also expected to cook for the troops and carry supplies, yet are denied food and rest. No thanks to this unhealthy environment, girls are extremely vulnerable to catching STDs, HIV/AIDS and other diseases, making it difficult for them to survive.

If a girl is both an immigrant and a refugee (say, for example, she grows up in Angola then flees the violence there to live in South Africa) she can expect to live with more violence, because she will face discrimination both from people within her own community and from outsiders. Also, it will not be easy for this girl to get into another country. She probably won't have any money, so she will have to pay her way with sex—it's her only option. Once she finally gets into the new country and finds a place to live, it will still be very difficult for her to maintain a safe and healthy standard of living unless this new culture treats girls with equal rights as boys.

Even though the "Convention of the Rights of the Child," states that children should be treated equally, this simply isn't happening. It is important, then, that special consideration be given to the "girl child" so that she has the right to the following human rights:

- **The human right to** freedom from discrimination based on gender, age, race, color, language, religion, ethnicity, or any other status, or on the status of the child's parents.
- **The human right to** a standard of living adequate for a child's intellectual, physical, moral, and spiritual development.
- **The human right to** a healthy and safe environment.
- **The human right to** the highest possible standard of health and to equal access to health care.

- **The human right to** equal access to food and nutrition.
- **The human right to** life and to freedom from prenatal sex selection.
- **The human right to** freedom from cultural practices, customs, and traditions harmful to the health of the child, including female genital mutilation.
- **The human right to** education—to free and compulsory elementary education, to equal access to readily available forms of secondary and higher education, and to freedom from all types of discrimination at all levels of education.
- **The human right to** information about health, sexuality, and reproduction.
- **The human right to** protection from all physical or mental abuse.
- **The human right to** protection from economic and sexual exploitation, prostitution, and trafficking.
- **The human right to** freedom from forced or early marriage.
- **The human right to** equal rights to inheritance.
- **The human right to** express an opinion about plans or decisions affecting the child's life.

Source: War Child Canada
http://www.warchild.ca

HANDOUT 10

Where Am I?

When Nguyen Van Ho escaped his native South Viet Nam in 1979 and reached his newly adopted homeland, he was shocked. Staring across a treeless landscape of forbidding lava rocks, volcanoes and glaciers, his first thought was, "I have escaped Viet Nam and gone to the moon."

Two decades later, 37-year-old Zdravko Vranies arrived from the chaos of the Balkans and had a similar reaction. "Is this Mars?" he wondered.

Both refugees had, somewhat reluctantly and to their own surprise, accepted sanctuary in Iceland, a wedge of beautiful but harsh fjords and mountains stuck between northern Europe, Canada, and the North Pole. Nguyen Van Ho had never even heard of the country until a visiting delegation to the Malaysian camp in which he was living asked if he would like to start a new life in Iceland. Vranies had wanted to go to Switzerland or Germany, but when those options were ruled out, he boarded an aircraft with his wife and two daughters and flew to the capital of Reykjavik in June, 1998.

Iceland is one of the most unusual and little known of asylum countries in the world. The majority of refugees, like Nguyen, have probably never heard of the place and even among humanitarian workers there is often astonishment: "Iceland? Refugees? You must be kidding."

But since the Hungarian Revolution in the 1956, it has been welcoming small groups of uprooted people. In 1979, 34 boat people who had fled South Viet Nam, including Nguyen Van Ho, arrived to start a new life. A decade later another group of Vietnamese, this time mainly northerners who had been living in camps in Hong Kong came.

Iceland accepted Polish refugees during the 1980s as the seemingly monolithic communist bloc in central Europe began to crumble and for three years starting in 1996 groups of mainly mixed marriage Serbs from the Krajina region of Croatia who had been driven out of their homes by the war in 1995, were accepted. In 1999, nearly 80 refugees from Kosovo were flown to Iceland.

Those numbers may seem small, but the population of Iceland is only 275,000, and, on a per captia basis, the number of Kosovars accepted this year would be comparable to an annual intake of more than 70,000 refugees in the United States or some 15,000 people in the United Kingdom. The social and cultural impact on both refugees themselves and the homogenous Icelanders has also probably been more pronounced than in other countries.

Source:
Wilkinson, Ray. "Where Am I: Refugees are finding a most unusual home in a faraway place". *Refugees.* v.1 (2000), pp. 21-23.

HANDOUT 11

Making a Decision

CASE 1: Ms. H., who has no political affiliation, belongs to an ethnic minority, of which members want independence from the ethnic majority governing her country. In support of their ideas, some members of the minority group have undertaken guerilla activities. Each time one of the guerilla actions took place, Ms. H. was threatened by some of her neighbours, who belong to the ethnic majority. In addition, she received anonymous phone calls from members of her own ethnic group, who criticized her for not taking their side. She went to the police and asked for protection, but they were so overwhelmed by the events that they could not help her. Tension grew in Ms. H's country, and many people were killed in clashes. Three members of Ms. H's family were killed and the perpetrators were never identified. Frightened, Ms. H. obtained a passport, left her country by plane, and arrived in Canada, where she is now requesting asylum.

CASE 2: Ms. F. is a citizen of Magnolia. She has been suffering from serious disease for the past three months. Her doctors believe that she only has a few months left to live. Her only hope is a new, but very expensive, medical treatment. Unfortunately, Ms. F. is poor, and the Magnolian government has suspended all free health care services. All citizens are required to pay the full cost of their medical care. Ms. F. will never be able to afford the treatment that she needs to survive. However, in neighbouring Ruritania, health care is still subsidized by the government. If Ms. F. is allowed into Ruritania she is guaranteed free health care. With the help of a friend, Ms. F. travels to the Ruritanian border and applies for refugee status. She claims that she will not survive if she remains in Magnolia.

CASE 3: Ms. Q: For the past two years, Zania has been ruled by a military regime. The country's parliament has been dismissed and all laws are made by decree. As part of an ambitious plan to employ all able-bodied working men, the government orders all women to leave their jobs and remain in their homes. Women who disobey this decree will be severely punished. Ms. Q, a doctor, had to abandon her profession. Thanks to a missionary, Ms. Q. obtained a false passport and escaped the country. She is now requesting asylum in Ruritania.

CASE 4: Mr. C: Mr. C, a soldier in Magnolia, executed twenty prisoners of war. He claims that he was following his superior officer's orders. He did so fearing that he might be punished if he had not complied with the order. A common punishment in this case would be demotion and even detention. He is now wracked by remorse. Mr. C expects to receive a very long prison term if he returns to Magnolia. He left Magnolia without permission and is now seeking asylum in Ruritania.

CASE 5: Mr. R: As a member of a group opposed to the governing regime of his country, Mr. R. secretly distributed pamphlets in the factory where he worked. The pamphlets called for an uprising of the people against the regime. He was discovered, arrested and sentenced to five years' imprisonment. In prison, he was repeatedly tortured by government agents. After two years, he managed to escape, however, during his escape he wounded one of the prison guards. As a result, the guard was left permanently paralyzed. After a long and complicated journey, Mr. R. managed to leave his country and request asylum in Ruritania.

Answer the next two questions for all cases:

- Who of these people is a refugee? Why or why not?
- Do you think that their application will be accepted? Why or why not?

HANDOUT 12

Step-by-Step Through the Refugee Claim Process in Canada

Step 1: Landing

Canada signed the Geneva Convention of 1951 and the 1967 protocol to the convention. The Canadian government uses the Geneva Convention definition of Convention Refugee.

Whether a person claims to be a Convention refugee at a Canadian port-of-entry or after entry into Canada, it is the Immigration and Refugee Board (IRB), which determines whether he or she is a Convention refugee. The IRB is an independent, quasi-judicial, specialized tribunal composed of members appointed by the government.

Step 2: Convention Refugee Eligibility

However, it is Canada Immigration (CIC) that determines whether the claimant is eligible to have his or her claim heard at the IRB. The person making a refugee claim must complete a questionnaire. The questions are related to issues such as: identity and travel documents, education and employment history, date of birth, family members, marital status, immigration status anywhere, their route to Canada, criminal record, previous refugee claims, and previous removal from Canada.

Most refugee claimants are found eligible to have their claims heard at the IRB. However, a person may not be eligible for the following reasons: Convention Refugee in another country where the claimant has a right to reside; a serious criminal record; is considered a security risk (past involvement in terrorism); making a second claim in Canada within 90 days of prior departure.

If the person is found eligible to make a refugee claim, the Senior Immigration Officer will issue a conditional removal order against the claimant and the case is referred to the IRB to be heard. If the refugee claimant is recognized as a Convention Refugee, the conditional removal order never comes into effect. On the other hand, if the refugee claim is rejected or declared abandoned, the removal order becomes effective.

Once found eligible, the refugee claimant has access to benefits such as: health insurance, education, social assistance (welfare), and legal assistance (the scope of which varies from province to province). Any refugee claimant who is found eligible receives a package containing the following documents: Refugee Claimant Canadian ID, form for medical exams, federal medical emergency coverage, and the Personal Information Form (PIF).

Step 3: The Personal Information Statement

The PIF must be completed and filed with the IRB within 28 days of being found eligible. An extension of time is more likely to be granted if submitted before the 28-day period has expired. After submitting the PIF to the IRB and if the medical exams have been passed, the refugee claimant can apply for a work permit. If a refugee claimant does not file the PIF, the IRB can declare the case abandoned which leads to the removal of the abandoned refugee claimant.

The PIF is the key written document in the application for refugee status. Most of the PIF questions, as in the eligibility form, are related to issues of identity, the route to Canada and other travel and immigration related information, education and employment history, family links and members, marital and immigration status, criminality, either refugee claim or convention refugee status elsewhere, removal from Canada and the most important one, why the person fled his/her

country. The PIF's addendum addresses some procedural and legal issues of the case. Amendments to the PIF can be made up until the actual day of the refugee hearing.

Step 4: The Hearing

Several months after the PIF is filed with the IRB, the Board will give notice of the time and place of the refugee determination hearing. The most important thing to do before the hearing is to gather evidence and to prepare the refugee claimant for the hearing. The IRB may hold a pre-hearing conference to narrow issues and for the disclosure of evidence. The parties have to disclose and file evidence before the hearing within specified time limits (20 days before the date set for the hearing) or the IRB may refuse to admit it.

Hearings are conducted by two members of the IRB, unless the refugee claimant consents to the claim being heard by a single member. The refugee hearing is defined as non-adversarial, private and confidential. Generally, those involved in the refugee hearing are the following: the refugee claimant, a qualified interpreter, the claimant's lawyer or legal representative, and the Refugee Claim Officer (RCO). The refugee claimant is considered the main witness. Either the lawyer or the legal representative helps the refugee claimant to present the case by questioning the claimant, researching and presenting documentary evidence, and making submissions. Unrepresented claimants can present their own case.

The RCO helps IRB members to reach a decision by questioning the claimant, pointing out the issues, researching and presenting written materials, and is not considered to be a "counsel for the other side."

There is an "expedited" (fast track) process as well, in which refugee claimants in clear-cut cases can be accepted without a full hearing. The refugee claimant will be interviewed for about an hour by a Refugee Claim Officer, who after considering the country conditions and the particular circumstances of the claim, may recommend to an IRB member, that the refugee claimant be accepted as a Convention Refugee. If the claim is not accepted at an expedited hearing, the case is scheduled for a full hearing to be held at a later date.

After the case has been presented to the IRB members, unless the IRB members otherwise allow, participants at the hearing are expected to make their representations orally at the conclusion of the hearing. Then the IRB member can either render a decision from the bench or reserve it and send it by mail after. If the decision is reserved, the waiting period for the decision varies from a few days to several months.

Step 5: Residency

If the refugee claimant is found to be a Convention Refugee, the person has 180 days from the date of receiving the IRB's written decision to apply for Permanent Resident status. The Convention Refugee has to meet the following requirements: provide some satisfactory form of identification; pay up-front the "processing" fee ($500 per adult and $100 per child); pay an extra $975 per adult, called the "right of landing" fee. The payment of the "right of landing" fee can be delayed until the date of the actual landing, or the person may apply for a loan from Immigration Canada. The official processing time for a completed application is 18 months.

Step 6: Appeals & Alternatives

If the refugee claimant is found not to be a Convention Refugee, the rejected refugee may apply, within 15 days from the date of receiving the IRB's negative decision, to both the Federal Court for permission (leave) to review the IRB negative decision and to the Post-Determination

Refugee Claimants in Canada Class (PDRCC). The time periods are concurrent. The rejected refugee will be allowed to stay in Canada while these applications are pending. There is a $50 filing fee at the Federal Court. There is no fee for a PDRCC application. Regarding the Federal Court, even though a lawyer is not needed for applying to Federal Court, the rejected refugee will need a lawyer to submit the memorandum of argument (within the 30 days to follow after the application) and, if the case receives leave for judicial review, to make an oral argument before the Judge. The Judge will decide if the rejected refugee case is to be sent back to the IRB for a rehearing or if the negative decision stays. Very few applications are successful.

In regard to the PDRCC, the refused claimant has 30 days after filing the application to make submissions as to why he or she will be at "objectively identifiable risk" if he/she is removed back to his/her own country. Very few applications are successful. If the PDRCC unit decides positively, the beneficiary can apply for permanent resident status. On the other hand, if both the Federal Court and the PDRCC are negative, the person becomes removable from Canada.

At any time, a refugee claimant or a refused claimant (still in Canada) can apply for permanent resident status in Canada on Humanitarian and Compassionate grounds (H&C). The "processing" fee ($500 per adult and $100 per child) applies to this application and has to be paid up front. If the application succeeds, the person will be landed in Canada and the "right of landing" fee applies. A pending H&C application does not stop deportation procedures. Very few such applications are successful.

Step 7: Removal

Regarding removals, the rejected refugee has two choices: either to leave Canada voluntarily, within the 30 days after receiving the last negative decision (most probably from the PDRCC unit), to a country of his/her choice (with a legal entry to that country), or to be removed from Canada by CIC. If the rejected refugee is removed by CIC he/she will face two different procedures, depending on where he/she entered Canada. According to the Canada/US Memorandum of Understanding currently in operation, if the refugee claimant entered via the United States and made a claim at the border, the rejected refugee will be removed back to the U.S. If the refugee claim was made either in-land (inside Canada) or at any Canadian International Airport, the rejected refugee will be deported directly back to his/her home country.

Source: For current information on this process (it changes quite frequently) see: http://www.irb-cisr.gc.ca/Eng/RefClaDem/Pages/ClaDemGuide.aspx

HANDOUT 13

Refugee Claim Worksheet

Fill in the required information as you uncover it during your research process. This information will provide the basis for your refugee claim.

Name_____

Age_____

Date of Birth_____

Nation of Origin_____

Marital Status_____

Previous Refugee Claims_____

Previous Removal from Canada_____

Family Members_____

Education_____

Travel Documents_____

Criminal Record_____

Medical Information_____

_____

Employment History_____

_____

Route to Canada_____

_____

Immigration Status in Any Other Country_____

_____

Why have you fled your country (political situation, ethnic cleansing, persecution based on race, religion, nationality, membership in a particular social group, or political opinion)? Ground these reasons in real situations presently occurring (or historically accurate) in your chosen country of origin.

HANDOUT 14

"What is integration like?"

Thirteen Somali women answered:

* If you listen to me you can help me.
* If you come to a country where everyone has only one eye, you have to take out one of your eyes so that you can fit in. Integration is THAT painful.
* It feels as though I am getting on to a moving bus. I want to take a seat but I can't reach an empty seat because the bus is traveling too fast.
* I am at a corner of a busy street. People are passing quickly by in a huge crowd. I want to join them and go wherever they are going. But I can't jump into the crowd: the people are moving too fast.
* Time is very important in Canada. In fact I got my first watch here. Time to catch a bus, time for doctor's appointments, time for immigration appointments. I had to learn how to tell time. (by *a 60 year-old woman*)
* People think they know us when they describe what they see of us on the outside – black skin, Somali, veils. How can they think they know us when they have no idea what is happening to us inside?
* I feel chains all over my body. They are holding me back but I can't see them.
* I came to Canada to find peace. I've climbed the ladder of peace and I thought that would be all. I ran from flames but now I'm faced with hidden flames. Integration is like that.
* I can't speak English but I can read the expressions on faces. A smiling face is welcome to me but why do you give me a look that hurts so much and says "Go away"?
* We have patience with our children. We know it takes a long time to learn to walk and talk. Why do people expect newcomers to learn everything about Canadian life overnight?
* When I'm overwhelmed with everything, I pray. I pray to the ground not to be slippery, I pray to the wind not to be too strong. I pray to the snow to stay away. Sometimes it works. God is my only friend.
* Canada has lots of technology. It's frustrating when you finally reach a person, but he/she behaves like one more machine.
* I came from a place where everyone knows my name, to a place where no one knows me at all. Sometimes I hear people calling my name in the neighbourhood where I live but I find out that it's only the wind.
* A wet lion looks like a fox. I am a fox in Canada. (*by a woman who was a well-known social activist in Somalia.)*

Source: http://ccrweb.ca/sites/ccrweb.ca/files/static-files/bpfina1.htm#3.%20SETTLEMENT%20AND%20INTEGRATION

HANDOUT 15

Settlement and Integration

As a country with a long and formative history of immigration, Canada has extensive experience with the process through which newcomers become an integral part of our society. Much has been said and written about this process -- by historians, social scientists, policy-makers and poets. No brief summary can do justice to a subject so complex. There is not even a single word for the process. Many different terms are used, including:

* resettlement
* settlement
* adaptation
* adjustment
* integration

The (re)settlement process can be viewed as a continuum, as newcomers move from acclimatization, to adaptation, to integration.

Defining Integration

As early as 1952, the United Nations Economic and Social Council, recognizing its complexity, defined integration as a "gradual process by which new residents become active participants in the economic, social, civic, cultural and spiritual affairs of a new homeland. It is a dynamic process in which values are enriched through mutual acquaintance, accommodation and understanding. It is a process in which both the migrants and their compatriots find an opportunity to make their own distinctive contributions" (cited in Kage, 1962:165).

In other words, a refugee to Canada has become a member of Canadian society when he or she is able to find employment, have a social life, understand the government system and is able to be involved through the vote, and has found a cultural and spiritual community. In this process, the life of the refugee and the character of the new nation are enriched because both the refugee and the nation influence each other. The refugee is able to make his or her own contribution to the life of the nation.

It is very much this definition to which immigrant and refugee-serving agencies subscribe. *Immigration Settlement Counselling: A Training Guide* (OCASI, 1991:8) defines settlement as "a long-term, dynamic, two-way process through which, ideally, immigrants would achieve full equality and freedom of participation in society, and society would gain access to the full human resource potential in its immigrant communities".

Source: http://ccrweb.ca/sites/ccrweb.ca/files/static-files/bpfina1.htm

HANDOUT 16

Article: Population Displacement in the former Soviet Union

The collapse of the Soviet system was one of the most momentous events of the 20th century. It has not only altered the political geography of the world, but also created a host of new opportunities and challenges, both for the independent states and autonomous formations which have emerged, or re-emerged, from the Soviet empire, and also for the international community generally. The post-Soviet landscape has yet to settle after this immense political earthquake, and there is still a great deal of tectonic movement. As the newly independent states seek to overcome the immense difficulties connected with state building, decolonization, economic dislocation and the transition to new political and economic systems, numerous ethnic conflicts and instances of extensive population displacement in various parts of this huge region attest to the continuing instability and dangerous potential for further upheaval and even greater crises.

Ethnic tensions and massive population movements are, however, not new to this part of the world. Indeed, more often than not, the roots of today's problems are to be found in the Soviet, and even tsarist, periods. Although the widespread misconception about the former Soviet Union as being synonymous with Russia tended to obscure the USSR's ethnic heterogeneity and the vitality of its non-Russian peoples, it was in fact the world's largest multinational state. Moreover, behind the facade of unity and the pretense that it was a harmonious new model society based on "free and equal partnership," the Soviet Union was also the last of the great empires and, for most of its history, a totalitarian one at that.

Territorially largely coterminous with the former Russian Empire, from which it was reconstituted by force, the Soviet empire spanned 11 time zones and stretched over 5,600 miles from the Baltic and Black Seas in the west to the Pacific Ocean in the east. The USSR also inherited a complex "nationalities problem" from the Tsarist Empire which existed on two planes: the vertical, involving the relationship between the majority, and politically and culturally dominant, Russian nation and the non-Russians, many of whom had attempted to establish their own independent states; and the horizontal, that is, the tensions and disputes between some of the non-Russian peoples living next to one another, which were frequently aggravated by Moscow's divide-and-rule policies.

Lenin and the Bolsheviks knew that force alone would not suffice to weld together the fragmented former Russian "prison of nations," and they initially offered some concessions to national feeling designed to win over the loyalties of the non-Russians. The USSR was organized territorially along ethnic lines right down to the regional and local levels. In Central Asia, new ethnic republics were created to break up the unity of Turkestan (as most of Muslim Central Asia was known after its conquest in the 19th century by Russia). Here, and in the Caucasus, internal borders were frequently arbitrarily imposed.

In the highly centralized, supposedly federal, Soviet Union, which was run by the ruling unitary Communist Party, 15 of the major nationalities had their own nominally sovereign Union

republics. But there were dozens of other ethnic groups in this multi-ethnic patchwork, both large and very small, which had their own autonomous state formations.

But what really distinguished the USSR from other empires was that, from Lenin until Gorbachev, Soviet rulers sought to re-forge individuals, peoples and societies in accordance with their all-embracing chiliastic ideology. Their policies, involving massive economic transformation and social and cultural "engineering," brought economic and social progress. But, because they were achieved through terror and coercion, the policies also resulted in immense suffering, the loss of untold millions of lives, and the forced displacement of people on a scale that is hard to imagine. Peasants were driven into collective farms, the better-off ones being deported with their families to remote regions; forced labor was used to meet the increasing demands for manpower from the industrialization and regional development programs, and an enormous complex of forced labor camps - the infamous GULAG, was established; entire ethnic groups were deported to Siberia and Central Asia.

During World War II there was further massive loss of life, destruction and population displacement. After the war, large-scale deportation was used to facilitate the Sovietization of the newly acquired territories in the Baltic region, Western Ukraine and Moldova, and Russians were encouraged to settle in these areas. After Stalin's death in 1953, the use of political terror and forced labor was drastically reduced, and many, but by no means all, of the peoples and individuals who had been repressed and forcibly displaced were gradually allowed to return home.

Through its control of the political and economic levers, the Soviet imperial center, however, continued to find ways of inducing mass population flows, usually of Russians (and Russified Ukrainians and Belarusians), to non-Russian republics, for the purposes of promoting regional development, as it saw fit, and strengthening central control. In 1954, for example, Khrushchev ignored the protests of Kazakh Communist officials and launched his "Virgin Lands Scheme" in which hundreds of thousands of "volunteers" were sent to settle and cultivate the supposedly "idle" areas of Kazakhstan, where in fact the Kazakhs had traditionally bred livestock. Consequently, by 1959, the Kazakh share of the population in their own republic had fallen to under a third.

The Kazakhs were not the only ones to fear about their future. The migration of Russians and other Slavs continued into the Central Asian, Caucasian and Baltic republics, especially into the cities. The relatively small Latvian and Estonian nations eventually became especially anxious about their survival. The heavy flow of Russians into Ukraine also did not abate and by 1989 there were over 11.3 million of them in this republic, constituting 22 percent of the total population.

The Soviet government's stimulation of migration flows in the name of economic and political exigencies reinforced ethnic tensions in the republics. As it was, the leading role of the Russians and of their language and culture had been officially promoted from the Stalin period onwards, and the main thrust of Soviet nationalities policy in the post-Stalin period was to forge a "Soviet people" with a Russian cultural core. In this sense, the Russians, who themselves suffered considerably during the Soviet period, were a privileged people. While the non-Russians were

pressured to learn and use Russian, very few of the Russian, or Russian-speaking migrants, bothered to learn the languages of non-Russian nationalities, even if they lived among them.

When, in the Brezhnev period, the Soviet command economy began to show increasing signs of stagnation, changes in demographic trends also added to the Soviet leadership's sense of impending crisis. The birthrate of the Russians and other Slavs was declining, while that of the inassimilable Central Asian peoples remained high, giving rise to psychological and political fears, and complicating matters for Soviet central planners and the generals. Furthermore, as the traditionally Muslim Central Asia peoples began to reap the benefits of modernization policies and of affirmative action programs, they grew more assertive, and Russian and other migrants began to leave. In 1979, Soviet concern about the "Muslim" demographic time bomb, the possible spread of Islamic fundamentalism and the security of the USSR's southern borders, were factors behind the decision to invade Afghanistan.

During the next decade, there was a complete reversal of the North-South migration pattern - that is of Slavic migrants moving to the Central Asian republics and the Caucasus - and hundreds of thousands of persons left Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and other southern republics.

The scale and acuteness of the "nationalities question," which had long been officially proclaimed as "solved," became apparent almost as soon as Gorbachev embarked on his course of glasnost and perestroika. Designed to revamp and not dismantle the Soviet system, these policies nevertheless led away from totalitarianism and empire. With the relaxation of controls, problems which had been suppressed or concealed suddenly came to the fore.

The first major tremor was felt in December 1986 when Kazakhs rioted after Moscow appointed a Russian as the new Party boss in Kazakhstan. During the early phase of glasnost, however, the only major displacement of population was caused in April 1986 by the world's worst nuclear accident at the Chernobyl atomic power station north of the Ukrainian capital, Kiev. But within two years, the ethnic conflicts that were accumulating as a result of the Soviet leadership's continuing reluctance to address the nationalities problem began producing hemorrhaging of refugees and displaced persons.

In early 1988, the long smoldering problem of Nagorno-Karabakh (the predominantly Armenian enclave which Moscow had placed under Azerbaijan's jurisdiction in the 1920s) suddenly flared up. As a result of the ethnic strife an estimated 500,000 Armenians and Azerbaijanis fled in opposite directions, from Azerbaijan to Armenia, and vice versa. The following summer, communal violence erupted in the Fergana Valley in Central Asia and over 60,000 Meskhetian Turks - one of the deported peoples - were driven out of Uzbekistan and Kyrgyzstan.

As the center began to lose control, the daunting scale of the difficulties facing the Soviet leadership in trying to hold its crumbling empire together was also revealed in the last Soviet census, which was carried out in 1989. It emerged that the Russians now barely accounted for 50 percent of the population of 285 million. Far from eradicating national consciousness, Soviet policies had in fact had the opposite effect: the entire trend continued to be in the direction of the concentration of most nationalities in their own areas and their greater assertiveness. National

feeling and assertiveness were on the rise throughout the USSR, and the non-Russians from Moldova and the Baltic republics to Central Asia were beginning to pass laws aimed at upgrading and bolstering the status of their native languages - in other words, counteracting the effects of Russification.

The census also exposed the extent of the displacement and intermixing of peoples that had taken place and how huge was the number of people who now risked being considered aliens, or even colonizers, in others' homelands. About one-fifth of the Soviet population - between 54 million and 65 million people, depending on what definition of a homeland was used - lived outside their national units. Of these, 25.3 million were Russians, who were also the only group to enjoy cultural facilities in their own language outside their own republic and who could, until now, at least, feel at home in any part of the Soviet Union.

Impatient with the Kremlin, the non-Russians raised the standards of national self-determination and sovereignty and sought to build, or renew, their own independent states. The Russians themselves were gradually affected by the virus of largely democratic nationalism. With Boris Yeltsin and other reformist leaders taking up the cause of affirming Russia's sovereignty, the imperial center split and lost its resolve. After a botched attempted putsch in August 1991 by Communist Party diehards who wanted to preserve the old order, the compromise solution of a loose non-state voluntary association, the Commonwealth of Independent States (CIS), to replace the USSR, was finally forced on Gorbachev and the reluctant center in December 1991 by the joint action of the leaders of Russia, Ukraine and Belarus.

Because the collapse of the Soviet Union took the form - on the whole - of a remarkably peaceful and orderly process of dissolution, and was generally greeted with hope in the newly independent states, including Russia, as the beginning of a new age, there was no flood of refugees to the outside world.

All too soon, though, it became apparent how difficult it was to overcome the legacy of 70 years of Soviet rule and that democratic and economic transformation was going to be a highly complex and painful process that could not be rushed. The newly independent states also began to act as sovereign entities, seeking to reaffirm the national identity of the titular nation, to safeguard their territorial integrity and, in some cases, to change existing borders.

Because many of the borders had been arbitrarily demarcated in the past and populations had been intermixed, this has frequently spelled trouble. Apart from the obvious case of Armenia's unresolved dispute with Azerbaijan over Nagorno-Karabakh, which soon developed into open war between the two states, there are other examples of friction and conflict. In fact, the first outbreak of ethnic violence on the territory of the Russian Federation itself occurred in late October 1992 in the North Caucasus when tens of thousands of Ingush were driven out of the disputed Prigorodny district in North Ossetia by Ossetians. Prior to their deportation in 1944, the area had belonged to the Ingush.

Elsewhere, relations between Russia and Ukraine have been strained by, among other issues, the future of the Crimean peninsula and the former Soviet Black Sea Fleet based there. The Crimean Tatars had been deported from Crimea in 1944, and Russian settlers had moved in. Yet, in 1954,

the peninsula, with its Ukrainian minority, was transferred from the Russian Federation to Ukraine by Khrushchev. Among other examples of border disputes are those between Estonia and Russia, Lithuania and Belarus, Russia and Azerbaijan, Kyrgyzstan and Tajikistan, Kyrgyzstan and Kazakhstan, Kyrgyzstan and Uzbekistan, and Uzbekistan and Tajikistan.

All of the independent countries, which emerged as a result of the disintegration of the USSR, including Russia, are to a greater or lesser extent themselves multi-ethnic states and now have to deal with integrating national minorities and reducing centrifugal tendencies.

In Estonia and Latvia, citizenship and other laws have been passed which are implicitly aimed at halting immigration into these states and encouraging the "repatriation" of Russians. Because the laws in effect temporarily disenfranchise much of the non-indigenous population, they have been condemned as discriminatory by the Slavic minorities and Russia, which has assumed the role of a vocal protector of the rights of Russians and Russian-speakers now suddenly living "abroad." In Ukraine, however, where the bulk of the Russians living outside of Russia are settled, analogous laws have been carefully crafted to integrate, and not alienate, the national minorities. Kiev is asking for similar treatment for several million Ukrainians living in Russia and other newly independent states.

In Georgia and in Moldova, problems over the rights of national minorities have led to armed conflicts and large-scale population displacement. In 1991, fighting broke out between the Georgians and the Ossetian minority, and the following year, between the Georgians and the Abkhaz. In Moldova, armed conflict erupted in 1992 after the Russian-dominated Transdniester enclave (whose leaders had been opposed to the dissolution of the USSR) sought to break away.

One of the most serious conflicts since the collapse of the Soviet Union has been in Tajikistan, where in 1992 a civil war broke out. Hundreds of thousands of Tajik refugees fled to Afghanistan, Kazakhstan and Kyrgyzstan. Because of the intermixture of ethnic groups (for instance, neighboring Uzbekistan, the most populous of the Central Asian states, has 950,000 Tajiks and 850,000 Kazakhs, while about 2.5 million Uzbeks live outside of Uzbekistan, half of them in Tajikistan), Tajikistan's porous border with Afghanistan, and the fear of the spread of Islamic fundamentalism, the conflict in Ajikistan has major implications for the entire sub-region.

Hardly surprisingly, since the collapse of the USSR, the spontaneous outflow of Russians and Russian-speakers to Russia from the former Soviet republics which have now become "foreign countries," has greatly intensified. It is estimated that since 1989 over 2 million people have moved to Russia for a variety of reasons: to escape conflict, because they perceive themselves as victims of actual or potential persecution or discrimination - the Russian authorities have designated these two categories of displaced Russian-speakers as "forced migrants" - or for economic motives.

Roughly a quarter of the people who have moved to Russia since 1989 have been recognized as either refugees or forced migrants, the largest percentage coming from Tajikistan (over 25 percent), Georgia (19 percent), Azerbaijan (16 percent) and other Central Asian states, with a relatively low percentage of about 1.5 percent coming from Latvia and Estonia. The North

Caucasian republic of Chechnya, which has attempted to break away from Russia, and the conflict between the Ingush and Ossetians have also produced tens of thousands of internally displaced and "forced migrants."

This, in addition to the problems of accommodating the tens of thousands of former Soviet military personnel withdrawn from Central and Eastern Europe and the newly independent states, as well as the movement of internal economic migrants away from remote former secret military production sites and artificial cities located in inhospitable regions in the North, Siberia and the Far East, has placed an enormous strain on the Russian Federation and is exacerbating social tensions.

The exodus of the Russian-speaking population from Central Asia is also hurting local economies and social services because it is depriving the sub-region of skilled personnel with badly needed professional and industrial skills, such as doctors, teachers and engineers. In several of the Central Asian states, the problem has become so serious that efforts have been made by the authorities to reassure the Slavic population in order to stem the outflow.

All of the newly independent states have also been faced with the acute and growing problems of asylum-seekers and illegal and transit migrants from outside the former Soviet region. None of them have the resources and institutional capacity to deal effectively with the problems associated with population movements, and some Russian authorities have even begun arguing that the Russian Federation is unable to fulfill the obligations it undertook when, in 1992, it acceded to the 1951 Convention on Refugees.

In 1994, UNHCR knew of over 60,000 people in Russia from outside the CIS and Baltic states who were claiming to be refugees. Almost half of them came from Afghanistan, the other large groups being from Somalia, Iraq, Sri Lanka, Angola, China, Ethiopia and Zaire. The number of illegal migrants, many of them in transit westward, is believed to be considerably higher, perhaps as much as half a million. An estimated 150,000 Chinese alone are believed to have entered Russia illegally.

The complex refugee and displacement problems on the territory of the former Soviet Union have led UNHCR and other U.N. agencies and international humanitarian organizations to become involved in a part of the world where until recently they had been absent. Since 1991, UNHCR has established a presence in Moscow and several other countries of the CIS and has been active in addressing refugee-related problems. In Armenia, Azerbaijan, Georgia and Tajikistan it has provided humanitarian assistance and protection to tens of thousands of the displaced and endeavored to promote repatriation under conditions of security and safety. Through advice, training and technical assistance, UNHCR has also helped the newly independent countries in the region begin building an institutional capacity to deal with refugees and migrants.

Clearly, this is only a start and much more needs to be done in a more imaginative, concerted and comprehensive manner to deal effectively with existing and potential problems associated with the large-scale displacement of people. Today, the entire post-Soviet set-up is still latently unstable. There is no shortage of existing conflicts and flashpoints. Much will depend on Russia

- the major regional power, whose forces are already playing a role in Tajikistan and Georgia - and on the direction in which it will develop. But much could also depend on whether the international community and the United Nations system recognize the challenges, dangers and opportunities which this volatile region presents and take timely, broad-ranging preventive action to help stabilize conditions, manage conflict, and thereby reduce the risks of future extensive internal and external displacement.

Bohdan Nahaylo
UNHCR senior advisor on the CIS & Baltic states.

HANDOUT 17

A Little Girl's Story

My story begins in Kostainica, Bosnia. I went to school for five years. It was safe, and I wasn't afraid-but things changed. One day seventeen Serbs came to my school and told us to go to the basement. My best friends, Jafid and Ali, were with me. Jafid was fifteen and Ali was six years old.

The Serbs told Jafid and me to cook their food and clean for them. Ali started talking back to them, so they told him to help us with the cooking and cleaning. Ali was later taken away from us and told that he couldn't have anything to eat. Jafid and I cooked some extra food to give to Ali. I was caught sneaking food to Ali and punished. Later Jafid was caught sneaking food to both of us.

At the end of two weeks, Jafid, Ali and I were separated from all the others in our school. The Serbs held us hostage for two months. Our parents did not know where we were. Sometimes the soldiers would tease us with the food. They would put a gun close to where we were. When one of us would reach for the food, they would hit us with the gun. They just gave us bread and water.

After about a month and a half Ali was told to run for his life, but he didn't want to because he knew they would shoot him. Ali hit the soldier in the stomach and grabbed his gun. Ali didn't know how to use the gun, so he just stood pointing the gun at the soldier. Another soldier standing by shot Ali.

I tried to see if Ali was OK. A soldier pointed his gun at me and told me to back up. I grabbed a grenade from the soldier's waist and told him I would pull it. Before I knew what happened, I heard helicopters - the army was coming. The army rescued all of us. There were many parents looking for their children to be brought to them, but three parents were disappointed because their children were dead.

Source: Amnesty International, United States.

HANDOUT 18

"A Brief History of the Balkans"

1878 – After years of conflict, the world's Great Powers redraw the map of the Balkans at the Congress of Berlin. Three new countries, Serbia, Montenegro, and Romania are established, but the wishes of the local populations are largely ignored.

1912-13 – Two Balkan wars are fought to try to end several centuries of Ottoman (Turkish) rule. All the regional powers, Romanians, Serbs, Bulgarians, Greeks, and Albanians are involved.

June 28, 1914 – A Serb assassin kills Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in the Bosnian capital of Sarajevo, precipitating WW1.

December 1, 1918 – Yugoslavia, the "Kingdom Serbs, Croats, and Slovenes", is created from territories formerly occupied by the old Turkish and Austrian empires.

October 24, 1944 – Josip Broz Tito's partisans liberate Belgrade from the Nazis and establish a communist regime in Yugoslavia.

June 25, 1991 – Croatia and Slovenia proclaim independence from the Socialist Federal Republic of Yugoslavia. Serb forces overrun 30 percent of Croatian territory.

October 8, 1991 – Yugoslavia asks for UNHCR's assistance. The UN Secretary-General then designates the organization as the lead humanitarian agency in the crisis.

March 3, 1992 – Bosnia and Herzegoniva proclaims independence. Serb forces seize 70 percent of the country's territory and lay seige to Sarajevo.

July 3, 1992 – UNHCR begins a three and a half year airlift into Sarajevo which will become the longest-running humanitarian air bridge in history. At the height of the conflict agencies are helping as many as 3.5 million people throughout the former Yugoslavia while an estimated 700,000 Bosnians flee.

July 11, 1995 – Srebrenica, one of several regions in Bosnia designated by the UN 'safe areas' falls to Serb forces. Around 7,000 men and boys are slaughtered in the worst single atrocity in Europe since WWII.

August 12, 1995 – Croatia launches Operation Storm and retakes the Krajina area from rebel Serbs, 170,000 of who flee. Many remain refugees.

November 21, 1995 – The Dayton Peace Accord in signed to end hostilities in Bosnia and pave the way for the return of refugees and displaced persons to their homes. Hundreds of thousands of persons have still not gone back. The NATO-led Implementation Force deploys to the region.

March 1998 – Fighting erupts in Serbia's southern Kosovo province between the ethnic Albanians and Serbs. Within months 350,000 people have been displaced or fled abroad.

March 24, 1999 – After the failure of peace talks in Ramboullet, France, and repeated warnings, NATO launches a 78-day air war. Within three days, ethnic Albanians begin to flee or are forced out of the region by Serb forces. Eventually 444,600 civilians fled to Albania, 244,500 to Macedonia, and 69,900 to Montenegro. More than 90,000 people are subsequently airlifted to 29 countries for temporary safety to ease regional political pressures.

June 12, 1999 – NATO and Russian forces enter Kosovo after Yugoslavia accepts a peace plan requiring the withdrawal of all forces from Kosovo. The next day UNHCR and other agencies return. Refugees flood back in one of the fastest returns in history, 600,000 people go home within 3 weeks. In a reverse exodus, an estimated 230,000 Serbs and minority Roma, fearing revenge attacks, seek safety in Serbia and Montenegro. A UN Civil Administration is put into place and the task of rebuilding the province begins.

December 11, 1999 – Political change begins to sweep the region. Croatian strongman Franjo Tudjman dies in Zagreb, paving the way for democratic government in that country.

October 6, 2000 – Slobodan Milosevic concedes defeat in presidential elections after protestors set the Yugoslav parliamentary buildings on fire. He is placed under house arrest and on June 28, 2001, he is handed over to the International Tribunal in The Hague to face war crimes. Economic sanctions are ended, diplomatic relations restored. a new government in Belgrade says the solution to the refugee problem in the region and return of displaced person to Kosovo will be one of the country's top priorities.

February 2001 – Conflict breaks out in the former Yugoslav Republic of Macedonia (FYROM). As international mediators and the government struggle to hold the country together, more than 150,000 people flee, principally to Kosovo.

July 2001 – Despite massive aid during the last few years, resumption of regional and international diplomatic relations, the establishment of democratic governments, the Balkans remain in turmoil. Manly war criminals remain free, more than one million civilians have still not returned to their homes and the region remained braced for another possible major conflict.

August 13, 2001 – Under the watchful eye of western powers and NATO, FYROM's two sides sign a peace agreement.

Source: "A Brief History of the Balkans". *Refugee* 3. (2001), p. 7.

HANDOUT 19

"Gibberish"

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HANDOUT 20

"A Special Group of Students"

Like many young southern Sudanese, Lodwar Charles Road's life has been one of constant struggle and misfortune. His father died shortly after he was born, leaving his mother to raise the entire family in the tiny village of Ikwato. An uncle agreed to sponsor his primary education, but soon after he began attending classes the school closed for three years because of the widespread war and famine in the region.

The school had barely reopened when warplanes bombarded the town. Lodwar Charles was wounded in the leg which was subsequently amputated in a rural hospital near the Kenyan border. Lodwar Charles eventually ended up in a UNHCR (United Nations High Commission on Refugees) sponsored school for refugees in neighboring Uganda. There, his luck may have changed.

When High Commissioner Sadako Ogata and her staff were awarded the 1996 UNESCO Houphouet-Boigny Peace Prize (named after the late president of Cote d'Ivoire) for their work on behalf of refugees, it was decided that the $155,000 prize money would be used to create a special charity. The Education Fund for African Refugees, which would support secondary school students of exceptional academic ability and commitment.

The first group chosen for four-year scholarships were from among several hundred Liberians, many of them teenagers, who fled their homeland in 1996 aboard a rusting cargo ship, the Bulk Challenge, and who eventually obtained refugee status in Ghana after a nightmare voyage. Thirty-two Liberian boys and eighteen girls were admitted to Ghanaian boarding schools to continue their education.

Lodwar Charles, who was born in April 1977, was in the second group of 60 Sudanese students admitted to the scheme last year and who are now attending school in Uganda. A third group of 23 Sierra Leonean refugees began classes in Ghana earlier this year.

UNHCR field staff, the Hugh Pilkington Charitable Trust, and the High Commissioner all monitor the students' progress. The Fund thus far has spent more than $250,000 from the original prize money and donations, but needs a similar amount to complete all the current scholarships.

Losing access to a regular education often proves to be one of the most traumatic and long-lasting effects on refugee children. Even if they eventually begin a new life or return to their homes, if they have been deprived of years of schooling they may never be in a position to obtain a job and create a meaningful future.

Lodwar Charles hopes that his current studies will not only enable him to return home to the Sudan, but also enable him to rebuild one the world's poorest nations. He received an additional boost during his studies—being fitted with an artificial limb to replace his amputated left leg.

Source: "A Special Group of Students". *Refugee* v.2, n.113. (1998), p 29.

HANDOUT 21

Camp Population

As at November 1996, the Kagera Region of Tanzania hosted 617,000 refugees from Rwanda and Burundi, located in 11 main camps in the three neighbouring Districts of Ngara, Karagwe and Biharamulo, where they made up 45% of the overall population.

Table 1 summarizes the camp populations and areas in Ngara District.

Table 1: Camp Populations and Areas (October 1996)

District	Camp	Population	Area (hectares)	Density (people/ha)
Ngara	Benaco	159,879	586	273
	Lumasi	113,713	1,354	84
	Msuhura	80,797	1,050	77
	Keza	40,396	2,465	30
	Lukole	20,459	1,493	14

Note that the three largest camps (Benaco, Lumasi and Msuhura) also had the highest population densities, bringing a number of problems with energy supply and environmental degradation.

To get an idea of the crowded living conditions in a refugee camp like Benaco, imagine 273 people living, working, cooking, eating, sleeping, bathing, excreting - everything in one hectare, a space the size of two football fields.

For the sake of comparison, Table 2 provides population, area and density figures for three major cities of the world.

Table 2: Major Cities of the World - Populations, Areas and Densities (1991)

City	Population	Area (hectares)	Density (people/ha)
Tokyo	8,400,000	57,800	145
New York	7,400,000	78,200 excluding inland waterways	95
Mexico City	10,300,000	150,000	69

These huge cities, with vast areas of high-rise apartments, have population densities similar to some refugee camps, which are made up of individual huts. Just imagine how close together those refugees must be living!

QUESTIONS:

- Which camp was the most crowded? How do you know?

- What problems might high population density cause in the camps of Benaco, Lumasi and Msuhura? Think about your answers and write a couple of sentences under each of the following headings:

    - Health
    - Water
    - Cooking fuel (domestic energy)
    - Soil erosion
    - Social conflicts

HANDOUT 22

Map of refugee camps, Kagera Region, Tanzania, late 1996

Source: http://www.unhcr.org/cgi-bin/texis/vtx/home/opendocPDFViewer.html?docid=4aa66f249&query=kagera

HANDOUT 23

Hartisheik Refugee Camp

Hartisheik Refugee Camp, in Eastern Ethiopia, is home to about 59,000 refugees from Somalia, most of whom have been living in the camp since 1988. In its magazine *Refugees*, (no. 105, 1996), UNHCR published a series of short articles on life as it is lived by the inhabitants of Hartisheik. As you read through the suggested articles, think about the similarities and differences between refugee life in Hartisheik and your life in your home town. Copy the table below into your notebook and fill in the information required.

	Hartisheik Refugee Camp	Your Home Town
Housing Article: "No place like Home" (List the house types and building materials)		
Sources of daily food Article: "Feeding the hungry"		
Sources of drinking water Article: "Nary a drop to drink"		
Sources of energy for cooking Article: "Preventing and repairing the Damage"		
Education and school facilities Article: "Escape from ignorance"		

HANDOUT 24

No place like home

It is a far cry from the stone house they left behind in Somalia, but the small hut with a floor area roughly the size of a ping-pong table is home for Sofia Abdi Ahmad, her husband and seven children in Ethiopia's Hartisheik refugee camp.

It was a lot more comfortable when they first arrived in 1988 after fleeing the civil war in northwest Somalia. The blue and white plastic sheeting UNHCR had given them covered the dome-shaped hut, or *tukul*, and protected the family from the elements.

Violent winds blasting Hartisheik have since torn the tarpaulin to shreds, although its tattered remains can still be seen woven into a patchwork quilt of old rags and wheat sacks that cover the *tukul* from the ground up. Lack of funding for the Horn of Africa operation has prevented UNHCR from replacing the 8-year-old plastic, although some new sheets have now begun to arrive.

"The place leaks. Often, we spend the night on our feet when it rains," says Abdi Ahmad, a former school teacher from Hargeisa in northwest Somalia. She is standing in the small entrance that opens into the kitchen, which is separated from the main quarters by a decaying curtain.

The hut looks neat and tidy, its earthen floor covered with plastic mats. The family's possessions include two suitcases, five pillows that have seen better times and some battered and smoke-blackened pots and pans. A charcoal-burning stove provides warmth from the cold and rain outside. The stove is one of the prized possessions Abdi Ahmad carried in her flight from Hargeisa.

Most *tukuls* in the neighborhood are small and spartan inside. Each has a stove and straw mat. Latrines, covered by twigs and leaves, are constructed beside the houses. There's plenty of space between clumps of houses. Most refugees have their own gardens, planted with maize and vegetables during the rainy season. It's not much, but it's home – for the time being.

Shelter is one of the basics in any refugee situation, and its provision can be a matter of life and death in areas of extreme weather. UNHCR employs shelter specialists and site planners who try to ensure that housing is suitable to local conditions and traditions. But there is one constant in all refugee camps – no one lives in luxury.

One of the most common emergency shelter materials provided by UNHCR is plastic sheeting. The agency has purchased tons of it. Emblazoned with UNHCR's sheltering hands logo, it covers tens of thousands of shattered windows in Bosnia-Herzegovina and hundeds of thousands of refugee huts from Burundi to Bangladesh.

Over the last several years, UNHCR has been distributing a special type of plastic sheeting that holds up well under the hot, harsh weather conditions of Africa and Asia, says Wolfgang Neumann, UNHCR's senior physical planner. Each sheet is 4 by 5 meters and costs $7.

Shelter for refugees in most countries usually means a space measuring 3.5 square meters per family. But in places with cold winters, such as Bosnia and Azerbaijan, the space can measure up to 5 or 6 square meters and normally includes a small kitchen and toilet.

"People in cold climates have to use buildings all the time. But in a number of African villages, the house does not serve the same purpose as in Europe or in Central Asia," says Neumann. "In many places, the house is just a dark hole, no window, only the door. It is a place to store property, to sleep. It is not a place to live."

The nomadic people in the Horn of Africa carry their *tukuls* on their camels and set them up whenever it's convenient, says Neumann.

While UNHCR has certain standards for shelter and for planning and laying out a camp, they are not always met.

"Standards are there to remind people of what we should aim at, but we cannot say that we have always reached these objectives," Neuman says. He mentions eastern Zaire's Goma region, home to 720,000 of the 1.7 million Rwandan refugees in three countries of the Great Lakes region of Africa. "Land is simply not available there," he says.

But the agency does its best with limited resources, and it tries to provide materials with which the refugees are familiar. In Southeast Asia, UNHCR has provided bamboo and palm leaves as part of shelter packages. In Iran, Afghan refugees build mud domes that are warm in winter and cool in summer. UNHCR provides them with doors and windows.

Neuman says in many situations, shelter is aimed specifically at keeping people dry in the rainy season and cool and shaded during the dry season. "Our intention is to save lives... We want people to stay alive, to stay healthy," he says.

"Hartisheik is a very dry area. You have rains there over a very short period. During the rest of the year, there's very little rainfall. The shelter is more for shade and protection from dust, while in Goma, it is a place to sleep at night."

Despite their humble dwellings, refugees try to make life in a camp as livable as possible. Abdi Ahmad's tidy hut reflects this pride. Today, she works as an assistant in the hospital at Hartisheik. Her husband, a former university professor, earns a living now delivering water by wheelbarrow to neighbors.

Abdi Ahmad wants nothing more than to return to Hargeisa and go back to the house she left behind. "I would like to start all over again," she says. Her husband went to northwest Somalia in July, to look for a job so all the family can go back. It's now just a matter of time before Abdi Ahmad and her family will finally be back in a real home, where they belong.

Feeding the hungry

News of a sudden reduction in food rations hit Hartisheik camp in mid-July. Because of shortages due to lack of donor pledges to the World Food Program's food pipeline for refugees in Ethiopia, individual cereal rations were being reduced from 500 grams to 375 grams per day. And, for the first time since their arrival eight years ago, the refugees also were told they were going to receive sorghum instead of the usual wheat grain from WFP, the United Nations' food arm.

"We are going to die," said a bearded Somali after a meeting called by the Ethiopian camp administrator to announce to a group of about 100 refugee leaders the WFP's food reserve position. "Send us home to Somalia," he cried.

With wheat grain, the refugees say they are able to prepare several types of meals, but with sorghum only one kind. Sorghum is a staple meal in southern Somalia and has the same nutritive value as wheat. But these refugees have been receiving wheat grain or wheat flour for years and say it would take time for them to get used to sorghum.

What was left unsaid by the refugees was that wheat grain sells for more in the market than sorghum. Refugees are known to sell part of their ration to vary their diet – a practice that is looked upon with an understandable degree of tolerance by some aid providers, but with dismay by food donors.

In a place where there is nothing, food is everything. The refugees sell part of the ration to buy other needs. Food also is used as an incentive to spur people to become productive by encouraging such programs as "Food for Work." It is also used to promote repatriation. For example, large numbers of Mozambican refugees in Malawi decided to return home several years ago when it was announced that food would be distributed in Mozambique instead of the refugee camps.

Under agreements that have been refined through the years – the last time in January 1994 – WFP provides the food needs in UNHCR's camps worldwide. WFP seeks donations in cash or in kind, arranges for transport of food from the donor country or from the market where it is bought, and ensures storage and handling right up to delivery to the camps. There, UNHCR's implementing partner – either the government or non-governmental agencies – receives, transports and distributes it to leaders of groups of refugee families or to individual family heads. UNHCR is pushing for a greater role for women in the camps and efforts are being promoted to hand over food rations to women instead of men.

UNHCR and WFP agree on food baskets for refugees and returnees in different countries for a given period. The basket varies from country to country, depending on the recipients' eating habits, culture, customs, traditions and, most important, state of health. Whether the entire food package agreed upon is delivered to refugees ultimately depends to a large extent on donors making good on their pledges to WFP.

In Ethiopia, UNHCR and WFP decided in 1989 on a general daily food basket that includes 500 grams of cereals, 25 grams of oil, 20 grams of sugar, 5 grams of salt and 30 grams of blended food, usually corn and soya. Over 18 months ending in December, WFP's needs total 102,515 mt for 366,000 refugees in Ethiopia, including 275,000 Somalis, 63,000 Sudanese, 18,000 Djiboutians and 8,700 Kenyans. During the period, WFP also distributed food packages to 47,000 Ethiopians who have returned from exile in neighboring countries. This program costs WFP $46.3 million – about half of which represents the actual food value; the rest is for transport, handling, storage and administrative services. WFP spends roughly 28 U.S. cents a day to feed a refugee in Ethiopia.

In July, WFP announced that it had a shortfall of 42,000 mt in its program for Ethiopia, saying donors had made available only 60,320 mt. Thus the cereal ration was cut. This was a severe blow since the wheat grain was in fact the only regular ration the refugees had been receiving. The 'ideal' food basket, including sugar and salt, had long been unavailable. The delivery of oil had been held up for months because local authorities wanted to impose a levy on oil. This problem had been sorted out and oil again was being distributed in the camps in late July.

Aggravating the situation of the Somali refugees is severe malnutrition. To lessen the impact of a further reduction in rations in the camps and at the same time address malnutrition problems, both WFP and UNHCR launched a supplementary feeding program. Children under five years and pregnant and lactating mothers now receive weekly dry rations consisting of blended food such as corn and soya mix in addition to the general ration. Severely malnourished children are enlisted in therapeutic feeding programs in hospitals where high-energy milk is provided.

UNHCR and its implementing partner in Ethiopia, the government Administration for Refugee and Returnee Affairs (ARRA), run the emergency feeding programs. The two agencies have also agreed to deploy additional nutrition workers and to train them in managing health and nutritional emergencies. The posting of a senior advisor from the British agency Save the Children Fund (SCF) has been recommended to supervise the blanket feeding operation and screening of children. SCF had been operating in Hartisheik before ARRA took over its feeding programs for vulnerable people.

Appeals have been made to donors to enable WFP to meet its cereal shortfall. The Italian government has said it would provide an additional $2 million to WFP. Other donors, including the European Community, have responded positively to pleas for contributions.

Nary a drop to drink

More than 275,000 Somali refugees eke out an existence in the eight refugee camps of eastern Ethiopia, a region that historically supported only nomads.

A major problem in Hartisheik and the other camps is water – or rather the lack of it.

The water ration in the eight camps averages five liters a day – far short of UNHCR's global target of 20 liters per day for each refugee. Hartisheik's doctor, Dr. Dereje Abera, says this shortage of water is a contributing factor in the camp's malnutrition rate, which is close to 20 percent for children attending the clinic.

In any refugee camp, a good, reliable source of clean water must be available. It's a basic need, but as places like Hartisheik, or Goma, Zaire, illustrate, water can never be taken for granted. It's a matter of life or death. The provision of adequate, clean water is such a serious requirement that UNHCR employs full-time water engineers to work with other specialist camp planners to ensure supply. But sometimes, for reasons outside UNHCR's control, refugee camps end up on impossibly poor sites.

Eastern Ethiopia is one of those places. After a downpour, its porous soil sucks up all the rain water and the sun bakes the earth until it cracks. On this harsh land live the 59,000 refugees of Hartisheik.

In 1988, when the first few thousand refugees arrived in this parched region, UNHCR and CARE set up an emergency water transport system using tanker trucks that brought the water 80 kms to Hartisheik.

When Somalia's civil war erupted in force a year later, sending up to 400,000 refugees into Hartisheik and other hastily assembled camps in the region, UNHCR struggled to find a better solution.

Test wells were dug around Hartisheik. But, half a kilometer down and hundreds of thousands of dollars later, the pipes came up dry. Finally, UNHCR located a new water source in a test well 240 meters beneath the Jerrer valley – 40 kms from Hartisheik.

Eight years later CARE tankers still ferry 690,000 liters of water a day to 159,000 beneficiaries in Hartisheik, Kebri Beyah, Teferi Ber and Darwanaji camps. Since 1988, UNHCR has spent some $20 million on water transport – $2.5 million every year. Donations have already started to come in for a 22-km pipeline which UNHCR is planning to build from the Jerrer valley boreholes to Kebri Beyah, which is located halfway to Hartisheik. Both refugees and returning Ethiopian refugees would benefit. A pipeline could halve the tankers' travel time.

If UNHCR were to help only refugees, additional tension with local communities would be created. So, in addition to the planned pipeline, UNHCR has worked to improve the water situation across eastern Ethiopia. Water catchments built with UNHCR funding dot the region, helping livestock, local residents and refugees alike. Shallow well projects and an experimental 'Haffir' dam (a Sudanese-designed reservoir) are also under construction.

But meanwhile, in the camps, a lack of funds means water is wasted in leaky, 8-year-old distribution networks that receive only minimal maintenance. With UNHCR's care and maintenance budget diminishing year by year, Ethiopia's Administration for Refugee and Returnee Affairs (ARRA) has little money to upgrade and streamline aging distribution lines that stretch through camps like Hartisheik, now half-empty following the spontaneous repatriation of some 200,000 refugees.

The situation is perhaps less depressing elsewhere in Africa. With adequate donor support for other programs, UNHCR has found the funds necessary to bring water to many camps in zones which are just as parched.

In July 1994, when nearly a quarter of a million Rwandan refugees fled into Kibumba, Zaire – a town built on hard volcanic rock just north of Goma – aid workers trying to deliver clean water in the face of a massive cholera epidemic faced enormous challenges. It was a challenge that UNHCR and its partners eventually met. Today, tanker trucks run back and forth to Lake Kivu, 30 kms to the south, and deliver at least 10 liters of treated water daily to every refugee in Kibumba.

The message is clear: no funding means little or no precious water. A real danger is that Hartisheik's water problems will be repeated elsewhere as funds dry up and refugee populations are forgotten.

Preventing and repairing the damage

The Ethiopian camel and donkey drivers along the dirt road from Jijiga to Hartisheik have a common complaint against the Somali refugees: they have chopped down trees over a wide expanse of eastern Ethiopia's dry savannah.

"They are brothers," says Abdul Abdi Ali, 40, as he heads toward the market in the refugee town of Hartisheik to sell firewood loaded on the backs of his camels. "They have cut down our trees. But we have no personal problems with them."

Since the influx of the Somali refugees in 1988, the areas around their camps have been severely eroded. Now, both refugees and Ethiopians have to travel miles in search of wood for fuel and shelter. The long-term consequences are expected to be costly for the host community, which will bear the burden long after the Somalis are gone.

The situation in eastern Ethiopia is similar to the predicament experienced by other countries caring for large numbers of refugees – shrinking forests, poaching in game parks, pollution of water resources and soil erosion.

Environmental damage as a result of refugees' presence has been a major UNHCR concern for years. But the need to address immediate survival needs in emergency refugee situations often overshadowed projects to ease ecological problems in the past.

Donors recognize that moderate expenditure on environmental protection can save enormous costs in rehabilitation of damaged lands after repatriation. For this reason, UNHCR has facilitated activities of its

implementing partners to provide some Rwandan refugee camps in the Great Lakes with fuel wood; to distribute fuel-efficient stoves in nine countries, including Kenya, Malawi, Somalia, Uganda and Zimbabwe; and to set up tree-planting programs in Malawi and Pakistan. The two reforestation programs, started in the 1980s, have also provided refugees and host communities with jobs.

In 1995, UNHCR issued a policy paper calling for the prevention and mitigation of ecological damage and the integration of efficient measures to deal with it in all levels of refugee operations. The initiatives require the participation of both refugees and host communities. This year, UNHCR released "Environmental Guidelines" to implement the policy, proposing the deployment of experts in the field and the education of both refugees and their host communities on the need to protect their fragile surroundings. Increasing attention is being paid to environmental planning. UNHCR has developed an environmental database at its headquarters in Geneva to support its work worldwide, including such areas as Ethiopia.

The regions around the Somali refugee camps in eastern Ethiopia have always been fragile. Abdi Hashi Abdirahman, 38, who heads the South East Rangelands Project (SERP), says British colonizers had once attempted to make a large part of Hartisheik and its surroundings a game preserve, allowing only limited grazing. So, for years, the sparse vegetation and forest cover was protected.

"Then the refugees came and started to cut down trees and soon there was no forest left," said Abdirahman. "The locals also chopped trees and made charcoal to sell to the refugees."
Abdirahman's office, which is part of the Agriculture Ministry, is promoting tree planting to counteract the ecological damage in the country's eastern region. SERP is heavily funded by the African Development Bank. It has five seedling centers to which UNHCR has contributed $2 million to promote tree planting.
To ease pressure on scarce water sources, UNHCR has been constructing water catchment basins and wells. It is now laying down pipes to bring water from one of its main sources in the region, in the Jerer valley, for the Somali refugee camp at Kebri Beyeh that also would benefit the Ethiopians.

Escape from ignorance

Within six months of the Somali refugee influx into eastern Ethiopia's Hartisheik camp in 1988, primary schools were organized for children. Classes were held under plastic sheeting that did not last very long, recalls Geert van de Casteele, UNHCR's education officer.

"The eastern region is in a dusty area. Windy. No trees. Children made holes in the plastic sheeting. After three or four months, the schools were gone and had to be replaced," said van de Casteele.

Lack of water in the semi-arid region prevented the construction of school buildings until 1991, when prefabricated materials were brought into the camp. Two schools have since been constructed. In the last school year, which ended in early July, the schools had an enrolment of 1,304 children – 1,083 boys and 221 girls – both refugees and locals.

UNHCR's policy is to ensure that refugee children have access to education, which is recognized as a basic human right. It funds governments and non-governmental organizations to construct and operate schools for refugees. Globally, more than 500,000 children benefit from UNHCR's programs for primary and secondary schools, says Margaret Sinclair, UNHCR's senior education officer. UNHCR also supports literacy classes and vocational training for adults.

Courses offered in these schools normally follow the curriculum in the refugees' country of origin, using familiar languages of instruction. In countries where repatriation cannot be foreseen in the immediate future, consultations are then held among host governments, refugee representatives and UNHCR to see if a "mix" of subjects incorporating elements in both the studies programs of the countries of origin and the host government can be offered to the refugee children. Help is given by UNHCR wherever local schools can accommodate refugee children.

In general, host countries allow the education of refugee children. Shortly after 250,000 Rwandan refugees flooded into Kagera district in Tanzania in April 1994, UNHCR, UNICEF, UNESCO and private agencies, including the German GTZ, immediately organized schools in a unique inter-agency operation, conducting classes under plastic sheeting.

However, there are exceptions, even in the Great Lakes region, host to 1.7 million Rwandan refugees. In the eastern Zaire camps holding one million Rwandan refugees, there is no education for refugee children. Since the Rwandan refugee influx into Zaire in July 1994, primary schools had been operated on an ad hoc basis by refugee volunteers. They received some modest international support from various agencies, including UNHCR. But these schools have been closed since February when the Zairians decided to shut down all commercial activities in the Rwandan refugee camps in an attempt to encourage people to return to Rwanda.

UNHCR is now negotiating with Zairian authorities to reopen the schools. Apart from the fact that education is a basic right under various international legal conventions, the out-of-school youths are contributing to increasing insecurity and criminal incidents in the camps.

In Hartisheik, keeping the students occupied is one of the concerns of refugee elders when schools are closed for the annual two-month vacation. Volunteer teachers hold classes in makeshift backyard schools in the camp.

One of these volunteers is Mussa Abdilahi Abid, 27, who calls his small hut made of twigs, leaves and rags the "Almis School" after a popular mountain resort in Somalia. Mussa, whose university studies were interrupted by the outbreak of civil war in Somalia, says this is to remind his pupils that there is such a place in Somalia that the refugees can return to and be proud of.

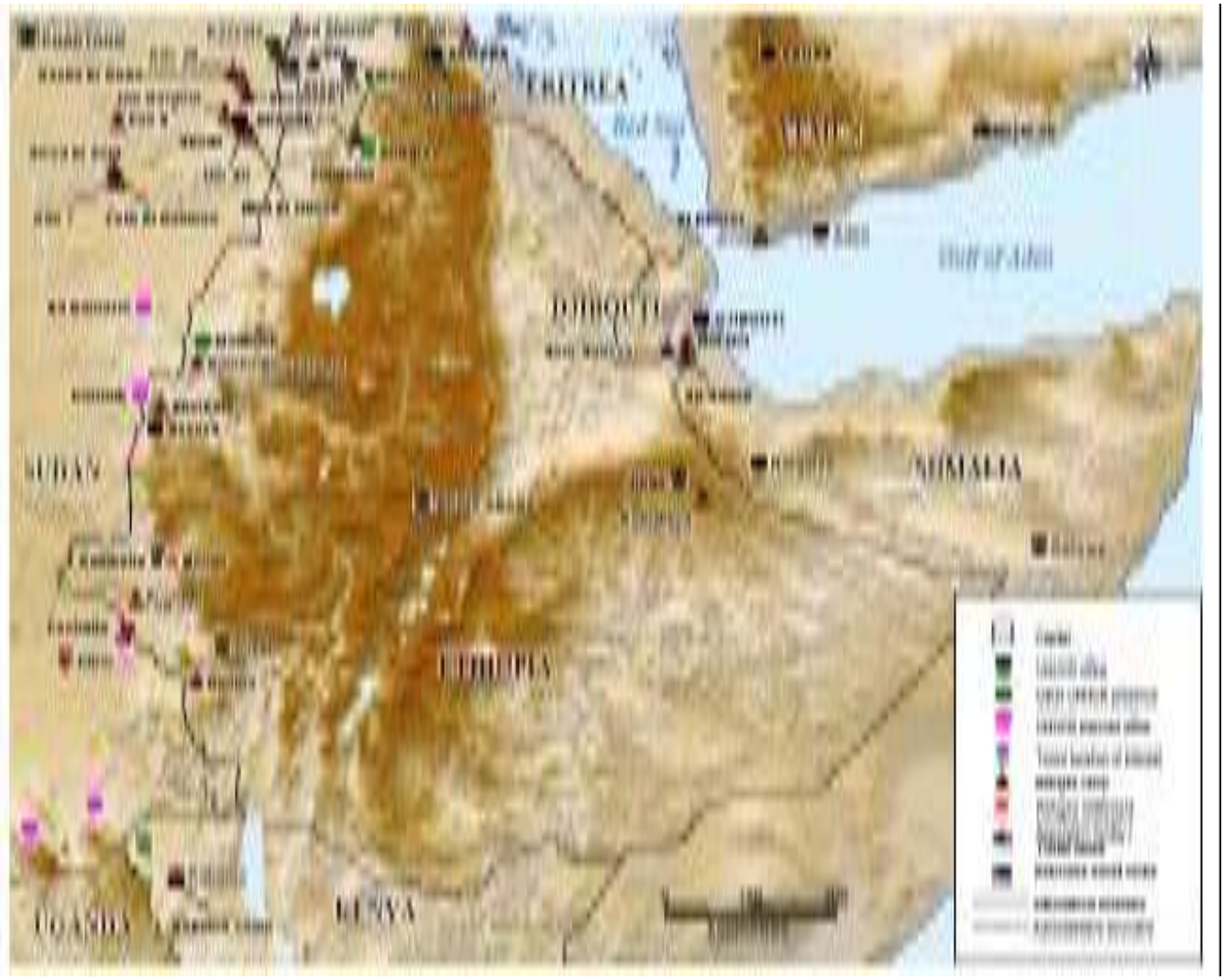
On a Saturday afternoon, several dozen Somali children sat on stones as Mussa gave lessons in English. His program also includes mathematics, science and readings from the Koran. He uses books he brought with him on his escape from Somalia in 1988 when the Somali refugees first flooded into Ethiopia.

"I hope to be able to help these children escape the ignorance that has made them refugees," says Mussa.

HANDOUT 25

Map of refugee camps in Ethiopia

Source: http://www.unhcr.org/cgi-bin/texis/vtx/home/opendoc.pdf?tbl=PUBL&id=4487e90011



HANDOUT 26

BBC NEWS ONLINE Tuesday, April 6, 1999
"REFUGEE HEALTH RISKS GROW"

Epidemics of disease like measles and typhoid pose the greatest health risk to the refugees fleeing Kosovo, a medical aid agency has said. In the cramped and unsanitary environment of a refugee camp, disease can spread extremely quickly. Merlin, one of the 12 groups of the Disasters Emergency Committee, says there are already unconfirmed reports of hepatitis C at one of the camps. Dr. Bruce Laurence, medical director of Merlin, said simple steps could help prevent the spread of disease. But Albania, Europe's poorest country, lacks the facilities to ensure all those who need help get it, he said.

Dr. Laurence outlined the current situation for BBC News Online. He said: "The danger at the moment is that people are very exposed to the elements without adequate shelter. The other danger is the overcrowding in the camps without adequate sanitation and perhaps even limited supplies of clean water and not enough food. The big dangers of this are diarrhoeal diseases such as dysentery and respiratory diseases such as pneumonia. There have been many cases reported of physical trauma—gunshot wounds, beatings, rapes—and mental traumas due to displacement and loss of loved ones." He also said there were unconfirmed reports of an outbreak of hepatitis C in the Albanian border town of Kukes.

There have already been reports of cases of measles in the camps, and the disease could have a massive impact if not kept in check, Dr. Laurence warned. He said, "Many of the people crossing the border, particularly children, may not have been immunized—and the immunization program in Kosovo will not have been very good in recent years. Typhus was also a concern for the future, he said. "We've just had a communication from our team in the field saying typhus is a big worry," he said.

"What is needed is wherever there are refugees are the basics of shelter, blankets, food, water, sanitation, drugs, and medical care." He said Merlin's first task would be to assess the situation on the ground and then to take preventive measures to ensure disease cannot gain a foothold in the camps. These would aim to improve sanitation. A vaccination program would then be launched. Dealing with it from the curative end isn't enough—we have to take preventive measures and make sure people are given what they need," Dr. Laurence said. At the same time, the charity will monitor the health situation. "one of the things you need in a situation like this is good health information so you can follow the diseased that are taking hold, people's nutrition status and vaccination status.

However, aid agencies would in some circumstances have to set up their own clinics to be able to provide the necessary care. "Ideally, we'll work through whatever local clinic there are, but, remembering that Albania is the poorest and least developed part of Europe, if we find areas where they are not functioning them we will have to set up our own clinics." These would be basic tent clinics run by doctors nurses especially brought in to the region. But Dr. Laurence warned that it was not necessarily the refugees whose health was most at risk. "The biggest problem—and the biggest number of people affected—is in Kosovo, and there's no access to them. It may be that nearly half a million people have come out, but that still leaves a million people inside and no-one is able to see them of help them at all. As we have no access, the best guess is that they're in the worst situation of all."

Source: **BBC News Online, http://news.bbc.co.uk/1/hi/health/312824.stm**

HANDOUT 27

"Refugees Brave Another Cold Night"
by the BBC's Andrew Harding

Wednesday, November 7, 2001

It's five in the afternoon.

Almost dark already.

A light drizzle falls on the muddy ground, and on the sagging, soaking tent of the Gadia refugee camp in north-eastern Afghanistan.

Ten-year-old Nazimghal is sitting on a blanket inside her family's tiny shelter.

The walls are made of mud.

The roof is a scavenged plastic sheet.

The door—bright yellow plastic—is made of half a dozen empty American food aid packages carefully stitched together.

Nazimghal is bored and fed up with the rain.

She has no shoes, and has been kept inside all day by her mother.

In half an hour she and her nine brothers and sisters will go to bed—squeezed together, head to toe on a thin blanket.

No dinner tonight.

Aid Packets

Lunch came from one of those yellow aid packets—bought in the market—mush of soya and processed vegetables.

Outside, the puddles are turning into ponds.

The narrow path from the nearby town of Khodja Bahuwadin, sprawling on the plains above the camp, has turned into a quagmire.

Half a dozen children are taking it in turns to collect water from the well.

Nearby, an old man delicately washes his feet at the door of his tent—pouring water from a battered tea-pot.

Some of the tents are proper, canvas constructions, with pegs and poles.

Most are threadbare blankets, draped over sticks, with straw on the floor.

Seventeen-year-old Afizullah is busy slapping mud onto the roof of his family's hut.

He is in charge of keeping the rain out—a full time job today.

Moving Lines

He has been here for 14 months now—ever since the frontline moved suddenly, then stopped in the middle of his village some 20 kilometers (12 miles) down the road.

Afizullah is cold and bored and misses school: "They don't have one for refugee children," he says.

By six o'clock it's pitch dark.

Fires flicker inside a handful of tents.

A woman stretches out a bare foot—warming it over the flames.

It is going to be another cold night—and winter has barely begun here.

Source: **BBC Online News, http://news.bbc.co.uk/1/hi/world/south_asia/1643314.stm**

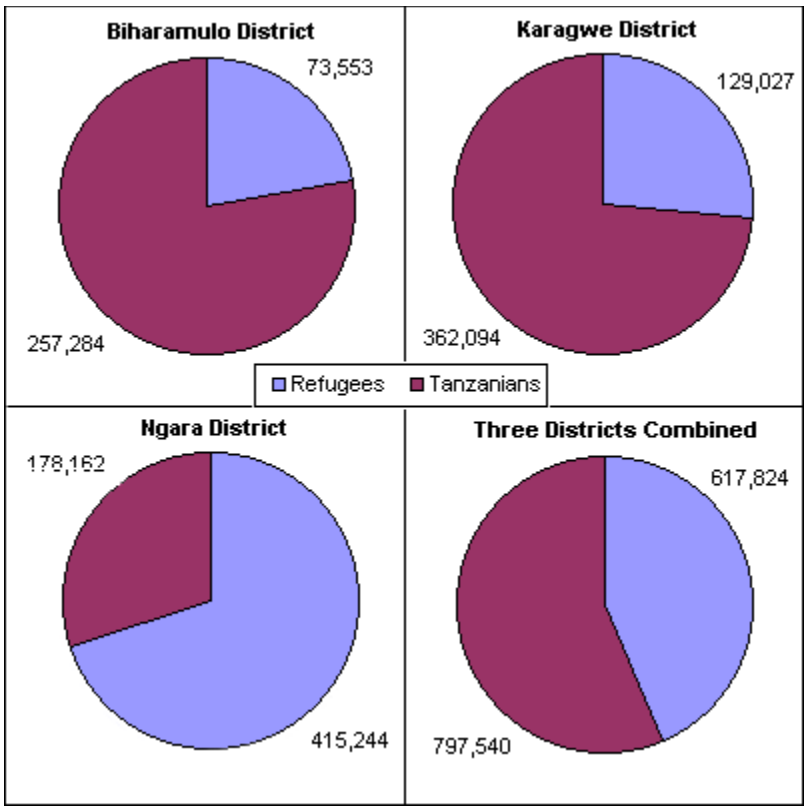
HANDOUT 28
Energy Consumption in the Refugee-Hosting Areas of Kagera Region, Tanzania

The information which follows was extracted from a report written by two environmental experts working for UNHCR, in December 1996, just a couple of weeks before the masses of Rwandan refugees, who had been living in Kagera region of Tanzania, returned to Rwanda.

Introduction

This research was carried out under a joint UNHCR-EU project to develop a sustainable energy strategy for refugee-hosting areas of Kagera Region (see map), which currently hosts over 600,000 refugees. The report draws on October 1996 fieldwork and earlier CARE surveys. As at November 1996, Kagera Region hosts 617,000 refugees from Rwanda and Burundi. These refugees are located in 11 main camps in the three neighbouring Districts of Ngara, Karagwe and Biharamulo, where they make up 45% of the overall population. In fact as Figure 1 shows, they outnumber the local population by a ratio of 7:3 in Ngara District while approximately the reverse is the case in the other two Districts.

Figure 1: Local and Refugee Populations in the Refugee-Hosting Districts (October 1996)



Question 1

Given the population ratios revealed in Figure 1, what kinds of problems are likely to have arisen between refugees and the local Tanzanian population?

Survey Findings

Fuel Choice: For both refugees and Tanzanian communities the dominant source of domestic energy is firewood. The only significant exception are the approximately 2% of refugees who are wealthy enough to use charcoal for cooking.

Fuel Collection: Since their arrival in mid-1994 the refugees have been largely left to fend for themselves as far as energy supply is concerned. Although there was an IFAD-supported fuel-wood provision project implemented by CARE in Ngara until January 1996, this supplied less than 12% of total consumption and was suspended on grounds of cost and its possible counter-productive effect on energy usage.

The work of firewood collection in Tanzanian communities is carried out only by women and children. In the camps, however, 32% of wood collectors are men, 35% women and 33% children. Men carry heavier loads, averaging 28 kg (21 kg for women and 14 kg for children).

Question 2

Suggest some reasons why might there be such a difference between the refugees and the local Tanzanians on the role of men in firewood collection.

Activity

To gain an idea of the experience of refugees, you might like to try walking a few hundred meters carrying a 28kg load (or 21kg, or even 14kg - but remember, in Africa, at your age, you count as an adult!). Refugee children in Kagera region had to carry this much wood over distances ranging from 5-15 kilometres, typically three times a week.

Question 3

How would such activities affect a refugee child's access to education?

Cutting Practices

There is a progression visible in the way wood is collected which is a reflection both of its sheer availability and the effectiveness of enforcement measures which make personal selection more likely or less likely to be possible. At first it may be possible to gather dead and fallen wood but as degradation progresses then more cutting becomes necessary (23% of all the wood collected is now live). This trend is summarized in Table 4 below.

Table 4: The Relationship Between Wood Scarcity and Tree Cutting Practices

Degree of Wood Scarcity	Cutting Practice
None	Gathering dead and fallen wood from preferred species
Mild	Gathering dead and fallen wood from any species
	Cutting branches from preferred species
Moderate	Cutting shrubs, bushes and branches from any species
	Cutting trunks of preferred species
	Cutting trunks of any species
Severe	Removing tree rootstocks and gathering twigs, grasses and other loose biomass

Note: Cutting categories are not mutually exclusive, and different practices can be seen at different distances from camps.

Question 4

What is likely to be the impact upon the local environment as the fuel-wood scarcity becomes more severe?

Source: Field survey.

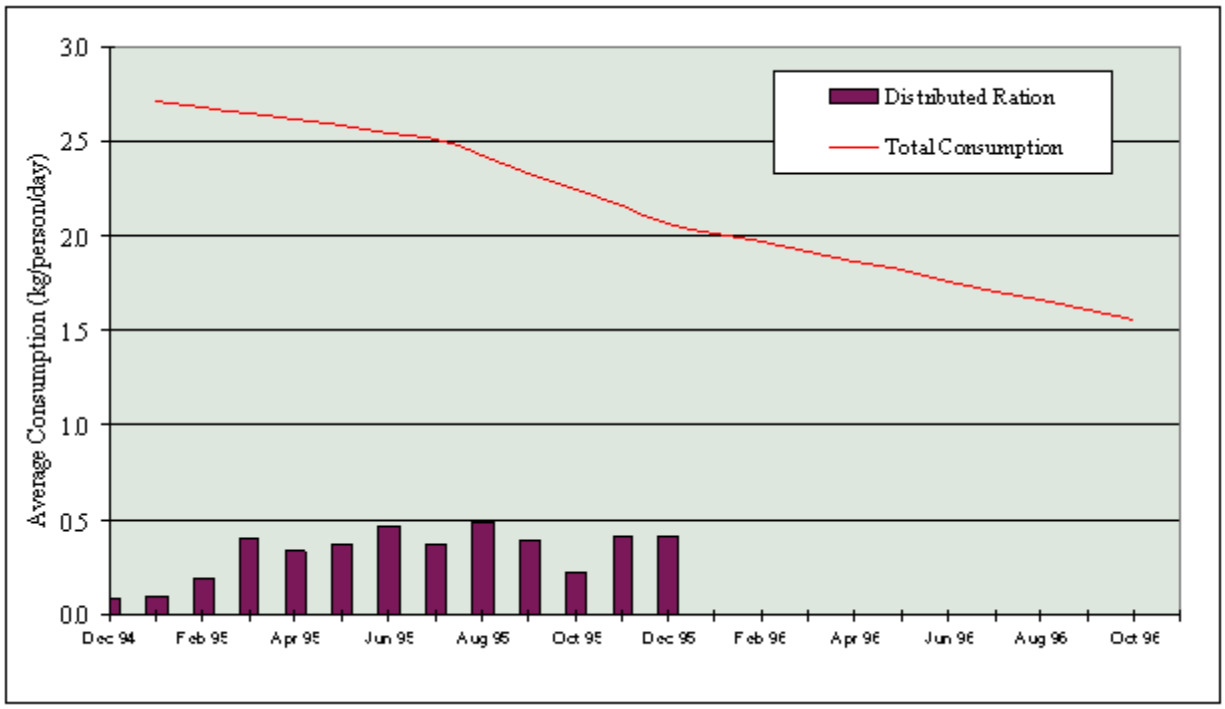
The type of progression in cutting styles outlined above can be retarded by the presence of some sort of enforcement mechanism. If there is a meaningful deterrent to cutting and genuine fear of disciplinary action being taken, then instead of moving directly to cutting branches and trunks refugees will first walk further to find dead and fallen wood. This can be seen, for example, to the east of Lumasi camp where there are many standing trees but still a tendency for refugees to walk up to 10 km in search of alternative firewood sources.

Forest patrol systems have been established around most camps by CARE (292 "Environmental Liaison Officers") and in Kagenyi and Rubwera by Swiss Disaster Relief (about 25 per camp). In some locations enforcement activities are also carried out by Game Rangers, village militias (*sungu sungu*) and others, though not necessarily with tree protection in mind. These enforcement systems are valuable but no means sufficient. There is inadequate demarcation of camps and of gazetted areas, and there is need for greater government support with wider powers of arrest.

Fuel Consumption and Trends for Refugees

Since the refugees' arrival in Tanzania, per capita consumption of firewood has dropped significantly. Figure 3 illustrates this overall trend (for those camps where past consumption data were available).

Figure 3: Firewood Consumption in Ngara Camps, 1994-96

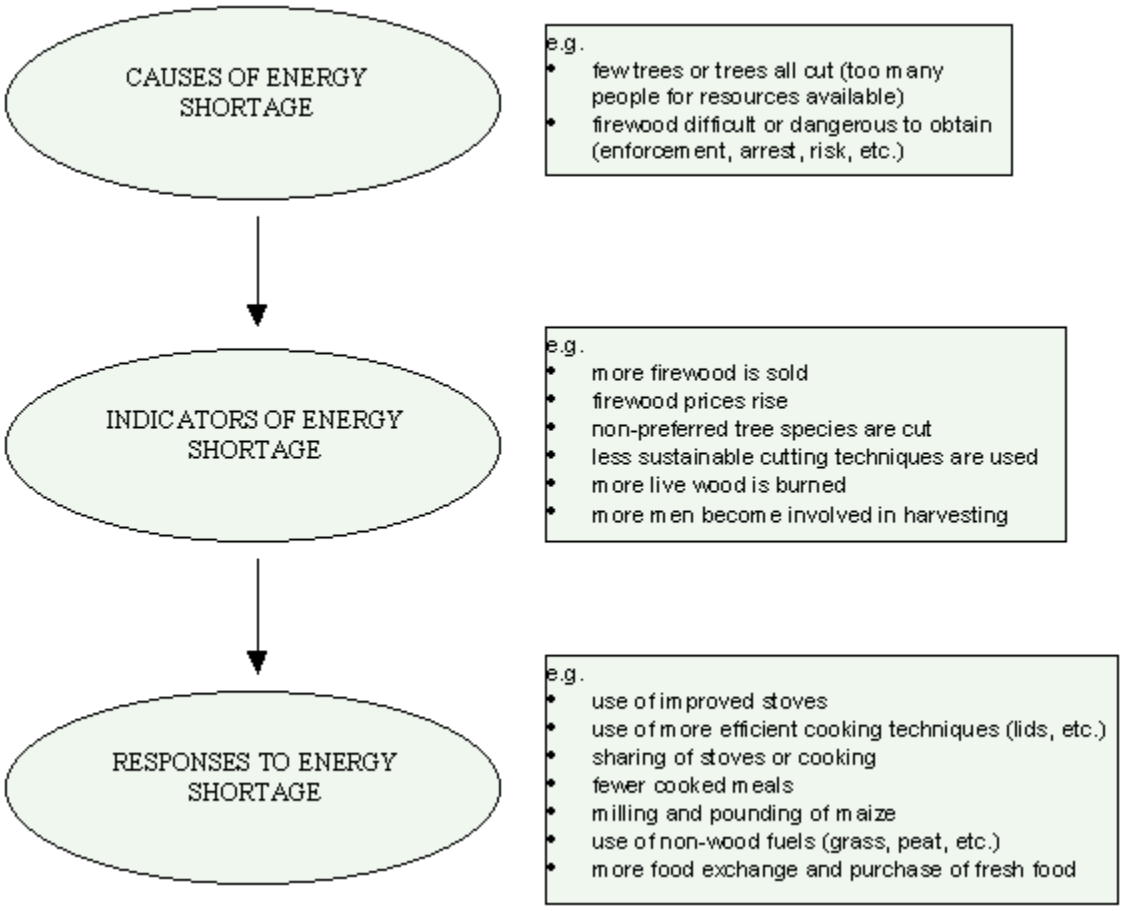


Question 5

Suggest two possible reasons for the decline observed in fuel-wood consumption over the period December 1994 - October 1996.

The shortage has in turn led to the progressive adoption of a range of energy-saving practices on the part of the refugees. This sequence of causes, indicators and responses is illustrated diagramatically in Figure 4.

Figure 4: Causes, Indicators and Responses to Energy Shortage in the Refugee-Hosting Areas



Question 6

For each of the seven responses to energy shortage listed, write a sentence suggesting why refugees may adopt that method in particular.

Increasing Commoditization of Fuel

Some of the key indicators of energy shortage (as illustrated in Figure 4) concern the increasing commoditization of firewood. In all camps wood has been taking on greater monetary value as it becomes scarcer and the risks involved in procuring it increase. As a result it is used more sparingly by the refugees. The characteristics of the wood markets in the different camps, especially the prevailing unit price, can therefore help to explain the degree of energy conservation apparent from camp to camp.

When the refugees arrived wood was entirely free. During 1995 camp markets were established and these have now increased in number to 23. Prices vary considerably between camps

depending on the degree of fuel shortage and the severity of controls on cutting and sale of wood.

Table 8 illustrates some of the patterns in wood marketing.

Table 8: Camp Firewood Markets and Prices

Camp	No. of Wood Markets	Daily Sales (T)	Price per kg (Sh)[1]	Total Value (Sh)[2]	Daily Turn over[3]	Wood Sold as % of all Consumed[4]	Comments
Ngara							
Benaco	**4**	**27.6**	**11.8**	**325,244**	**70%**	**14%**	**High price, high % sold; severe shortage**
Msuhura	**2**	**5.3**	**10.4**	**55,411**	**78%**	**3%**	**High price, high turnover; severe shortage**
Lumasi	**4**	**11.6**	**7.6**	**88,060**	**81%**	**7%**	**Mid-price; high turnover; mid % sold; moderate shortage**
Lukole	**1**	**2.2**	**6**	**13,142**	**70%**	**4%**	**Low price; low % sold; little energy shortage**
Kitali Hill[5]	**1**	**no survey**	**4.4**	**?**	**?**	**?**	**Low price; little energy shortage**
Keza	**1**	**2.0**	**2.7**	**5,290**	**64%**	**1%**	**Low price; low turnover; low % sold; energy abundance**
Karagwe							
Kyabalisa 1	**4**	**2.6**	**11.9**	**33,196**	**65%**	**3%**	**Mid-price, moderate turnover; moderate shortage**
Kyabalisa 2	**2**	**0.6**	**7.3**	**4,345**	**49%**	**1%**	**Low price, low turnover, low % sold; little energy**

							shortage
Kagenyi	**2**	**0.7**	**48.1**	**33,961**	**94%**	**14%**	**Very high price, high turnover, high % sold; severe shortage**
Rubwera	**1**	**1.4**	**19.2**	**25,926**	**78%**	**6%**	**High price, high turnover, mid % sold; fairly severe shortage**
Omukariro	**1**	**0.2**	**8.5**	**1,503**	**48%**	**1%**	**Low price, low turnover, low % sold; energy abundance**
	23		**Ave: 12.5**			**Ave: 5%**	

Notes:

[1] - Average wood price is weighted for quantity of each type sold (logs, bundles and small, split pieces);

[2] - Total value is obtained by recording price of each type of wood and weighting by respective quantity sold;

[3] - Daily turnover represents the % of wood entering the markets in the morning sold by evening;

[4] - % of wood sold is based on total camp consumption (average of wood intake and household survey data);

[5] - No survey was done for Kitali; latest price figure is from CARE Sep. 96 survey.

Question 7

Suggest a reason why the price of firewood at Kagenyi camp might be 8 times higher than the price at Lukole camp.

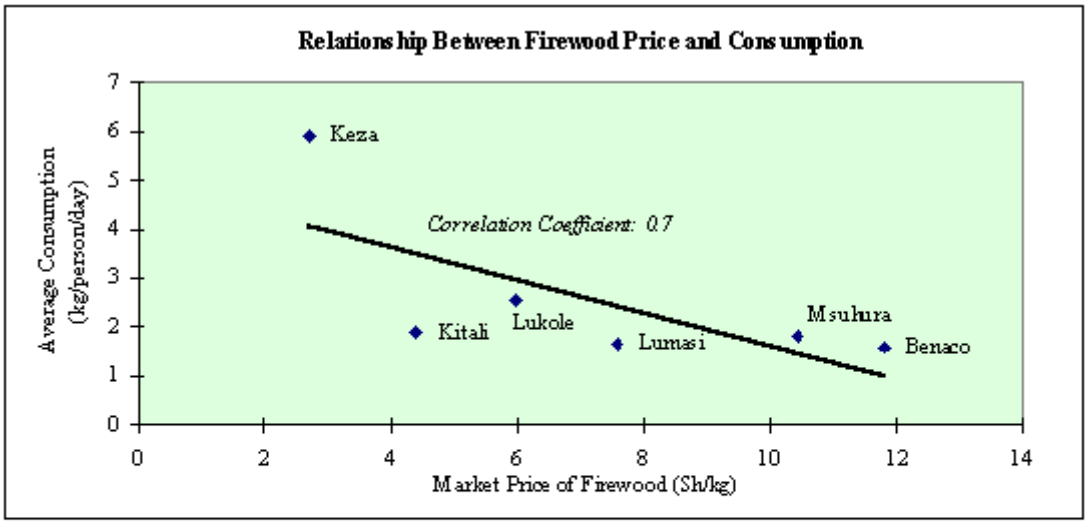
Per capita consumption in each camp is strongly correlated (negatively) with the following indicators:

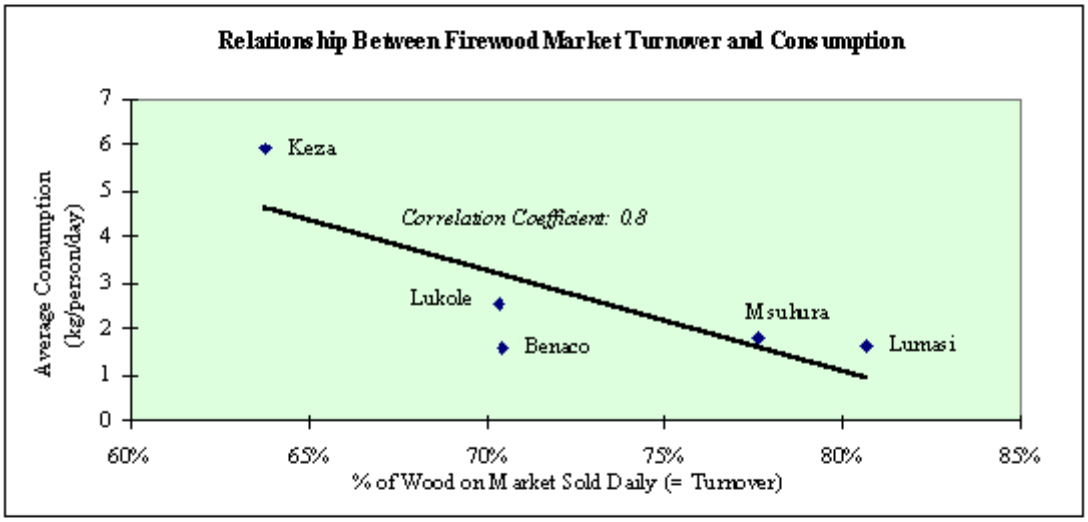
- market price of firewood - as price goes up then consumption falls;
- speed of market turnover - the more vibrant the market in a particular camp, the lower per capita firewood consumption;

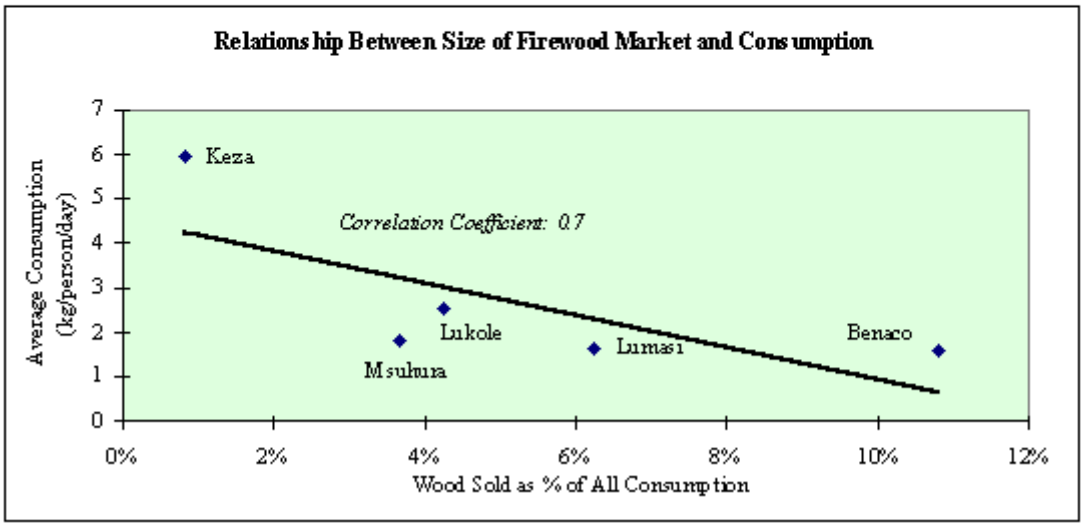
- proportion of wood sold - in camps where a greater proportion of wood is sold, consumption is lower.

The following chart (Figure 6) illustrates these relationships between per capita consumption and these three selected "market indicators".
The indicators are essentially a measure of the degree of wood commoditization. As already explained, this in turn is a reflection mainly of physical shortage, but also of the risk involved in fuel collection and perhaps of refugee purchasing power. The strength of the relationships illustrated gives some idea of the powerful nature of commoditization as a control on energy consumption.
Wood commoditization is often a response to shortage, but can equally well be employed as a means by which to promote conservation. Any measures which can increase the value of energy are highly desirable. Wood must take on a greater value, more closely approximating the true cost of its production.

Figure 6: The Relationship between Fuel Consumption and Market Indicators (Ngara Camps)





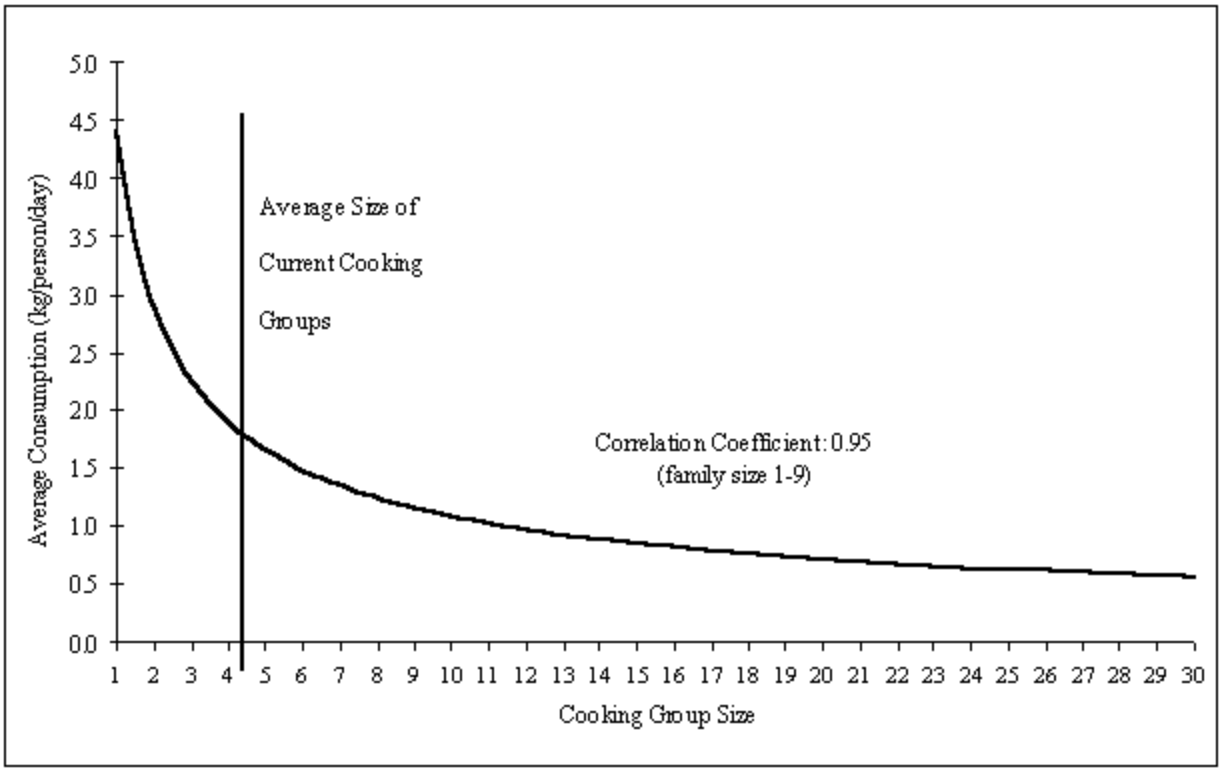


Question 8

Why should refugee camps with the highest daily market turnover of firewood be those with the lowest fuel-wood consumption?

Question 9
Why should consumption be lower in camps with the highest proportion of wood sold as a % of wood consumed?

Figure 8: The Effect of Family Size on Firewood Consumption



Note: Combined data for all 6 Ngara camps.

Question 10
Why is it more economical to cook for a big group of people, than for a small group?

Question 11
The population of the Ngara refugee camps at the time of the survey was around 415,000. Average cooking group size in the Ngara camps was around 4.4 persons. How much firewood could have been saved in the Ngara District daily if refugees had been prepared to double the size of their cooking groups?

Question 12
Why might refugees be inclined to resist the idea of shared cooking, despite its obvious economic advantages?

HANDOUT 29

Cooperating to Preserve the Environment

Large populations in refugee camps are associated with a negative impact on the environment. This damage has a negative effect on the lives of the refugees, the environment itself, and on relations between the refugees and the host country. In some instances the area in question is already experiencing environmental problems, such as soil erosion, loss of vegetation, or water pollution. The sheer numbers of refugees and the practices of fuel wood collection and water pollution add to already existing problems and damage areas previously free of environmental problems. There is a need to design and put into practice measures to remedy and prevent such damage.

Since late 1995, UNESCO-PEER (a regional program for education for emergencies, communication, and the culture of peace) and UNHCR have been working together in the area of refugee and returnee environmental education in Eastern Africa. The goal of these two groups is to protect refugees, as they have been forced into refugee camps by situations out of their control in their country of origin, and to promote education that will protect the environment.

The activities of UNESCO-PEER and UNHCR have been focused on teacher training programs in refugee camps and the development of curriculum and supplementary materials for use in refugee and local schools in refugee-affected areas. These supplementary materials take the form of textbooks and teacher guides to help in the preparation of lessons and practical activities.

In 1998, a poster series under the theme of "Cooperating to Preserve the Environment" went into production. Based on the idea that refugees have responsibilities as well as rights, the posters show a number of environmental situations expressing "bad practices" and "good practices", with written statements to give a positive message. The illustrations are the work of local artists, some of whom are refugees in the camps.

Adapted from: UNESCO website: http://en.unesco.org/

HANDOUT 30

Refugee Magazine, "Life in a Refugee Camp" (Issue 105)

Environment: "Preventing and repairing the damage"

The Ethiopian camel and donkey drivers along the dirt road from Jijiga to Hartisheik have a common complaint against the Somali refugees: they have chopped down trees over a wide expanse of eastern Ethiopia's dry savannah.

"They are brothers," says Abdul Abdi Ali, 40, as he heads toward the market in the refugee town of Hartisheik to sell firewood loaded on the backs of his camels. "They have cut down our trees. But we have no personal problems with them."

Since the influx of the Somali refugees in 1988, the areas around their camps have been severely eroded. Now, both refugees and Ethiopians have to travel miles in search of wood for fuel and shelter. The long-term consequences are expected to be costly for the host community, which will bear the burden long after the Somalis are gone.

The situation in eastern Ethiopia is similar to the predicament experienced by other countries caring for large numbers of refugees – shrinking forests, poaching in game parks, pollution of water resources and soil erosion.

Environmental damage as a result of refugees' presence has been a major UNHCR concern for years. But the need to address immediate survival needs in emergency refugee situations often overshadowed projects to ease ecological problems in the past.

Donors recognize that moderate expenditure on environmental protection can save enormous costs in rehabilitation of damaged lands after repatriation. For this reason, UNHCR has facilitated activities of its implementing partners to provide some Rwandan refugee camps in the Great Lakes with fuel wood; to distribute fuel-efficient stoves in nine countries, including Kenya, Malawi, Somalia, Uganda and Zimbabwe; and to set up tree-planting programs in Malawi and Pakistan. The two reforestation programs, started in the 1980s, have also provided refugees and host communities with jobs...

....The regions around the Somali refugee camps in eastern Ethiopia have always been fragile. Abdi Hashi Abdirahman, 38, who heads the South East Rangelands Project (SERP), says British colonizers had once attempted to make a large part of Hartisheik and its surroundings a game preserve, allowing only limited grazing. So, for years, the sparse vegetation and forest cover was protected.

"Then the refugees came and started to cut down trees and soon there was no forest left," said Abdirahman. "The locals also chopped trees and made charcoal to sell to the refugees."

Abdirahman's office, which is part of the Agriculture Ministry, is promoting tree planting to counteract the ecological damage in the country's eastern region. SERP is heavily funded by the

African Development Bank. It has five seedling centers to which UNHCR has contributed $2 million to promote tree planting.

To ease pressure on scarce water sources, UNHCR has been constructing water catchment basins and wells. It is now laying down pipes to bring water from one of its main sources in the region, in the Jerer valley, for the Somali refugee camp at Kebri Beyeh that also would benefit the Ethiopians.

Source: http://www.refugeecamp.org/curriculum/task6/refugees_magazine.htm

HANDOUT 31

N.B. This handout has been included so that students understand that the country of origin creates refugees and internally displaced persons. It is not the purpose of this exercise to blame the victims, who are the refugees fleeing conflict.

"The Teardrop of Buddha: Beautiful Beaches and civil strife in Sri Lanka"

The Vanni region of Sri Lanka is a typical example of the bizarre humanitarian world. It is a mere six-hour drive from the bustling capital of Columbo and the island's booming southern beach resorts, but in stark contrast to that scene, Vanni is a ghetto of traumatized citizens.

Some regions of Vanni are so-called 'cleared' areas under government control. Other areas are dominated by the Tiger insurgents. Civilians on either side of the confrontation line have been on the run for years, moving each time the battle lines change. Their needs vary widely, according to UNHCR field officer Alessandra Morelli and within a five kilometer radius they range from people needing emergency assistance to merely survive to somewhat luckier groups who are again trying to build a home and restart their lives.

But life is cruel for all the people in Vanni. Eighteen-year-old Vadena spent the last month of her pregnancy and the first two months of her son's life living in a dried up river bed under a lean-to of branches. To protect the baby from scorpions, snakes, and ants, he was suspended from a branch in a hammock made from a scrap of Vadena's sari.

Forty-year-old Pushpukanti, a mother of two, has fled 14 times, the last time losing everything, including her only son. Like Pushpukanti, many thousands of people have spent years on the road, trying to stay one step ahead of the fighting.

Even when they obtain a permanent shelter, life is not much better. Twelve thousand people in the region live in cramped 'welfare' centers where they sleep on reed mats, are allowed two baths a week but where their movements in and out of the centers are controlled by a rigid pass system.

Crossing the battle lines into areas dominated by the Tigers is particularly time consuming and difficult for aid agencies. Army troops and teenage Tamil Tiger fighters man checkpoints throughout a devastated landscape. Stumps of burnt our coconut plantations, the merest trace of paddy fields, the foundations of destroyed houses, and herds of cattle gone wild are all that remains of a once populous region.

Source: Sachs, Lyndall. "The Teardrop of Buddha". *Refugee* 4. (1999), pp 19-20.

HANDOUT 32
"Biodiversity Conservation And Humanitarian Assistance In Conflict Areas: Very Difficult Objectives — Can They Be Compatible?"

Brown Bag, April 1, 1999
Speaker: Enrico Leonardi, WWF Mediterranean Program Office

Introduction

Enrico Leonardi, who is currently working for WWF's Mediterranean Program Office, discussed the environmental aspects of conflict observed while working for UNICEF in Rwanda and in the Democratic Republic of Congo (DRC) for three years after the genocide in 1994. As a Children in Especially Difficult Circumstances (CEDC) Project Officer, he primarily worked with children, tracing and reunifying families, educating children, and helping children deal with trauma. In newly liberated areas of DRC, Enrico evaluated and prioritized the needs of refugees and local populations. He emphasized that a huge amount of human suffering took place in the refugee camps, and, while environmental concerns were mostly forgotten in the face of human suffering, some of the damage done to the environment could have been prevented.

Damages to the environment in times of war comes in many forms. For example, refugees, in their quest for food and fuel, may chop down trees in neighboring forests and sell or use the wood. Much of the forested area around Lake Kivu was destroyed in this manner. Poaching is also a large problem near refugee camps. Enrico cited the example of hippo poaching from Lake Edward. Within the refugee camp, there was a market for hippo meat; soldiers, refugees and local residents were killing hippos for food or trade. The presence of refugee camps can lead to water pollution as well as poaching. The disposal of large amounts of human waste and the decomposition of corpses floating in lakes and rivers in Rwanda, resulted in polluted water and, consequently, disease. When the "old refugees," (Tutsis who had been displaced from Rwanda in the 1960s), returned to Rwanda, they brought hundreds of thousands of cattle with them. These animals were grazed on sections of Akagera National Park, one of the only tracts of flat land in Rwanda's hilly landscape. As a result, not much remains of Akagera National Park.

Types of disasters

Enrico described three types of disasters. The first type of disasters is natural, slow and long-lasting (e.g. droughts, soil erosion, desertification). Another type is natural, fast and of short duration (e.g. earthquakes, floods). A third type of disaster is human induced. This type generally involves displaced people. Enrico mentioned that WWF regularly deals with the first type of disaster in its programming but still needs to develop programs to mitigate the often similar effects of the second and third type.

Stages of disasters

Enrico suggested that within any type of disaster, several different stages can be identified, but that the line dividing the different phases is often a fuzzy one. These stages are pre-emergency, emergency, and post-emergency.

Pre-emergency phase

Enrico suggested that at a regional level, one of the most important roles of conservation organizations at the pre-emergency phase, is to conduct environmental education programs. These programs should be aimed for example, at schools, universities, religious groups, and women's groups. Part of the environmental education effort should focus on basic emergency guidelines and examining the economic importance of preventing environmental degradation. These programs could be added to the activities already conducted in regional offices. This bottom-up approach involves building better relationships with local NGOs.

Capacity building is another key activity during the pre-emergency phase of conflict. Strengthening local environmental groups and providing specific training on disasters and conservation would greatly mitigate the effects of disasters. It is specifically important to work with local NGOs because during crises, it is the local NGOs who are often able to address the negative effects of disasters before international NGOs can enter the area.

Advocacy is also vital to pre-conflict conservation efforts. There is a need to look for specific contacts among the central and local authorities, local groups and radio or television broadcasters to assist in getting environmental concerns considered during decision-making processes.

International-level, pre-emergency strategy involves forming liaisons with humanitarian organizations (e.g. ICRC, ECHO, UNHCR), an demonstrating the importance of environmental preservation. Appeals to these agencies should focus on financial interests (e.g. prevention of reforestation costs). Conservation groups could assist Humanitarian NGOs in the preparation of environmental guidelines and training of staff at headquarters and at local levels, to consider issues such as choosing the location of camps, diminishing energy consumption, pollution and poaching reduction. A special focus on existing protected areas and relevant biodiversity hotspots should be included, which would ideally prevent the resettlement of refugees next to or in national parks. Enrico emphasized that conservation organizations will not be able to completely eliminate damage to the environment, but that reduction of damages is possible.

Emergency phase

The emergency phase occurs when a disaster of varying dimensions strikes. The environment is affected. People are affected then displaced, causing further damage to the environment. The media spreads the news. Money and resources are deployed. The relief machine correctly concentrates on human safety and health. Enrico recommended that during the initial phases of the emergency, environmental organizations need to keep a low profile. Later, they can help relief organizations with identifying priorities and choosing refugee camp sites. On the other hand, prompt involvement of local environmental NGOs in conflict areas is vital because there

are often areas where international staff cannot go. Enrico underscored the need for conservation groups to work within relief organizations' frameworks, saying that during a humanitarian crisis, it would be unacceptable to have a separate organization dealing only with an issue easily misperceived as going against immediate human needs.

Post-emergency phase

After the conflict has subsided and the situation has become "post-emergency." Enrico stressed that security is a necessary pre-condition for restarting activities. It is difficult to identify the passage from emergency to post-emergency (or even pre-emergency). He suggested that a guide as to when the post-emergency phase has begun could be defined as whenever development organizations (e.g. FAO) restart their activities. Enrico concluded that relief and environmental organizations will never agree on the importance of biodiversity, but conservation organizations can get relief organizations to set higher environmental standards. Stronger links must be established and greater collaboration must take place with the main humanitarian actors. Advocacy, capacity building, and environmental education at local, national and international levels are the best ways for conservation organizations to begin to mitigate the effects of armed conflict on the environment. The eco-regional approach, which is recognized by the United Nations and the World Bank, can be used as a logical framework to strengthen these activities.

Discussion

Discussion covered the advantages of having presence of environmental organizations on the ground during conflict, methods of influencing relief organizations, and suggestions for the types of environmental guidelines that may be useful for relief organizations. Conservation organizations can provide expertise by advising the heads of refugee camps on whether or not to move camps, as well as other methods of reducing environmental damage. If conservation staff do become involved in refugee camps in an advisory capacity, they should be prepared to provide assistance for an extended period. Convincing relief organizations and donors at the beginning that the conservation of biodiversity will save money and lives is key. Because donations are driven by the media, it was emphasized that the media should be used to highlight the effects of armed conflict on biodiversity.

Source: http://worldwildlife.org/

Overheads

SHEET 1

Definition of the word Refugee:

"*a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country*"

SHEET 2

Internally Displaced

Internally Displaced:

"Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border."

Deng, Francis. "Guiding Principles on Internal Displacement". Refugee. v.4 (1999), p.11.

SHEET 3

Stereotype

Stereotype:

"A stereotype is a set of characteristics that all members of a social category are thought to hold in common, regardless of whether of not they do. When we think stereotypically, we allow ourselves to ignore any facts that might be inconsistent with the stereotypes we hold. Stereotypical thinking generally is expressed in the form of unfair, biased, or intolerant attitudes; it may or may not be carried out into action."

-from, Lipman, Matthew. *Thinking in Education.* Cambridge: Cambridge University Press, 1991.

SHEET 4

Boat Person to High Office

As a 10-year-old, he spent 12 days aboard an overcrowded and leaking boat with virtually no food or water. As the craft reached Malaysia it was met with a fusillade of gunfire and turned back into the South China Sea. Even when the Vietnamese youth and his family eventually made it to the United States, misfortune followed. They survived by picking strawberries, but when Mount St. Helens volcano erupted in 1980, it wiped out their livelihood yet again. Recently, 33-year-old Viet D. Dinh was sworn in on a 96-1 Senate vote as the United States Assistant Attorney General for the Office of Legal Policy, charged with the planning, development and coordination of major legal policy initiatives. "He will bring invaluable perspective and intellect to our pursuit of justice," Attorney General John Ashcroft said of the former Vietnamese refugee.

Source: "Boat Person to High Office". *Refugee.* v.3 (2001), p. 30.

SHEET 5

Universal Declaration of Human Rights (abbreviated)

Now, therefore THE GENERAL ASSEMBLY proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms:

Article 1 Right to Equality

Article 2 Freedom from Discrimination

Article 3 Right to Life, Liberty, Personal Security

Article 4 Freedom from Slavery

Article 5 Freedom from Torture, Degrading Treatment

Article 6 Right to Recognition as a Person before the Law

Article 7 Right to Equality before the Law

Article 8 Right to Remedy by Competent Tribunal

Article 9 Freedom from Arbitrary Arrest, Exile

Article 10 Right to a Fair Public Hearing

Article 11 Right to be considered Innocent until proven Guilty

Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13 Right to Free Movement in and out of the Country

Article 14 Right to Asylum in other Countries from Persecution

Article 15 Right to a Nationality and Freedom to Change It

Article 16 Right to Marriage and Family

Article 17 Right to own Property

Article 18 Freedom of Belief and Religion

Article 19 Freedom of Opinion and Information

Article 20 Right of Peaceful Assembly and Association

Article 21 Right to Participate in Government and in Free Elections

Article 22 Right to Social Security

Article 23 Right to Desirable Work and to join Trade Unions

Article 24 Right to Rest and Leisure

Article 25 Right to Adequate Living Standard

Article 26 Right to Education

Article 27 Right to Participate in the Cultural Life of Community

Article 28 Right to Social Order assuring Human Rights

Article 29 Community Duties essential to Free and Full Development

Article 30 Freedom from State or Personal Interference in the above Rights

(Source: University of Minnesota Peace and Environment Resource Centre)

SHEET 6

Definitions

PREJUDICE: A judgment or opinion formed beforehand or without thoughtful examination of the pertinent facts, issues, or arguments; especially, an unfavorable, irrational opinion.

Source: Avis, Walter S. (ed.). *Funk and Wagnall's Standard College Dictionary.* Toronto: Fitzhenry and Whiteside Limited, 1980.

NON-REFOULEMENT: A prohibition of the forcible return of refugees to a country where they have reason to fear persecution. This protects refugees from being deported to a dangerous home country.

Source:
http://geography.about.com/library/weekly/aa092200a.htm

SHEET 7 – Table A

Source: Canadian Council for Refugees

Immigration to Canada 1979 –2000

	Total Immigration	Total Refugees Resettled	Refugees Landed in Canada	Total Refugee Immigration	Total Non-Refugee Immigration	Percentage Refugee
1979	112 093	27 564	231	27 795	84 298	24.8%
1980	143 497	40 271	367	40 638	102 859	28.3%
1981	128 793	14 614	444	15 058	113 735	11.7%
1982	121 330	16 294	706	17 000	104 330	14.0%
1983	89 377	13 445	617	14 062	75 315	15.7%
1984	88 597	14 590	963	15 553	73 004	17.6%
1985	84 340	15 643	1314	16 957	67 383	20.1%
1986	99 339	17 690	1527	19 217	80 122	19.3%
1987	152 023	20 082	1685	21 767	130 256	14.3%
1988	161 529	26 065	964	27 029	134 500	16.7%
1989	191 502	35 439	1699	37 138	154 364	19.4%
1990	216 413	31 870	4069	35 939	180 474	16.6%
1991	232 760	24 862	10 917	35 779	196 981	15.4%
1992	254 846	15 086	21 816	36 902	217 944	14.5%
1993	256 846	11 562	13 151	24 713	232 044	9.6%
1994	224 372	10 407	8 254	18 661	205 711	8.3%
1995	212 845	10 919	12 809	27 249	185 596	12.8%
1996	226 050	10 919	13 842	28 217	197 333	12.7%
1997	216 044	10 370	10 624	24217	191 827	11.2%
1998	174 100	9 522	10 179	22 663	151 192	13.0%
1999	189 691	9 777	11 781	24 363	165 328	12.8%
2000	226 837	10 272	12 955	26 708	193 871	11.8%
Total	**3 803 135**	**397 263**	**140 914**	**558 125**	**3 044 636**	**14.7%**

N.B. all figures are from Citizenship and Immigration Canada. Because figures are frequently revised, there are variations in the exact figure depending on the source consulted.

	Total Immigration	Total Refugees Resettled	Refugees Landed in Canada	Total Refugee Immigration	Total Non-Refugee Immigration	Percentage Refugee
1986						
1987						
1988						
1989						
1990						
1991						
1992						
1993						
1994						
1995						
1996						
1997						
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006						
2007						
2008						
2009						
2010						
Total	**3 803 135**	**397 263**	**140 914**	**558 125**	**3 044 636**	**14.7%**

http://www.cic.gc.ca/english/resources/statistics/facts2010/permanent/01.asp

Explanation of Columns:

Total Immigration: total number of people, both refugees and immigrants, granted permanent residence in Canada.

Total Refugee Resettled: sum of government sponsored and privately sponsored refugees

Refugees landed in Canada: number of refugees granted permanent residence within Canada

Total Refugee: sum of total resettled, refugees landed in Canada and dependents of refugees abroad

Total Non-refugee Immigration: number of people granted permanent residence in Canada minus total refugees

Percentage Refugee: total refugees as a percentage of total immigration

SHEET 8 – Table A

Source: Canadian Council for Refugees

1999: Top Source Countries

	Referred	Positive	Negative	Withdrawn	Aban/ Other	Finalized	Percentage Accepted
Sri Lanka	2 915	2 364	559	66	102	3 091	76%
China	2 436	592	422	31	712	1 757	34%
Pakistan	2 335	962	623	73	254	1 912	50%
Hungary	1 581	74	378	351	152	955	8%
India	1 346	296	615	90	174	1 175	25%
Mexico	1 172	292	668	206	181	1 347	22%
Congo	880	655	323	17	65	1 060	62%
Russia	859	352	278	60	49	739	48%
Iran	794	664	198	28	52	942	70%
Columbia	622	154	105	23	27	309	50%
Nigeria	583	120	337	57	79	593	20%
Algeria	569	490	190	19	36	735	67%
Romania	537	134	228	26	76	464	29%
Somalia	531	529	40	13	112	694	76%
Afghanistan	511	414	9	4	21	448	92%
Albania	476	242	84	9	31	366	66%
Argentina	440	30	59	18	28	135	22%
Costa Rica	434	34	77	19	241	371	9%
Turkey	419	218	68	13	21	320	68%
Yugoslavia	400	239	36	27	18	320	75%
Top 20	**19 840**	**8 855**	**5 297**	**1 150**	**2 431**	**17 733**	**50%**
Total Others	9 551	4 099	4 081	779	1 237	10 196	40%
Global Total	**29 391**	**12 954**	**9 378**	**1 929**	**3 668**	**27 929**	**46%**

Explanation of Columns:

Referred: number of claims found eligible by Citizenship and Immigration Canada and referred to the Immigration and Refugee Board

Positive: number of claims found to be Convention Refugees by the CRDD

Negative: number of claims found not to be Convention Refugees by the CRDD

Withdrawn: number of claims withdrawn by claimants

Abandoned: number of claim declared abandoned by the CRDD (or otherwise resolved)

Finalized: sum of positive, negative, withdrawn, and abandoned

Percentage Accepted: positives as a percentage of finalized

SHEET 9
Statistics

Table 1: Camp Populations and Areas (October 1996)

District	Camp	Population	Area (hectares)	Density (people/ha)
Ngara	Benaco	159,879	586	273
	Lumasi	113,713	1,354	84
	Msuhura	80,797	1,050	77
	Keza	40,396	2,465	30
	Lukole	20,459	1,493	14

Table 2: Major Cities of the World - Populations, Areas and Densities (1991)

City	Population	Area (hectares)	Density (people/ha)
Tokyo	8,400,000	57,800	145
New York	7,400,000	78,200 excluding inland waterways	95
Mexico City	10,300,000	150,000	69

Teacher Resource #1

Article: "The State of The World's Refugees - In Search of Solutions"

Published by Oxford University Press
 Extract from Chapter 1 - "Changing approaches to the refugee problem" Box 1.3 (pp. 32-3)

Rwanda: causes and consequences of the refugee crisis

Forced migrations within and across national borders are one of the most visible consequences of political persecution and armed conflict. But as the recent crisis in Rwanda has demonstrated, refugee problems that are left unresolved can also become the cause of further instability, violence and population displacements.

Refugee repatriation has been a dominant issue in Rwandese politics for the past 30 years. By the time the country gained independence in 1962, 120,000 people, primarily from the minority Tutsi population, had already taken refuge in neighbouring states, escaping the violence which accompanied the progressive seizure of power by the majority Hutu community. Over the next two decades, the exiles made repeated efforts to return to Rwanda by the force of arms, each of which provoked renewed violence, reprisals and refugee outflows. By the end of the 1980s, some 480,000 Rwandese - around seven per cent of the total population and half of the Tutsi community - had become refugees, primarily in Burundi (280,000), Uganda (80,000), Zaire (80,000) and Tanzania (30,000).

This situation took a decisive turn in October 1990, when the Rwandese Patriotic Front (RPF), a movement composed mainly of Tutsi exiles, attacked north-east Rwanda from Uganda, where they had helped Yuweri Museveni's National Resistance Army to come to power four years earlier. After taking charge in Uganda, President Museveni had reminded his Rwandese counterpart of the need to find a solution to the refugee problem. But the Hutu-led government claimed that there was so little land available in Rwanda that repatriation was out of the question.

Right to return

After the outbreak of the war in 1990, the prospects for a settlement of the refugee problem appeared to improve. As a result of internal and external pressures, the Rwandese government was obliged to end 16 years of one-party rule. A transitional administration was created, which in 1993 recognized the refugees' right to return and signed a peace agreement with the RPF. But the agreement was rejected by radical elements in both the government and rebel movement, and Rwanda became embroiled in an increasingly disruptive civil war, which created up to a million internally displaced people.

The country was plunged further into crisis on 6 April 1994, when presidents Juvenal Habyarimana of Rwanda and Cyprien Ntaryamira of Burundi were killed in a plane crash. Ironically, the two leaders were returning from a peace conference in the Tanzanian capital of Dar-es-Salaam, which had been convened to discuss the implementation of a power-sharing plan in both countries.

While the cause of the plane crash remains unknown, it is clear that detailed preparations had already been made in Rwanda for the massacre of the Tutsi population and moderate Hutus. In attacks of indescribable brutality, committed by ordinary men and women as well as Hutu militia, at least 500,000 people are believed to have been killed. Some commentators put the figure much higher.

The killings were accompanied and followed by massive population displacements. On 28 and 29 April alone, as the RPF launched a new offensive against government forces, some 250,000 Rwandese flooded into Tanzania. And even this appeared modest in comparison with the movement which was to take place in mid-July 1994, when in the space of a few days, approximately 800,000 people (most of them Hutus), fled into Zaire, fearing reprisals by the advancing forces of the RPF.

But this was not simply a refugee movement. Assiduously encouraged by the retreating government, the exodus from Rwanda was in effect a calculated evacuation of the Hutu population. With a large proportion of the Tutsis already massacred, the victorious RPF was to be left in control of a state with a severely depleted population, as well as a hostile body of exiles, including the defeated army and militia, massed on the country's borders. Underlining the strategic nature of the movement, members of the ousted administration quickly asserted control over the refugee camps and established a dominant role in the distribution of aid.

Threat of violence

While they struggled to cope with the human consequences of the influx into Tanzania and Zaire, relief agency personnel also had to contend with the militant Hutus who had planned and executed the massacres, and who were now using threats of violence to prevent any refugees from returning to Rwanda. At the end of 1994, a proposal to curtail the violence by deploying a UN peacekeeping force in the refugee camps of Zaire was rejected by the UN Security Council. In February 1995, however, the government of Zaire agreed to send an elite force of 1,500 men to the settlement areas. UNHCR subsequently established a group of police and military personnel from the western states to work alongside the Zairian security force, an unprecedented arrangement in the organization's history.

Despite a general improvement in camp security and living conditions, by mid-1995 there was little immediate prospect of a solution to the Rwandese refugee problem. At a conference held in February 1995, the countries of Central Africa and the major donor states agreed on the need to encourage repatriation by a package of confidence-building measures within Rwanda, including the restoration of the rule of law and the rehabilitation of the country's shattered economy.

The implementation of this plan, however, has been obstructed by a variety of factors: continued pressure on the refugees to remain outside of their homeland; the slow rate at which a promised US$600 million in rehabilitation assistance has become available; disputes over property ownership, linked to the long-awaited return of the Tutsi exiles from Uganda; persistent reports of arbitrary arrests in Rwanda, leading to grossly overcrowded prisons; and the forcible closure of camps for internally displaced people in south-west Rwanda.

In April 1995, hundreds of people were killed when government troops opened fire at a camp for displaced people in Kibeho, an incident which had a serious impact on the prospects for a resolution of the refugee problem. At the end of 1994, UNHCR had started to provide transport and other assistance to the small number of refugees who wished to return to Rwanda. By February 1995, as many as 800 Rwandese were going back every day. But after the Kibeho killings, the numbers dropped to nothing.

Progress on the political front has also proved very slow. The new leaders in Kigali have stated that reconciliation with the former government is possible, but only if the individuals responsible for the genocide are punished for their crimes. Members of the former administration say that they will return to their homeland, but only if they are allowed a share of power. According to many reports, in mid-1995 the soldiers and militia forces who had withdrawn to Zaire were continuing to receive military training and supplies, and to conduct low-intensity operations in the border areas of Rwanda. With images of mass murders still fresh in the minds of the Rwandese people, peace is unlikely to come quickly or easily.

Teacher Resource #2
A hundred years of immigration to Canada 1900 - 1999

A chronology focusing on refugees and discrimination

Researched and written by:

Janet Dench, Executive Director, Canadian Council for Refugees
*Used with permission

1900	41,681 immigrants were admitted to Canada.
1896-1905	**Clifford Sifton** held the position of Minister of Interior (with responsibilities for immigration). He energetically pursued his vision of peopling the prairies with agricultural immigrants. The immigrants he sought for the Canadian West were farmers (preferably from the U.S. or Britain, otherwise (northern) European). Immigrants to cities were to be discouraged (in fact, many of the immigrants quickly joined the industrial labour force). "I think that a stalwart peasant in a sheepskin coat, born to the soil, whose forefathers have been farmers for ten generations, with a stout wife and a half dozen children, is good quality". Immigration of black Americans was actively discouraged, often on the grounds that they were unsuitable for the climate.
1900-1921	138,000 **Jews** immigrated to Canada, many of them refugees fleeing pogroms in Czarist Russia and Eastern Europe. There were also arrivals of **Doukhobors** from Russia, where they suffered persecution.
1900	The **Head tax** on Chinese immigrants was increased from $50 (set in 1885 in the first Chinese Exclusion Act) to $100.
1901	**Census**.(1) Of the 5,371,315 population in Canada, 684,671 (12.7%) were immigrants (i.e. born outside Canada). 57% of the immigrants were male. About a quarter of the immigrant population had arrived in the previous 5 years. 57% of immigrants were born in the British Isles, 19% in the U.S., 5% in Russia, 4% in Germany and 2.5% (17,043 people) in China. There were 4,674 people born in Japan, 1,222 people born in Syria, 357 people from Turkey, and 699 born in the West Indies. The only African country listed was South Africa (128 people). Of the 278,788 immigrants who were "foreign-born" (meaning born outside the British Empire), 55% were naturalized citizens. However, only 4% (668) of the Chinese-born were citizens. In terms of "origins", the census counted 17,437 "Negroes" in Canada. 42% of the population was of British origin, while 31% was of French origin. There were 16,131 Jews and 22,050 Chinese/Japanese (given as one category). 96% of the population was of European origin.
1903	Chinese **head tax** increased to $500. From 1901 to 1918, $18 million was collected from Chinese immigrants (compared to $10 million spent on promoting immigration from Europe).
1906	**Immigration Act**. According to Frank Oliver, Minister of the Interior, the purpose of the Act was "to enable the Department of Immigration to deal with undesirable immigrants" by providing a means of control. The Act enshrined and reinforced measures of restriction and enforcement. The categories of "prohibited" immigrants were expanded. The Act also gave the government legal authority to deport immigrants within two years of landing (later extended to three and then five years). Grounds for deportation included becoming a public charge, insanity, infirmity, disease, handicap, becoming an inmate of a jail or hospital and committing crimes of "moral turpitude". Such deportations had occurred prior to 1905 without the benefit of law, but after 1906, numbers increased dramatically.
1906-1907	c. 4,700 **Indians**, mainly Sikhs from the Punjab, arrived in Vancouver. Arrivals of **Japanese** and **Chinese** increased (more than 2,300 Japanese arrived in B.C. in 1907). Reaction by white British Columbians was described by the Minister of the Interior as "almost hysterical". An "Anti-Asiatic Parade" organized by the Asiatic Exclusion League ended in a riot, with extensive damage done to property in Chinatown and the Japanese quarter.

1907	A government delegation to **Japan** resulted in an agreement whereby the Japanese government would voluntarily limit emigration of Japanese to Canada to 400 a year.
1908	Order in council issued imposing a "**continuous journey**" rule, prohibiting immigrants who did not come by continuous journey from their country of origin. At the time steamships from India and Japan made a stop in Hawaii. The "landing money" required of Indians was also increased from $50 to $200.
1908	Amendments were made to **Chinese Immigration Act** expanding the list of prohibited persons and narrowing the classes of persons exempt from the head tax.
1908	A **border inspection service** was created on the U.S.-Canada border.
1910	**Immigration Act**. This Act gave the government enormous discretionary power to regulate immigration through Orders in Council. Section 38 allowed the government to prohibit landing of immigrants under the "continuous journey" rule, and of immigrants "belonging to any race deemed unsuited to the climate or requirements of Canada, or of immigrants of any specified class, occupation or character". The Act also extended the grounds on which immigrants could be deported to include immorality and political offenses (Section 41). The Act introduced the concept of "domicile" which was acquired after three years of residence in Canada (later five years).
1910	**Black Oklahoman farmers** developed an interest in moving to Canada to flee increased racism at home. A number of boards of trade and the Edmonton Municipal Council called on Ottawa to prevent black immigration. In 1911 an order in council was drafted prohibiting the landing of "any immigrant belonging to the Negro race, which race is deemed unsuitable to the climate and requirements of Canada". The order was never proclaimed, but the movement was nevertheless effectively stopped by agents hired by the Canadian government, who held public meetings in Oklahoma to discourage people, and by "strict interpretation" of medical and character examinations. Of more than 1 million Americans estimated to have immigrated to Canada between 1896 and 1911, fewer than 1,000 were African Americans.
1910-1911	First **Caribbean Domestic Scheme**: 100 Guadeloupian women came to Québec.
1911	**Census**. The population of Canada was 7,206,643, of which 22% was composed of immigrants (i.e. born outside Canada). Only 39% of those born outside Canada were female (2% of those born in China, representing 646 women). 49% of immigrants were born in the British Isles, 19% in the U.S., and 6% in Russia. 223 were identified as being born in Africa (outside South Africa), 211 in the West Indies. Of the 752,732 immigrants who were "foreign-born" (meaning born outside the British Empire), 47% were naturalized citizens. 9.5% (2,578) of the Chinese-born and 22.5% (1,898) of the Japanese-born were citizens. In terms of "origins", the census counted only 16,877 "Negroes", 560 fewer than in 1901. 54% of the population was of British origin (up from 47% in 1901), while 29% was of French origin. There were now 75,681 Jews, 27,774 of Chinese origin, 9,021 of Japanese origin and 2,342 were classified as "Hindu". 5% of the population had German origins and 1.8% Austro-Hungarian. 97% of the population was of European origin.
1912-1914	Dominion Iron and Steel Company sent two Barbadian steelworkers to Barbados to recruit steelworkers.
1913	Immigration reached a record level of **400,810** new arrivals (the highest level in the century). Taken as a proportion of the population at the time, it was equivalent to present-day Canada receiving about one and half million immigrants in a year.
June 1914	An MP in the House of Commons: "How can we go on encouraging trade between Canada and Asia and then hope to prevent Asiatics from coming into our country?"
1914	The **Komagatu Maru** arrived in Vancouver, having sailed from China with 376 Indians aboard, who were refused admittance to Canada. After two months in the harbour, and following an unsuccessful appeal to the BC Supreme Court, the boat sailed back to BC. Between 1914 and 1920 only one Indian was admitted to Canada as an immigrant.
1914	The **War Measures Act** was passed, giving the government wide powers to arrest, detain and deport. "Enemy aliens" were forced to register themselves and subjected to many restrictions. In the course of the

	war, 8,000-9,000 "enemy aliens" were interned. Many were subsequently released in response to labour shortages.
1915-19	Very limited immigration during the war.
1917	The **Wartime Elections Act** disenfranchised all persons from "enemy alien" countries who had been naturalized since 1902.
1917	The **Office of Immigration and Colonization** was created by order in council.
1917	About 4,000 **Hutterites** immigrated to Alberta from South Dakota, where they were suffering prejudice because they were German-speaking and unwilling to sustain the military efforts. Their entry to Canada was permitted under an 1899 order in council originally intended for Doukhobors.
1918	The Industrial Workers of the World (IWW, known as the "Wobblies") and 13 other **socialist** or **anarchist** groups were declared illegal. Another order in council banned publications using Finnish, Russian, Ukrainian, Hungarian and German. The Wobblies had been for several years a primary target of government anti-agitator activities, as a result of fears of enemy alien subversion and the "Bolshevik menace", and pressure from industrialists interested in suppressing labour activism. Immigration officials used whatever measures they could find to deport IWW members. For example, one man was deported because he had "created an agitation and a disturbance by openly advocating the views of the IWW" while on a train. The legal basis for deporting him was that he had created or attempted to create a riot or public disorder in Canada (Section 41 of the Act).
1918-19	At the end of war, immigrants were dismissed from some jobs in order to offer work to returning soldiers.
1919	A **Women's Division** was created within the Immigration Department. Systems for the "care" of single women immigrants (mostly British in the 1920s) were developed, including meeting by women officers, escorts to final destination and long-term follow up. The government was concerned to save the women from being "ruined". Immigrant women who engaged in sexual relationships outside marriage were liable to be deported (sometimes on the grounds of prostitution, or if they had an illegitimate child, on the grounds that they had become a public charge, since they would generally be forced out of their job).
1919	Amendments to the **Immigration Act** were made, adding new grounds for denying entry and deportation (e.g. constitutional psychopathic inferiority, chronic alcoholism and illiteracy). Section 38 allowed Cabinet to prohibit any race, nationality or class of immigrants by reason of "economic, industrial, or other condition temporarily existing in Canada" (unemployment was then high), because of their unsuitability, or because of their "peculiar habits, modes of life and methods of holding property". In a last minute extra amendment, in response to the Winnipeg General Strike, among whose leaders were British-born activists, the British-born were made subject to deportation on political grounds. This particular amendment was repealed in 1928, after five previous efforts at repeal failed, many blocked in the Senate.
June 1919	Under the authority of Section 38 of the Immigration Act, an Order in Council was issued prohibiting the entry of **Doukhobors, Mennonitesand Hutterites**, because of their "peculiar habits, modes of life and methods of holding property".
1919	Amendment to the **Naturalization Act**. Citizenship could be revoked if anyone were found to be "disaffected" or "disloyal" or if the person "was not of good character at the date of the grant of the certificate".
1920	Immigration official: "At the present moment, we are casting about for some more effective method than we have in operation to prevent the arrival here of many of the nondescript of Europe, whose coming here is regarded more in the light of a catastrophe than anything else".
1921	**Census**. The population of Canada was 8,787,949, of which 22% was composed of immigrants (i.e. born outside Canada). 44% of the immigrant population was female (but only 3% of the Chinese and 32% of the Italians). 82% of immigrants had been in Canada for 10 years or more. 52% of immigrants were born in the British Isles, 19% in the U.S. and 5% in Russia. 1,760 immigrants were born in South Africa; Africa is not otherwise listed as a place of birth. Of the 890,282 immigrants who were "foreign-born" (born outside the British Empire), 58% were naturalized citizens. The number of naturalized Chinese-born had decreased from 2,578 in 1911 to 1,766 (representing 4% of the Chinese-born). The number of German-

	born naturalized citizens had also decreased (from 23,283 in 1911 - before the war - to 21,630). 33% (3,902) of the Japanese-born were citizens. 44% of the immigrant population was rural (but only 40% of female immigrants). In terms of the "origins" of the total population, the census counted 18,291 "Negroes" in Canada, 126,196 "Hebrews", 39,587 people of Chinese origin and 23,342 of Japanese origin. 55% of the population had origins in the British Isles, while 33% was of French origin. 97.5% of the population was of European origin.
1922	**Empire Settlement Act** passed in the British Parliament. It provided assisted passage and training opportunities for married couples, single agricultural labourers, domestics and juveniles aged 14 - 17. 130,000 immigrants to Canada were assisted under the Act. An "Aftercare Agreement" provided for selection, supervision and assistance of female domestic workers. Between Jan. 1926 and 31 March 1931, 689 women who arrived under this agreement (4.6% of arrivals) were deported, on grounds such as "illegitimacy", "immorality", "medical", "marriage", "bad conduct" and "criminal conviction" (these were the department's reasons though not necessarily the legal bases for the deportations).
June 1922	Revocation of Order in Council "modes of living and methods of holding property" as it applied to Mennonites and Hutterites, opening the door to **Russian Mennonites** facing persecution in communist Russia. 20,000 settled in Canada between 1923 and 1929. Doukhobors remained prohibited.
June 1922	An amendment to the **Opium and Narcotic Drug Act** provided for the deportation of "domiciled aliens" (i.e. immigrants who had been in Canada 5 years or more) with drug-related convictions. This measure was particularly directed against the Chinese. In 1923-4, 35% of deportations by the Pacific Division were under these provisions.
Jan. 1923	Order in Council issued excluding "**any immigrant of any Asiatic race**" except agriculturalists, farm labourers, female domestic servants, and wife and children of a person legally in Canada. ("Asia" was conceived broadly, going as far west as Turkey and Syria).
1923	Immigration official: "There are continual attempts by undesirables of alien and impoverished nationalities to enter Canada, but these attempts will be checked as much as possible at their source".
1923	After a period of post-war economic gloom and low immigration, there was a cautious encouragement of immigration. The door opened to **British** subjects, **Americans** and citizens of "**preferred countries**" (Norway, Sweden, Denmark, Finland, Luxembourg, Germany, Switzerland, Holland, Belgium and France). Only agriculturalists, farm labourers, domestics and sponsored family members could be admitted from "non-preferred" countries: Austria, Hungary, Poland, Romania, Lithuania, Estonia, Latvia, Bulgaria, Yugoslavia and Czechoslovakia. Southern Europe was not even mentioned.
June 1923	**Chinese Immigration Act**. This Act prohibited all Chinese immigrants except diplomats, students, children of Canadians and an investor class. Aside from protests from the Chinese community in Canada, there were virtually no voices of opposition. The day on which this Act came into force - July 1 - became known to Chinese Canadians as "Humiliation Day".
1923-24	The suicides of three **home children** led to a study by a British parliamentary delegation into this program which sent children from Britain into indentured labour in Canada. Some were orphans, but most left parents behind. About 100,000 children immigrated to Canada through the program, which lasted from 1868 until the 1930s. In 1925, following the delegation's report, the Canadian government put a stop to immigration of children under 14 years of age unaccompanied by parents.
1925	The **Railway Agreement** was signed by the Canadian Pacific and Canadian National Railways and the government, providing for the railways to recruit immigrants, including from the "non-preferred" countries of Northern and Central Europe. More than 185,000 Central Europeans entered Canada under the agreement (1925-1929).
1929	The Canadian Mennonite Board of Colonization desperately sought admission for 1,000 **Mennonite families** facing deportation to Siberia. The Saskatchewan government refused them outright, as in turn did other prairie provinces. Eventually 1,300 Mennonites were able to enter, mostly settling in Ontario.
1930	As the depression took hold, the number of deportations on the grounds of "**becoming a public charge**" rose. From 1930 to 1934, 16,765 immigrants were deported on this ground (more than 6 times as many as

	in the previous 5 year period). The numbers of deportations on the grounds of medical causes and criminality also increased.
Sept. 1930	Order in Council (P.C. 2115) issued prohibiting the landing of "**any immigrant of any Asiatic race**", except wives and minor children of Canadian citizens (and few Asians could get citizenship).
1931	Order in Council requiring **Chinese** and **Japanese** to renounce their former citizenship before being naturalized. This effectively barred Japanese from becoming citizens since Japanese law did not provide for revocation of citizenship. In any case since 1923 very few Asians applying for naturalization were approved in what was a highly discretionary process.
1931	**Census**. The population of Canada was 10,376,786, of whom 22% were immigrants (i.e. born outside Canada). 44% of immigrants were female (but only 14% of Asian immigrants), 67% had been in Canada more than 10 years and 40% lived in rural localities. 49% of immigrants were born in the British Isles, 15% in the U.S., 14% in Central Europe and less than 3% in Asia. Africa only appears as a place of birth in South Africa. 1,296 people were listed as born in South America. 55% of the foreign-born population were naturalized citizens. In terms of "racial origins", 52% of the total population had origins in the British Isles, 28% in France. There were 156,726 Jews, 84,548 people of "Asiatic" origin and 19,456 "Negroes". 97.7% of the population was of European origin.
1931	Deportations of immigrants who had organized or participated in strikes or other **organized labour** activities. Winnipeg Mayor Ralph Webb campaigned to deport and prevent the admission of communists and agitators. He urged the "deportation of all undesirables".
March 1931	In the context of the depression, an Order in Council was adopted (P.C. 695) **restricting admission** to American citizens, British subjects and agriculturalists with economic means.
August 1931	The **Communist Party** was made illegal under the Criminal Code. Even naturalized immigrants who were members of the Party could have their citizenship revoked and be deported.
Fall 1931	**Political deportation** became federal policy. The Minister of Justice hosted a special meeting attended by the Minister of National Defence, the Commissioner of Immigration, the military chief of staff and the RCMP Commissioner. The exact number of people deported on political grounds is unknown, because they may technically have been deported on other grounds, e.g. criminal conviction, vagrancy or being on the public charge.
Early 1930s	**Widespread deportation of the unemployed** (28,097 people were deported 1930-1935). Following an outcry, the department changed its policy at least so far as to suspend deportations against those who had found work by the time the deportation orders were ready.
May 1932	In a "**red raid**" left-wing leaders from across Canada were arrested and sent to Halifax for hearings and deportations. One of them was a Canadian citizen by birth. He sued the government for false arrest, but despite criticisms from the Manitoba Court of Appeal of the Department's failure to follow due process, he lost in a 3-2 decision. The others, known as the "Halifax Ten", lost their appeal before the Nova Scotia Supreme Court (although the Court agreed that the department had not acted in complete conformity with the law). Despite extensive protests, they were deported.
1934	94% of **applications for naturalization** were refused. Confidential RCMP assessments led to refusals on the basis of political or labour activism or perceived "bad character".
1936	Immigration became part of the **Department of Mines and Resources**.
1937	Annual report, Immigration: "There is at present a great pressure at our doors for the admission of many thousands of distressed peoples of Europe".
1938	A number of individuals and groups, including the Anglican Church, the United Church, the YMCA, local service clubs and the Co-operative Commonwealth Federation (CCF), as well as Jewish community groups, called on the government to admit **Jewish refugees**. They were opposed by such groups as the Native Sons of Canada, Leadership League and Canadian Corps. Voices of anti-Semitism were particularly strong in Quebec.
March	F.C. Blair, Director of Immigration Branch (an anti-Semite, who personally ensured that virtually no Jews

1938	were admitted to Canada during this period): "Ever since the war, efforts have been made by groups and individuals to get refugees into Canada but we have fought all along to protect ourselves against the admission of such stateless persons without passports, for the reason that coming out of the maelstrom of war, some of them are liable to go on the rocks and when they become public charges, we have to keep them for the balance of their lives".
July 1938	Canada participated (reluctantly) at the **Evian Conference on refugees**. Canadian representatives were under instructions from Prime Minister Mackenzie King not to support the creation of a permanent structure to handle refugee matters or any initiatives to commit countries to quotas of refugees.
Oct. 1938	At a meeting of the League of Nations Society of Canada the **Canadian National Committee on Refugees and Victims of Persecution** was formed. Since the government blamed its unwillingness to admit refugees on lack of public support, the committee focused on public education, setting up branches, organizing public meetings and producing a pamphlet "Should Canada admit refugees?" Unsuccessful in effecting any policy change, the committee intervened in individual cases, sometimes with positive results. Among the refugees admitted were the Czech industrialist Thomas Bata and 82 of his workers.
1938	Memo to Mackenzie King by Departments of External Affairs and Mines and Resources: "We do not want to take too many Jews, but in the circumstances, we do not want to say so. We do not want to legitimise the Aryan mythology by introducing any formal distinction for immigration purposes between Jews and non-Jews. The practical distinction, however, has to be made and should be drawn with discretion and sympathy by the competent department, without the need to lay down a formal minute of policy".
Nov. 1938	Britain asked Canada to take some **Sudeten German refugees** who had fled the Nazis to Prague. The railroad companies were sent to investigate potential immigration of farmers and glassworkers. Canada agreed to take 1,200 but insisted on Britain paying $1,500 per family for transportation and resettlement costs (Britain had offered $1,000). While negotiations were going on, Germany occupied the rest of Czechoslovakia, preventing the resettlement of most of the refugees. 303 families and 72 single men who had previously managed to get to Britain were resettled in B.C. and Saskatchewan. They had little or no farming experience, but were not allowed to settle in the cities.
Dec. 1938	Responding to the **refugee crisis**, the government simply restated its general policy: refugees who met the categories for admissible immigrants according to the regulation in force (P.C. 695) could come to Canada.
1939	The St Louis sailed from Germany with 930 Jewish refugees on board. No country in the Americas would allow them to land. 44 prominent Torontonians sent a telegram to the Prime Minister of Canada urging that sanctuary be given to the refugees, to no avail. The ship was forced to return to Europe where three-quarters of the refugees died at the hands of the Nazis.
1940	In a comparative study of **deportation** in Britain, Northern Ireland, Canada, South Africa, Australia and New Zealand, C.F. Fraser found Canadian practices the most arbitrary and the Canadian judiciary apathetic: "the most notable feature of deportation cases in Canada is the apparent desire to get agitators of any sort out of the country at all costs... [T]he executive branch of the government, in its haste to carry out this policy ... displayed a marked disregard for the niceties of procedure".
1940	2,500 male "**potentially dangerous enemy aliens**" interned by Britain were brought to Canada. They were housed in high security camps. In fact many of them were Jews. In 1945 they were reclassified as "interned refugees (Friendly Aliens)". 972 accepted an offer to become Canadian citizens. Many went on to prominent careers in academia or the arts.
1941	**Census**. The population of Canada was 11,506,655, of which 17.5% was composed of immigrants (i.e. born outside Canada). 45% of the immigrant population was female. Only in the case of immigrants from the U.S. were there more women than men. 90% of immigrants had been in Canada for 10 years or more (33% for more than 30 years). 44% of immigrants were born in the British Isles, 14% in the U.S., 7% in Poland and 5% in Russia. There were 29,095 immigrants from China (of whom only 1,426 were women), 9,462 from Japan and 5,886 other "Asians" (includes "Arabian, Armenian, Hindu, Syrian, Turkish..."). No African countries are listed. While 47% of the total population was rural, only 39.5% of immigrants were. However, more than half of some immigrant groups were rural: Austrians, Belgians, Czechs, Danes, Finns, Germans, Icelanders, Dutch, Norwegians and Swedes. Women immigrants were less likely to be

	rural than men: 37% versus 42%. Only 32% of British immigrants were rural. In terms of "racial origin", 49.7% of the population had origins in the British Isles, 30% in France, 4% were German and 2.7% were Ukrainian. There were 170,241 Jews, 34,627 Chinese and 22,174 "Negroes". 71.5% of the foreign-born were naturalized citizens (8% of the Chinese-born, 35% of the Japanese-born). 97.7% of the population was of European origin.
1942	Immigration reached its lowest level of the century: **7,576**.
Feb. 1942	22,000 **Japanese Canadians** were expelled from within 100 miles of the Pacific. Many went to detention camps in the interior of B.C., others further east. Detention continued to the end of the war, when the Canadian government encouraged many to "repatriate" to Japan. 4,000 left, more than half Canadian-born and two-thirds Canadian citizens.
1945-1947	In the immediate post-war period, **immigration controls** remained tight, while pressure mounted for a more open immigration policy and a humanitarian response to the displaced persons in Europe.
May 1946	Order in Council issued allowing Canadian citizens to sponsor **brothers and sisters, parents and orphaned nephews and nieces**.
May 1946	Canadian officials were directed to accept **identity documents** and travel documents in lieu of passports from displaced persons.
July 1946	The government decided to admit 3,000 **Polish veterans**. They were obliged to work on a farm for one year after their arrival in Canada.
1946	**Canadian Citizenship Act** adopted, creating a separate Canadian citizenship, distinct from British (Canada was the first Commonwealth country to do so).
Nov. 1946	The Prime Minister announced emergency measures to aid the resettlement of European **refugees**. It was some months before anything was done concretely, and the door did not open for refugees without relatives in Canada until mid-1947. Selection of refugees was guided by economic considerations (the Department of Labour was involved), ethnic prejudices (Jews were routinely rejected) and political bias (those with left-wing or Communist sympathies were labelled "undesirables"). Refugees also had to be in good health. An External Affairs officer claimed that Canada selected refugees "like good beef cattle".
Jan. 1947	**Italians** were removed from the category of "enemy aliens" leading to a period of significant Italian immigration.
April 1947	Beginning of the **Displaced Person** (DP) movement. 186,154 displaced persons came to Canada between 1947 and 1952.
1 May 1947	Prime Minister **Mackenzie King** made a statement in the House outlining Canada's immigration policy. "The policy of the government is to foster the growth of the population of Canada by the encouragement of immigration. The government will seek by legislation, regulation, and vigorous administration, to ensure the careful selection and permanent settlement of such numbers of immigrants as can advantageously be absorbed in our national economy." Regarding discrimination, he made it clear that Canada is "perfectly within her rights in selecting the persons whom we regard as desirable future citizens". Still, he allowed that it might be as well to remove "objectionable discrimination". On the other hand, "the people of Canada do not wish, as a result of mass immigration, to make a fundamental alteration in the character of our population. Large-scale immigration from the orient would change the fundamental composition of the Canadian population".
1 May 1947	Order in Council issued allowing legal residents (and not just citizens) to sponsor **fiancé(e)s, spouses and unmarried children**.
May 1947	**Chinese Immigration Act** repealed, following pressure, e.g. by the Committee for the Repeal of the Chinese Immigration Act, formed by church and labour groups. Chinese immigration was henceforth regulated by the 1930 rules for "Asiatics" which allowed only the sponsorship of wife and children by Canadian citizens.
August 1948	The first of a total of 9 boats carrying 987 **Estonian refugees** arrived on the east coast of Canada. They sailed from Sweden, where they were living under threat of forced repatriation to the Soviet Union. They

	had been trying to resettle to Canada but had been frustrated by the long delays and barriers in Canadian immigration processing. They were detained on arrival and processed through an ad hoc arrangement. All but 12 were accepted (the 12 were deported).
1950	The **Department of Citizenship and Immigration** was formed.
June 1950	Order in council issued replacing previous measures on **immigration selection**. The preference was maintained for British, Irish, French and U.S. immigrants. The categories of admissible European immigrants were expanded to include healthy applicants of good character with skills and who could readily integrate. The order gave wide discretion for refusals and Blacks continued to be for the most part excluded.
1950	**Germans** were removed from the categories of "enemy aliens".
1951	**Census**. Of the population of 14,009,429, 14.7% were immigrants (i.e. born outside Canada). 47% of immigrants were female, 80% had been in Canada for more than 10 years and 29% lived in rural localities. 44% of immigrants were born in the United Kingdom, 13.7% in the U.S., 9% in the USSR and 8% in Ireland. There were 37,145 immigrants from "Asiatic countries", of whom 24,166 were from China. In terms of origins, of the total population, 48% had origins in the British Isles, 31% in France and 4% in Germany. There were 18,020 "Negroes" reported (fewer than in the 1921, 1931 and 1941 censuses). 97% of the population was of European origin.
Feb. 1951	An interest-free **Assisted Passage Loan Scheme** was created, restricted to immigrants from Europe.
1951	Agreements were signed with the governments of **India, Pakistan and Ceylon** by which Canada agreed to allow in certain numbers of their citizens (over and above those eligible under the rules for "Asiatics").
1951	The **Geneva Convention Relating to the Status of Refugees** was adopted. Canada did not become a signatory because the RCMP feared that it would restrict Canada's ability to deport refugees on security grounds.
1952	A new **Immigration Act** was passed, less than a month after it was introduced in the House (it came into effect 1 June 1953). This Act, which did not make substantial changes to immigration policy, gave the Minister and officials substantial powers over selection, admission and deportation. It provided for the refusal of admission on the grounds of nationality, ethnic group, geographical area of origin, peculiar customs, habits and modes of life, unsuitability with regard to the climate, probable inability to become readily assimilated, etc. Homosexuals, drug addicts and drug traffickers were added to the prohibited classes. The Act provided for immigration appeal boards, made up of department officials, to hear appeals from deportation.
1953	The **Approved Church Program** was set up, giving four groups power to select and process immigrants. Tensions ensued, partly because the groups favoured the most desperate refugees, while the Department was looking for labourers. The groups' privileged status was revoked in 1958 through a departmental directive.
1954	Report of a Canadian Bar Association sub-committee criticized the **arbitrary exercise of power** by immigration officials and called for a quasi-judicial Immigration Appeals Board.
1956	The Supreme Court ruled in *Brent* that the **discretion** given immigration officials under the regulations exceeded the provisions of the Immigration Act. As a result, an Order in Council was issued dividing countries into categories of preferred status.
Nov. 1956	The crushing of the Hungarian uprising led to over 200,000 **Hungarians** fleeing to Austria. In response to public pressure, the Canadian government implemented a special program with free passage. Thousands of Hungarians arrived in the early months of 1957 on over 200 chartered flights. More than 37,000 Hungarians were admitted in less than a year.
1957	In the federal election campaign, John Diefenbaker promised his government would develop a **vigorous immigration policy** and overhaul the Immigration Act.
1957	The **backlog of sponsored cases** in the Rome office had reached 52,000.

1958	It was decided that prospective immigrants must apply from their own country.
March 1959	The government **restricted admission of family members**, in a measure particularly aimed at curbing immigration of Italian family members. The measure met with loud protests and was rescinded a month later.
Fall 1959	In the Speech from the Throne, the government promised a **new immigration act**. However, plans were changed due to fears that getting the act through Parliament would be difficult.
1959-60	**World Refugee Year**. Canada admitted 325 tubercular refugees and their families (the first time that Canada had waived its health requirements for refugees).
1960	Prime Minister John Diefenbaker introduced the **Bill of Rights**.
1 July 1960	The **Chinese Adjustment Statement Program** was announced. The program included measures to curtail illegal entry of Chinese and to land Chinese in Canada without legal status. The initiative followed on the crackdown of a large-scale illegal immigration scheme, involving "paper families". The amnesty program continued throughout the 1960s - by July 1970, 11,569 Chinese had normalized their status.
1961	**Census**. Of the Canadian population of 18,238,247, 15.6% (2,844,263) were immigrants (i.e. born outside Canada). 48% of the immigrant population was female (but 52% of immigrants from the UK, 54% of those from the U.S. and only 38% of those from "Asiatic countries"). 58% of immigrants had been in Canada for 10 years or more. 34% of immigrants were from the UK, 51% from other European countries (Italy by itself represented 9%), 10% from the U.S., 2% from "Asiatic countries", 0.6% from "other countries" (which includes all of Africa apart from South Africa). 63% of immigrants were Canadian citizens. In terms of "ethnic origins", 43.8% were from the British Isles, 30.4% French, 5.8% German, 2.6% Ukrainian and 2.5% Italian. There were 121,753 "Asiatics" (0.7%). 96.8% of the population was European.
1961	71,689 immigrants arrived - the lowest level since 1947, and a reflection of the **economic recession**.
Feb. 1962	Minister of Citizenship and Immigration Ellen Fairclough implemented new **Immigration Regulations** that removed most racial discrimination, although Europeans retained the right to sponsor a wider range of relatives than others.
Nov. 1962	Minister of Citizenship and Immigration Richard Bell suggested that immigration should be at the rate of **1% of the population**. Despite high levels of unemployment, immigration was increased.
1966	The **Assisted Passage Loan Scheme**, originally for immigrants from Europe only, was extended to Caribbeans.
Oct. 1966	A **white paper** was tabled, recommending an immigration policy that was "expansionist, non-discriminatory, and balanced in reconciling the claims of family relationship with the economic interest of Canada". The paper began: "There is a general awareness among Canadians that the present Immigration Act no longer serves national needs adequately, but there is no consensus on the remedy". Evidently no consensus was found, since the white paper did not lead to a new Act.
1967	Interest began to be charged on loans under the **Assisted Passage Loan Scheme**.
Oct. 1967	The **points system** was incorporated into the Immigration Regulations. The last element of racial discrimination was eliminated. The sponsored family class was reduced. Visitors were given the right to apply for immigrant status while in Canada.
Nov. 1967	The **Immigration Appeal Board Act** was passed, giving anyone ordered deported the right to appeal to the Immigration Appeal Board, on grounds of law or compassion.
1967	8 provincial governments agreed to participate in bringing 50 **handicapped refugees** into Canada, largely tubercular cases.
August 1968	Warsaw Pact troops enter Czechoslovakia. 10,975 **Czechs** entered Canada between August 20, 1968 and March 1, 1969. According to the departmental annual report, "[m]any Canadian organizations, universities and provincial and municipal agencies assisted in the settlement of the refugees. Without this surge of public and private cooperation, the task would have been immeasurably more difficult".
1968	**Biafrans** in Canada were allowed to extend their stay.

4 June 1969	Canada acceded to the **1951 Convention Relating to the Status of Refugees** and the **1967 Protocol**.
1969	A hostel for **draft dodgers and deserters** from the U.S. was raided 10 times - possibly the result of RCMP-FBI cooperation in the return of deserters to the U.S.
1 April 1970	The **Assisted Passage Loan Scheme**, previously restricted to Europeans and then Caribbeans, became available worldwide. The interest rate was 6% annually.
1970	The number of people applying for immigration status after entering Canada had "exceeded expectations" and led to a **backlog**. There were about 8,000 applications in 1967, 28,000 in 1969 and 31,000 in 1970. Delays in processing caused problems for the individuals as they did not have the right to work while awaiting processing. Those refused could apply to the Immigration Appeals Board, leading to the development of a three-year backlog.
1970	Immigration from **Asia** and the **Caribbean** represented over 23% of the total, compared with 10% four years previously.
1970	Following Canada's signing of the Refugee Convention, **refugee selection** became an issue. According the immigration department's annual report: "under our resettlement program, refugees considered capable of successful establishment may be selected regardless of their inability to meet immigration assessment norms". Visa officers took into account resources available from the department and from Canadian organizations and citizens.
1970	First 92 of a group of **Tibetan refugees** settled in Alberta, Ontario and Québec.
1971	**Census**. Of the population of 21,568,310, 15.3% (3,295,530) were immigrants (i.e. born outside Canada). 68% of immigrants had been in Canada for 10 years or more. 49.7% of immigrants were female. 12% of immigrants lived in rural areas (compared to 26% of people born in Canada). 79% of immigrants were born in Europe (28% in the UK, 12% in Italy, 6% in Germany, 5% each in Poland and the USSR). "Asiatic countries" were the birthplace for under 4% of immigrants. All African countries are grouped under "other countries" (2% of immigrants). In terms of "ethnic group", 44.6% were from the British Isles, 28.7% French, 6% German, 3.4% Italian, and 2.7% Ukrainian. There were 118,815 Chinese, 67,925 "East Indian", 37,260 Japanese, 34,445 "Negro", 28,025 West Indian and 26,665 "Syrian-Lebanese". 97% of the population was of European origin.
1971-72	The U.S. was the largest source country of immigration, in part because of the large numbers (possibly 30,000-40,000) of **draft dodgers** and **deserters** unwilling to fight in Vietnam who found refuge in Canada.
1971	The federal government announced its policy of **multiculturalism**.
1972	The **10 millionth immigrant** since Confederation was celebrated. It was reportedly British psychiatrist Dr Richard Swinson "and his family".
June 1972	An administrative program was announced to reduce the Immigration Appeal Board **backlog**. By March 1973, 18,500 cases had been reviewed, and nearly 12,000 received a positive response.
August 1972	The Ugandan president announced his intention of expelling **Ugandan Asians** by November 8, 1972. Canada responded swiftly to an appeal from the UK to take some of these Ugandans (by September 5, a Canadian team of officers had set up office in Kampala), but initially insisted that the applicants meet the usual immigration criteria. However, as the deadline approached, they did allow some relaxation of requirements. By the end of 1973, more than 7,000 Ugandan Asians had arrived, of whom 4,420 came in specially chartered flights.
Nov. 1972	The right to apply for immigrant status while in Canada was revoked.
1973	A **Settlement Branch** was created within the Department of Manpower and Immigration.
July 1973	Assent was given to amendments to the **Immigration Appeal Board Act**. The universal right of appeal from a deportation order was abolished and provisions were made to clear up the backlog. Appeals from deportation orders were limited to landed immigrants, people arriving at the border who had been issued a visa overseas and "bona fide refugees". Persons in Canada since 30 November 1972 were given 60 days to

	apply for adjustment of status. More than 39,000 people from over 150 countries obtained immigrant status.
Sept. 1973	**Overthrow of Allende government in Chile**. Groups in Canada, particularly the churches, urged the government to offer protection to those being persecuted. In contrast to the rapid processing of Czechs and Ugandan Asians, the Canadian government response to the Chileans was slow and reluctant (long delays in security screenings were a particular problem). Critics charged that the lukewarm Canadian response was ideologically driven. By February 1975, 1188 refugees from Chile had arrived in Canada.
Sept. 1973	The government formed a special task force to study all policy options in immigration.
Oct. 1973	Following a visit by Prime Minister Trudeau to **China**, an agreement was reached allowing Canada to process applications for family reunification within China.
1974	The federal government launched the **Immigrant Settlement and Adaptation Program** (ISAP) through which funding for settlement services is provided.
1975	A **Green Paper** was released and a Special Joint Committee of the Senate and the House of Commons created to study it. It conducted consultations over 35 weeks and held nearly 50 public hearings in 21 cities.
1976	To respond to the civil war in Lebanon, special measures were announced for **Lebanese**. By 1979, 11,010 immigrant visas had been issued. Additional measures were introduced in 1982 following the Israeli invasion of Lebanon.
Nov. 1976	New **Immigration Bill** tabled.
Feb. 1977	First meeting of the Standing Conference of Canadian Organizations Concerned for Refugees which became in 1988 the **Canadian Council for Refugees**.
Feb. 1978	**Immigration agreements** were signed between the federal government and Québec and Nova Scotia. The former, the Cullen-Couture agreement, gave Québec the power to select its own independent immigrants (subject to medical, criminality and security screening by the federal government).
April 1978	The new **Immigration Act** came into effect. It identified objectives for the immigration program and forced the government to plan for the future, in consultation with the provinces. Immigrants were divided into four categories: independents, family, assisted relatives and humanitarian. The Refugee Status Advisory Committee was created. The "prohibited" categories were replaced with "inadmissible" categories, among which were no longer to be found epileptics, imbeciles, persons guilty of crimes of moral turpitude, homosexuals and people with tuberculosis. Deputy Minister Allan Gotlieb described the legislation as "a beautiful piece of work - logical, well-constructed, liberal, and workable". The accompanying **Immigration Regulations** revised the points system and created the Private Sponsorship of Refugees Program.
Jan. 1979	Three designated classes were created by regulation: the **Indochinese**, the **Latin American Political Prisoners and Oppressed Persons** and the **East European Self-Exiled Persons**. The classes facilitated the resettlement to Canada of people who met the criteria.
1979-80	60,000 **refugees from Vietnam, Laos and Cambodia** were resettled in Canada. Responding to media reports of the "boatpeople", thousands of Canadians came forward, giving a dramatic launch to the new refugee private sponsorship program. Popular pressure forced the government to adjust upwards its initial commitment to resettling the refugees. For the years 1978-81, refugees made up 25% of all immigrants to Canada.
1981	**Census**. Of the total population of 24,083,500, 16% were immigrants (i.e. born outside Canada). 51% of immigrants were female. 67% of immigrants were born in Europe, 14% in Asia, 8.5% in North or Central America, 4.5% in the Caribbean, and 2.7% in Africa. Females made up 47% of those born in Italy, 48% of those born in Africa, 51% of those born in China, 53% of those born in North or Central America, 55% of those born in the Caribbean, and 58% of those born in the Philippines. 66% of immigrants had been in Canada for at least 11 years. 11% of immigrants lived in rural areas (compared to 27% of the total Canadian population). 69% of immigrants were Canadian citizens. In terms of ethnic origins, 92% of the

	population declared a single ethnic origin. 86% of population had a single European ethnic origin (40% British, 27% French). "Asia and Africa" (listed as a single entry) accounted for 3%, "Far East Asia" 1.7%, "North and South America" 2%.
1981	The **Foreign Domestic Workers Program** was introduced. Those admitted came on a temporary contract, but could apply for permanent residence after 2 years in Canada.
March 1981	Special measures were created for **Salvadorans** (expanded in 1982 to include Salvadorans in the U.S.)
Nov. 1981	The report of the Task Force on Immigration Practices and Procedures, *Refugee Status Determination Process*, (the "**Robinson Report**") was submitted to the Minister of Employment and Immigration. This was the first in a series of such reports on the refugee determination system: the "**Ratushny Report**" followed in 1984 and the "**Plaut Report**" in 1985.
Nov. 1982	**Poland** was added to the countries for the Political Prisoners and Oppressed Persons class, in response to the suppression of the Solidarity movement.
1983	Following the Colombo riots, Canada imposed a visa requirement on **Sri Lankans** and relaxed landing requirements for some in Canada.
1984	The **Canadian Security Intelligence Service Act** transferred responsibility for security aspects of immigration from RCMP to the newly created CSIS.
4 April 1985	The Supreme Court of Canada rendered the **Singh** decision, in which it recognized that refugee claimants are entitled to fundamental justice. The court ruled that this would normally require an oral hearing in the refugee status determination process.
1985	Extra positions on the **Immigration Appeal Board** were created to adjudicate refugee claims, now that refugee claimants had to be given an oral hearing.
1986	The people of Canada were awarded the **Nansen medal** by the UN High Commissioner for Refugees, in "recognition of their major and sustained contribution to the cause of refugees".
1986	An **administrative review** program was instituted for all refugee claimants in Canada before 21 May 1986, to address the backlog in the refugee determination system. 85% of the 28,000 applicants were accepted.
Feb. 1987	Measures were instituted **turning back** refugee claimants arriving from the U.S. They were made to wait for processing in the U.S.
May 1987	**Bill C-55** was tabled. The bill completely revised the refugee determination system, creating the Immigration and Refugee Board. It proposed a two-stage process, with a "credible basis" screening. It also provided for refugee claimants to be excluded from the process if they had passed through a "safe third country". The credible basis test and the safe third country rule were among the aspects of the bill that were vigorously opposed by refugee advocates.
July 1987	A group of Sikhs landed in Nova Scotia and claimed refugee status. Prime Minister Brian Mulroney issued an emergency recall of Parliament for the tabling of **Bill C-84, the Refugee Deterrents and Detention Bill**. Despite the so-called emergency, the draconian bill was not passed for a full year.
1988	Regulations were changed to allow the **sponsorship of unmarried children** of any age (previously only children under 21 years were eligible).
Dec. 1988	Minister of Employment and Immigration Barbara McDougall announced that no countries would be designated "**safe third countries**". A special program was announced for the over 100,000 refugee claimants in the **backlog** as of December 31, 1988. The program was supposed to last two years, but took much longer, keeping refugees in limbo and separated from their families for years.
1 Jan. 1989	**Bills C-55 and C-84** came into effect, introducing many changes to immigration law, a new refugee determination system and the Immigration and Refugee Board.
June 1989	Following the **Tiananmen Square** massacre, the government relaxed requirements for Chinese in Canada. About 8,000 acquired permanent residence, but others languished for years in limbo.
1990	The **East European Self-Exiled Class** was eliminated following the fall of the Iron Curtain. The

	Indochinese designated class was amended to require screening of newer arrivals, in consequence of the Comprehensive Plan of Action.
1990	The government unveiled its **Five Year Plan** for immigration, proposing an increase in total immigration from 200,000 in 1990 to 250,000 in 1992. The long-term commitment to planned immigration was new in Canadian history, as was the proposal to increase immigration at a time of economic recession.
1991	**Census**. Of the total population of 26,994,045, 16% (4,342,890) were immigrants (i.e. born outside Canada). 51% of immigrants were female. (57% of immigrants from U.S., 56% of Caribbean immigrants, but only 46% of African immigrants.) 72% of immigrants had been in Canada more than 10 years. 54% of immigrants were born in Europe, 25% in Asia, 6% in U.S., 5% in the Caribbean and 4% in Africa. While 32% of the total population lived in Montreal, Toronto or Vancouver, 57% of the immigrant population did. 81% of immigrants eligible to become Canadian citizens had done so. 71% of the total population declared a single ethnic origin (66% gave a single European origin, while Asian, Arab and African single origins together made up 6%).
1991	A new **Québec-Canada Accord** came into effect, giving Québec sole responsibility for the selection of independent immigrants and the administration of all settlement services in the province.
1992	**Sponsorship of children** was restricted to children under 19 or dependent children.
June 1992	**Bill C-86** was tabled. The bill proposed revisions to the refugee determination system, mostly restrictive. The first level screening process with the credible basis test was abandoned and "eligibility" determinations transferred in part to immigration officers. Other measures proposed were fingerprinting, harsher detention provisions and making refugee hearings open to the public (these were amended as the bill passed through Parliament). New grounds of inadmissibility were added. The bill also included a provision requiring Convention Refugees applying for landing in Canada to have a passport, valid travel document or "other satisfactory identity document".
Jan. 1993	Amendments to the **Immigration Regulations** cancelled the sponsorship required for "assisted relatives" and reduced the points awarded them, making it more difficult for family members (other than nuclear family) to immigrate to Canada.
1993	The **Post-Determination Refugee Claimant in Canada Class** (PDRCC) was created by regulation. It codified a previously existing and rather informal risk review, first instituted in 1989 for refused refugee claimants. The class has been described as a "highly sophisticated, special class designed to apply to almost no one" (Davis/Waldman).
Feb. 1993	**Bill C-86** came into effect.
March 1993	The Chairperson of the Immigration and Refugee Board issued ***Guidelines on Women Refugee Claimants fearing Gender-related Persecution***. Canada was the first country in the world to issue such guidelines. Non-governmental organizations including the Canadian Council for Refugees were active in drawing attention to the need for gender sensitivity.
June 1993	Prime Minister Kim Campbell transferred immigration to the newly created **Department of Public Security**, a move that was widely and bitterly denounced by the Canadian Council for Refugees and many other organizations.
1993	The newly elected Liberal government transferred the immigration department to **Citizenship and Immigration Canada**.
July 1994	The **Deferred Removal Orders Class** (DROC) was announced, allowing applications for landing from refused refugee claimants who had not been removed after 3 years, subject to certain conditions. The Class was particularly aimed at resolving the situation of over 4,500 Chinese claimants waiting in limbo. At the same time the government announced that it would restart removals to China.
Fall 1994	Announcement of **lowering of immigration levels** and shift away from family reunification.
Feb. 1995	As part of the federal budget, the government imposed the **Right of Landing Fee**, widely known as the Head Tax. The fee of $975 applied to all adults, including refugees, becoming permanent residents. The Canadian Council for Refugees was among the organizations most active in opposing the "head tax" as

	discriminatory, and as a particular burden on refugees. In February 2000, the government rescinded the Right of Landing Fee for refugees, but maintained it for immigrants.
March 1995	The Minister of Citizenship and Immigration, Sergio Marchi, announced the creation of an advisory committee to review candidates for appointment to the Immigration and Refugee Board, in response to persistent criticisms about the **quality of board members**.
July 1995	**Bill C-44** (the "Just Desserts" bill) was enacted. It restricted access to appeal for permanent residents facing deportation, among other measures aimed against criminality.
Jan. 1997	The government introduced the **Undocumented Convention Refugees in Canada Class** (UCRCC), offering a means for some refugees with "unsatisfactory" ID to become permanent residents, but imposing a five year wait from refugee determination. The Class was limited to Somalis and Afghanis.
May 1997	The government introduced the **Humanitarian Designated Classes**, expanding the categories of people eligible for resettlement. The Country of Asylum Class provided a refugee-like definition broader than the Convention Refugee definition (but those resettled must have a private sponsor). The Source Country Class provided for the resettlement of persecuted people who are still in the home country, but only if the country is on a published list (the initial list consisted of El Salvador, Guatemala, Bosnia-Herzegovina, Croatia and Sudan).
Jan. 1998	The report of the **Legislative Review Advisory Group** ("*Not Just Numbers*") was released. The three-person advisory group, chaired by Robert Trempe, had been commissioned by the Minister to come up with proposals for a new Immigration Act. The Minister, Lucienne Robillard, conducted a short but intensive consultation on the report, whose wide-ranging recommendations were generally unpopular. Mme Robillard maintained that she wanted to table legislation by the end of the year.
Feb. 1998	The Canadian government announced that negotiations with the U.S. of a **Memorandum of Agreement** on refugee claim determination were abandoned. The Agreement would have led to the U.S. being declared a "safe third country", and was vigorously opposed by the Canadian Council for Refugees and other refugee advocates on both sides of the border.
1998	The governments of **British Columbia** and **Manitoba** signed agreements with the federal government giving these provinces responsibility for the administration of settlement services.
Jan. 1999	A **White Paper**, *Building on a Strong Foundation for the 21st Century*, was released. The Minister again said she planned to table legislation by the end of the year. The White Paper proposals were more modest than the "Trempe report" recommendations, but would nonetheless significantly change Canada's immigration legislation.
April 1999	Canada accepted an appeal from the UNHCR for countries to evacuate **Kosovar refugees** from Macedonia, offering to take 5,000 (for two years, and with an option for them to apply for permanent residence). On arrival in Canada, the refugees were initially housed in military bases before being resettled throughout the country. The response - from the public, governments, private sponsors, settlement organizations and the community in general - was phenomenal. In addition to the 5,000, the Canadian government moved quickly to resettle refugees with family links in Canada or with special needs.
July 1999	A boat with 123 **Chinese** passengers arrived off the West Coast - the first of 4 such boats to arrive over the summer. The public response was virulently hostile. Most of the Chinese were kept in long-term detention and some were irregularly prevented from making refugee claims - problems highlighted by the Canadian Council for Refugees.

(1) The figures from the census need to be viewed with caution, since there are numerous distorting factors. Groups discriminated against tend in particular to be underrepresented. The ways in which the census-takers categorized the population are in themselves revealing.

Sources:

Canada's Refugee Policy: Indifference or Opportunism?, Gerald Dirks, 1977
Critical Years in Immigration: Canada and Australia Compared, Freda Hawkins, 1989
The Making of the Mosaic: A History of Canadian Immigration Policy, Ninette Kelly and Michael Trebilcock, 1998
Strangers at our Gates, Valerie Knowles, 1992
Whence they came: Deportation from Canada, 1900-1935, Barbara Roberts, 1988
Immigration to Canada: Historical Perspectives, ed. Gerald Tulchinsky, 1994
Government documents
CCR files

Glossary

Discrimination – Unfair treatment of a person or group, usually because of prejudice about that person's race, ethnic group, gender, religion, sexual orientation, or other characteristic.

Culture shock – Sudden exposure to an unfamiliar culture; the feelings of confusion and anxiety experienced when an individual (or group) suddenly finds him/herself in an unfamiliar cultural environment.

Ethnic cleansing – Planned elimination of an ethnic group from a region or society through deportation, genocide or forced emigration.

Genocide – The systematic extermination or destruction of an entire people or national group.

Human rights – Universal, moral rights which belong to everyone. They include the right to life, liberty and a decent human experience. Human rights also include all of the political, social and economic tights necessary for people to live dignified lives.

Immigrant – A person who chooses to come into a country or region of which he or she is not a native in order to settle there.

Internally displaced person – A person who has been forced to flee to another part of his or her country.

Persecution – The mistreatment or oppression of people because of their race, religion or beliefs.

Prejudice – A judgement or opinion formed beforehand or without thoughtful examination of the facts and issues. Prejudice often manifests itself as irrational hatred or dislike of a particular group, race or religion.

Race – A group of people having or assumed to have a common origin and a constant set of genetically determined physical traits.

Racism – A belief in or advocacy of the superiority or inferiority of a particular group on the basis of supposed racial differences.

Refugee – A person who flees their home country to escape persecution.

Stereotype – A standardized mental picture or assumption about certain individuals or groups. A stereotype assumes that all members of a group share some general quality.

Torture – The infliction of or subjection to extreme physical pain, often implemented systematically by repressive governments or regimes.

ALBERTA CURRICULUM SUMMARY

Refugee Project Topic	Curriculum Subject(s)	Specific Subject Area(s)
Chapter 1 **Who Are Refugees?**	Social Studies	• Grade 7 – People and Their Culture • Grade 9 IOP – Topics II (The Social and Economic Community) & III (Citizenship in Canada) • SS 10 +13 – Canada in The Modern World - (Topic A, Challenges For Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 30 + 33 – The Contemporary World – (Topic B, Global Interactions) • SS 26 IOP – Topic A (You and Your Canadian Identity)
Chapter 2 **Why Refugees Leave**	Social Studies English / Language Arts	• SS 10 + 13 – Canada in The Modern World - (Topic A, Challenges for Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 30 + 33 – The Contemporary World – (Topic B, Global Interactions) • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below
Chapter 3 **Life In A Refugee Camp**	Social Studies English / Language Arts	• SS 10 + 13 – Canada in The Modern World - (Topic A, Challenges for Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 30 + 33 – The Contemporary World – (Topic B) • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below

Chapter 4 **Laws Governing And Protecting Refugees**	Social Studies English / Language Arts	• Grade 9 IOP – Topics II (The Social and Economic Community) & III (Citizenship in Canada) • SS 10 + 13 – Canada in The Modern World - (Topic A, Challenges for Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 30 + 33 – The Contemporary World – (Topic B, Global Interactions) • SS 16 IOP – Topic B (You and the Law) • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below
Chapter 5 **Settling In Canada:** ***Adaptation Issues***	Social Studies English / Language Arts	• Grade 7 – People and Their Culture • Grade 9 IOP – Topics II (The Social and Economic Community) & III (Citizenship in Canada) • SS 10 + 13 – Canada in The Modern World - (Topic A, Challenges for Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below
Chapter 5 (con't) ***Racism And Discrimination***	Social Studies English / Language Arts	• Grade 7 – People and Their Culture • Grade 9 IOP – Topics II (The Social and Economic Community) & III (Citizenship In Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment) • SS 30 + 33 – The Contemporary World – (Topic B, Global Interactions) • SS 16 IOP – Topic B (You and the Law • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below

Chapter 6 **Refugee And Immigrant Facts, Not Fiction**	Social Studies English / Language Arts	• Grade 7 – People and Their Culture • Grade 8 – History and Geography In The Western Hemisphere • Grade 9 IOP – Topic II (The Social and Economic Community) • SS 10 + 13 – Canada in The Modern World - (Topic A, Challenges for Canada & B, Citizenship in Canada) • SS 20 – The Growth of the Global Perspective – (Topic B, Interdependence in the Global Environment) • SS 23 – The Growth of the Global Perspective – (Topic B, Challenges in the Global Environment • SS 26 IOP – Topic A (You and Your Canadian Identity) & B (Canada and You in the World) • English / Language Arts – see point 3 below

Notes:

1. The topics must be broken down into specific activities.
2. Almost every topic can be worked into the social studies curriculum.
3. By ensuring that the activities focus on the skills set out in the curriculum, the different topics will be easy to incorporate into an English/language arts curriculum.
4. The current Social Studies curriculum is being reviewed and will be replaced by a new curriculum which looks at Canada's history through a kaleidoscope and acknowledges the changes in the global landscape since the last update. The issues presented in these materials will remain relevant under the new curriculum.

Resources

Websites:

Amnesty International: https://www.amnesty.org/en/

Citizenship and Immigration Canada: http://www.cic.gc.ca/english/

Canadian Council on Refugees: http://ccrweb.ca/

Immigration and Refugee Board of Canada: http://www.irb-cisr.gc.ca/eng/Pages/index.aspx

United Nations High Commissioner for Refugees: http://www.unhcr.ch/

University of Ottawa Human Rights Research and Education Centre: http://www.cdp-hrc.uottawa.ca/

U.S. Committee on Refugees: http://www.refugees.org/

2008 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons: http://www.acnur.org/biblioteca/pdf/7096.pdf?view=1/