



Points of Departure

Tasmanian Follow-up Immigrant and Refugee Women's Advocacy Project 2011 - 2012

Final Report –August 2012

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Part of a national project with the Multicultural Centre for Women's Health.



Executive Summary

This advocacy project has been the part of the Tasmanian participation in, and follow-up to a National project, *Points of Departure* (POD) led by the Multicultural Centre for Women's Health (<http://www.mcwh.com.au/>) in Melbourne. This Project aimed to increase advocacy skills using the [POD Toolkit](#) by running 3 extra workshops, and to support Tasmanian input to a United Nations strategy.

The project worked with a further 105 women of immigrant or refugee backgrounds. This was achieved through 10 group sessions and 13 individual sessions. Due to circumstances beyond their control, the UN strategy was achieved in writing, rather than in person. For some women, this project also provided opportunities to put their new skills into action through a meeting with a statewide peak body.

The women involved in this project came from three main groups with different focuses:

- **Immigrants**, most having been here for years were already pursuing advocacy and so the sessions were a refresher and gave the women added skills and impetus to continue their advocacy work.
- **Recently arrived women of Refugee background** who are still working through settlement issues such as; health, housing, training, jobs and driving. Those sessions gave the women a broader frame of reference, to think outside of themselves and that better connect with others. They felt they were gaining more knowledge and information and that this was giving them more confidence even if they still felt isolated and/or with minimal English.
- **International Students and their Spouses** - Some of their concerns were similar to the others but there were added issues including the little support available for them if any special circumstance occurs and the challenge of finding work and permanent visa if they wanted to stay in Australia. Advocacy is a concept that can be a challenge to explain until people understand how it connects to their lives. This Project gave all participants an opportunity to discuss amongst themselves and work through how they might tackle the issues pertinent to themselves, family and community.

From the feedback it is clear that most of the women felt they had gained in knowledge and information leading to greater confidence to tackle concerns themselves, for example:

'I felt able to speak up about bullying at work after the sessions, (and) now I know where to go for information on service providers, government, etc.'

Many issues were identified by the participants and some issues have been resolved since the end of the project, not necessarily due to the sessions, but they were amongst the topics discussed and have included:

- Day care in homes of people of refugee background has begun to catering for cultural needs.
- There are women from the Karen community who have begun learning to drive.
- The Afghani women have found a meeting place.
- Some of the women, who were unemployed during the project, are now in paid work.

Overall there was evidence that the women have worked through a process and felt considerably more enabled to tackle concerns through developing skills and knowledge in working together and where to find other support.

Background

The National *Points of Departure (POD)* leadership and advocacy program was initiated by the Multicultural Centre for Women's Health (MCWH) in Melbourne with Project Coordinator, Pauline Gwatorisa.

The rationale for the national *POD* Project was:

'Women of migrant/refugee background have tackled the upheavals of migration, and continue to meet the daily challenges of settling in a new country. Employment and education are just two of the areas where women from other countries experience additional hurdles: recognition of overseas qualifications; disrupted education and careers; family upheaval; lower English proficiency; and racial discrimination. Overcoming these hurdles requires considerable skills and these women very often rise to the challenges with maximum effort and minimal support. Why is it that their contribution and leadership skills remain largely unrecognised?'

'Our leadership and advocacy program is based on the recognition that the needs and experiences of these women, as with all individuals and groups, are diverse. In the same way, we also understand that the concept of leadership does not have the same meaning across cultures and communities. Leadership is not solely about leading, but can also be a process of communication and an agent of transformation and change.'

The aims and objectives of the national *POD* Project were:

'...devised to overcome the often unrecognised contribution and leadership skills of women from migrant/refugee backgrounds. ...The approach to leadership, (understanding that this does not have the same meaning across cultures and communities and can also be a process of communication and an agent of transformation and change) and advocacy ensured that the program was both culturally appropriate and individually meaningful to women.'

The workshops delivered as part of the program, allowed women to identify their skills and knowledge and put participation into practice."

There have now been three phases of the *POD* project occurring with Tasmanian involvement.

1. Input to MCWH's national development of a toolkit specifically for immigrant and refugee women.

POD (phase 1) commenced in 2009 with a national consultation and the development of a Toolkit for advocacy training, and the planning of workshops to be held around Australia. I was part of the project, both in assisting with the development of the Toolkit and providing input to the national working group.

2. MCWH organised and ran a workshop in Tasmania on how to use the Toolkit, with local supports.

POD (phase 2) included my assistance to Pauline Gwatorisa and Deb van Velzen (Multicultural Policy Officer, Department of Health and Human Services (DHHS) with the Tasmanian advocacy workshop held in Hobart with 10 women in June 2010.

3. Tasmanian follow-up was through the creation *POD* (phase 3) whereby additional state-funded workshops in 2011 and 2012 were run for immigrant and refugee women. Due to delays in filling a position, a small allocation of the *Refugee Health Election Commitment* funds was directed to continue the *POD* project in Tasmania.

The national POD project was evaluated (Poljski 2011) and made 5 Key Recommendations (page 22).

The Tasmanian POD project responded to and further progressed Recommendations 1, 3 and 5:

CHAPTER 3: KEY RECOMMENDATIONS

Further action is needed to maintain the momentum of the MCWH advocacy capacity-building program. Recommendations for action include:

1. Advocacy skills development sessions should be rolled out on a larger scale to immigrant and refugee women and representatives from agencies, groups and organisations on a regular basis to maintain their advocacy knowledge and skills. Sessions need to:

a. cater for variable levels of advocacy experience (training for advocacy novices as well as experienced advocates);

The Tasmanian POD project worked with women of varying levels of advocacy experience and English and literacy levels.

b. be delivered over 2–3 days to better facilitate understanding about advocacy and application of skills, include case studies of effective advocacy in Australia; and

The Tasmanian POD project worked with women in one day as well as multiple session formats, in a range of settings that were convenient and comfortable for the individuals and groups.

c. be offered in community languages for women not proficient in English.

The Tasmanian POD project worked with bi-lingual women and provided support and encouragement for sessions to be led and facilitated in community languages wherever possible. Interpreters were also engaged as needed.

3. Advocacy resources are useful for advocacy activities, but their availability needs to be regularly promoted to immigrant and refugee women and representatives from agencies, groups and organisations engaged in advocacy.

The Tasmanian POD project worked with the women to develop additional resources (see attachments) and these will be made available through various avenues.

5. Collaborative and networking opportunities for immigrant and refugee women and staff in agencies, groups and organisations involved in advocacy need to be encouraged, facilitated and maintained.

The Tasmanian POD project worked in partnership with a range of communities and organisations as well as creating an informal network to share opportunities for further advocacy activities and continued supports.

Tasmanian Follow-up - Phase 3 of the *POD* Project 2011

Early 2011, I submitted a funding proposal to *DHHS* and negotiated through the Policy Officer, Multicultural Health (Population Health), to further deliver the *train the trainer* approach that is at the heart of the *POD* Project in phases 1 and 2.

The aims and objectives of Phase 3 of the *POD* Project were:

- To support women who had completed the training in 2010 to deliver workshops with other women.
- Issues discussed at these additional workshops to be collated and two Tasmanian community women to be assisted to provide this information as part of Australia's input to a United Nations Women's Dialogue in July 2011.

Target Group:

- The workshops were to target women from African and Asian countries from refugee backgrounds, and older women who had been immigrants.

Workshop 1:

Two participants from Congo Brazzaville and Eritrean background who had completed the advocacy training last year assisted in the delivery of the first workshop with 6 women of African country background.

One child carer was paid to look after some of the children in their home, Various issues were raised but given time restraints, the following were chosen to address in two groups

1. The need for affordable and plentiful childcare. It was recognised this is as much an issue for wider community as well. The group wanted Government and Councils to address this issue and give support for family day care for people in communities. It was felt that the burden could be lessened and jobs created if the communities were able to offer day care in people's homes. This is something tangible that can be worked towards.
2. Finding decent work/jobs. Support was required for pathways to employment to include: more English acquisition, driving practice and for finding networks.

The women found it to be a very interesting and engaging session helpful in gaining more information and knowledge. It was a revelation for two of the women who had limited information about institutions, including the different levels of government.

They were appreciative of being brought together to discuss issues of concern and were feeling very energised by the end of the session.



Workshop 2:

The second workshop was with women of migrant background and held with assistance from Italian Day Centre representative and participant of French background, who had completed the advocacy training the year before.

There were 12 women who attended, including the two as above who assisted in the delivery of the session.

The issue mainly discussed was language barriers for older women but this broadened to language and other cultural barriers in nursing homes or hospitals.

Suggestions included; webcams can help in hospitals, better access to activities in Aged Care homes and more support generally for older people from migrant/refugee back grounds to maintain their cultural practices and be able to access the services they had before. Advocacy Tasmania could play a stronger role in this respect. Everyone experiences cultural barriers and everyone could be an advocate but support is required.

The majority of the women in this group were involved in advocacy but they were pleased to have this training and be reminded of aims and objectives as well as the methodology. In fact it gave them more tools to be able to advocate, including working out boundaries, services that could be useful and the networking that can give support.

Workshop 3:

The third workshop was delivered to 23 women with assistance from participant of Pakistani background and participant of Afghani background, who had completed the training the year before. One child carer was paid to mind 2 children and participant interpreted for the Karen (Burmese) women.

Participants included; 6 Afghanis, 9 Karen, 1 Chinese, 1 Bhutanese, 1 Burundian, 1 Ethiopian and 1 worker from a women's shelter.

An outline of this session to illustrate the general format of sessions, and additional resources developed by the project are in Attachment A.

The issues explored during this session were:

1. The need for a community centre, expressed by the Afghani Australian women. It was decided to work towards finding a space by the end of the year with suggestions that included;
Networking with community, service providers, government agencies, church/other religious groups and lobbying. Examples of possible places were given such as; Community Houses, Church Halls, libraries and sports clubs. N.B. the community have now found a place to meet.
2. Learning English is becoming better but, there are not enough hours. Older women in particular need more tuition and practice and find it challenging in classes with a diversity of needs. The group wanted access to more volunteer tutors and suggested working in small groups with the volunteer rather than one to one. The women decided to try to put themselves in more situations to speak more English, to talk to religious groups to assist and to use the Lincs (library/learning centres).

3. Housing is always an issue and there was little time left to talk about it but the women decided to find out about different options, for instance, co-housing.
4. Learning to Drive is always on the agenda. There are programs but there so many more people than spaces. This issue was a revelation to the Karen women who had never thought about driving before, but after discussion were keen to start learning.
5. Other issues identified were; reproductive and mental health, discrimination and the parent/young person divide.

It was thought important to make sure that everyone's voice goes to the *Settlement Network* organised by the *Department of Immigration and Citizenship-DIAC* (Now *Local Area Coordination* through *Centacare Tasmania*) that looks at the issues that everyone was raising at this session. There had been a comment made earlier that there have been similar meetings before and nothing comes of them, but by the end of the session at least a number of women were keen to work out how they could start advocacy themselves. The women supported to deliver the sessions, met with me several times before sessions to look at the material and decide on the framework and agendas.

Input to UN Women's Dialogue:

This part of the project involved two community women of refuge background who had completed advocacy training to accompany me to the National Refugee Conference in Sydney June 2011 and present what we had accomplished through the training and additional workshops, in a Women's Dialogue session organised by the United Nations. However we were unable to attend the Conference due to flights cancelled because of an ash cloud.



Revised Plan for 2011-12

Since the input to the Women's Dialogue did not happen, the options for funding to be re-directed back into the project needed to be explored. I met with interested participants from the previous sessions to review the project, explore goals that women may have started working towards, and to see whether they want to form a network.

It was agreed that another training session be held and a planning committee to meet before that session. From the training, women would be supported to deliver training and planning to deal with issues of concern in their own communities.

I then tendered a recommendation and budget to *DHHS*, to use funds that had been assigned to attend the Refugee Conference to further develop advocacy training. I proposed to train women further so they could deliver advocacy workshops to others in their community including within their respective languages. I met with participant of Pakistani background and Participant of Somali background to explain again about human rights, and governance issues and was able to give them a copy of the advocacy manual from the *Points of Departure* project.

I met a participant of Eritrean background to organise her session. A couple of dates were set up but there were so many other events for the Ethiopian group that it was thought to reschedule for the following year.

Additional Training Session 1:

I then delivered further training for six women of Karen (Burmese), Somalian, Maori and Pakistani background. The session was to prepare these women to deliver sessions in their main language to others in their community. It was a very positive interactive session with an activity approach to understanding rights/responsibilities and governance issues.

Three of the new trainees were then able to deliver sessions, with further individual sessions beforehand. These are described as Workshops 4, 5 and 6 below.

Others due to busy schedules, could not do their own workshops at this time.

Workshop 4:

A session was conducted with my support, by participant of Karen (Burmese) background in Karen with 5 women. Issues raised were; Some of the women had attended an earlier session but had not understood very much. This really helped them to further gain knowledge about rights, governance and the steps to take in advocacy.

Their main issues were:

1. Trying to learn English and pronunciation difficulties, causing much angst as the women wanted to be able to pronounce the street they lived in and the names of their children's schools.
2. They were struggling to into driving practice programs
3. Concerned with the high rents and properties often not in good condition.
4. To be able to practice pronunciation as they saw this as fundamental to being able to deal with everything else.

In relation to issue 4, since the session they have spoken to their English teachers at Tas. Polytechnic.

Postscript: The Team Leader at Adult Migrant Education Program, said there was time spent on pronunciation and further support through their teacher recording names of places onto a language master for practice.

Workshop 5:

A session was conducted by a participant of Chinese background in Mandarin with my support in one of the participant's home. There were 6 international students and migrant participants.

Some of the issues raised were:

1. *'For international students there is no support if illness or accidents happen. There are funds for these purposes in other countries e.g. Germany.'*
2. *'Trying to obtain permanent visas very difficult.'* (It was decided to visit local Parliamentarians so they can know about this issue.)
3. *'Being at home with a child not able to practice my English'-permanent resident. This woman was interested to learn of playgroups including the Playgroup project at Relationships Australia Tasmania. Since then that project has finished, but has there been encouragement for attendance at the multicultural playgroup through Save the Children in Glenorchy.*

Workshop 6:

A session was conducted by a participant in Farsi to 5 participants of Afghani background with my support. Again some of the women had attended an earlier session but had not understood very much. This really helped them to further understand about rights, governance and the steps to take in advocacy.

The issues included:

1. Older women feeling helpless because they still have very little English language and believe that they can't retain information they receive
2. The need for a place to meet and the need to find better places to live. More suggestions of places to meet were discussed and where others in the group had already networked.

It was useful to support the women to deliver sessions in their languages as it meant that the women were able to have a clearer understanding. The women delivering the sessions varied in their ability to convey the concepts, so it was important that I was there to further explain or for clarification.

Additional Training Sessions 2, 3 & 4:

In 2012, I delivered three more targeted training sessions to individual women who had already attended a session. After this supplementary training, they felt they could deliver sessions with my support.

The women were; participants of Sudanese, DR Congo and Eritrean backgrounds. They prepared flyers with my assistance and met with other women to promote their own workshops. However, due to time restraints and increasing commitments, they were then unable to deliver these workshops.

They did speak of the benefits they had derived from the sessions recorded with the feedback from sessions below.

Concluding Advocacy-in-Action Session:

I spoke at a meeting of *Multicultural Council (MCoT)* where I promoted the POD Project and the advocacy training. This was received with great interest as advocacy is a large part of *MCoT's* brief.

After a discussion with Deb van Velzen from *DHHS*, on the fact that the Project was drawing to a close with the funds nearly spent, it was decided to ask the new Policy and Research Officer for *MCoT*, Kate Stevens, to form a partnership to hold a celebration of the Advocacy Project and ascertain interest from participants to continue the train the trainer approach to advocacy and to encourage membership of *MCoT*. Kate was very enthusiastic and we organised a celebration workshop inviting all the women who had been in sessions and others interested. Finding a time to suit is always challenging but a Saturday afternoon in July, was seen as an opportunity and a flyer was emailed and posted to the women, followed by phone calls. (N.B. This has been found as the best way to contact the women.)

We thought it would be useful to hold the first part of the afternoon as a workshop, introducing each other in an interesting way, then seeking feedback about the sessions the women had attended and/or delivered. We did an exercise to understand where women are at in the world and the importance of this project for women of migrant, refugee and international student background.

The session had twenty women in attendance with ten apologies. There was one interpreter in Farsi, organised through Amigos language service and member of Karen (Burmese) community provided interpreting in Karen. Another Chinese woman, interpreted in Mandarin.

Outcomes from meeting with MCoT:

1. Most of the women attending the session had not heard of *MCoT*, so it was very useful for them to hear about this Council and advocacy being the main work.
2. There was interest from a number of the women present to form an advocacy type network and possibly join *MCoT*, though more information and familiarity is required before that might happen.
3. Kate will contact the women and invite them for another session to talk about possibilities.
4. A representative from the Polish Welfare Centre who attended the session, said that the Centre uses advocacy all the time in their work and that was interesting how people approach advocacy, observed in the session she had attended, and that she was very supportive of any funding to further support this kind of work.



Evaluation from the Celebration/Workshop included, the sessions helped with;

- Networking, getting to know women in different communities as well as exploring different possibilities to get further assistance such as; through service providers and politicians- *'Before I came to a session, I didn't know where to get help and I was lonely but now feel much better.'*
- Leadership by learning and then delivering sessions to other women and working on issues as a result of the sessions:

'Since the sessions everyone has been helping each other for issues such as; childcare, or how to call for an interpreter.'

'I didn't know there was anyone who could help us in our visa issue but now I know I can talk to service providers and politicians.'

'There are many different kinds of problems and issues from housing to immigration or health matters, and advocacy can help so that we can know where to go to find services. Everyone benefitted from this training.'

Overall Evaluation of Project:

Table of sessions showing, countries of origin and numbers of women who participated.

Type of workshop	Date	Numbers	Migrant/Refugee/ International Student background	Countries of Origin
Group	14/05/'11	6	Refugee & 1- International Student spouse	1-Sudan, 1-DR Congo, 1- Congo Braziville, 2- Somali 1-Eritrea
Group	17/05/'11	12	Migrant	5-Poland, 1-Italy, 1- France, 2-India, 1-Estonia, 1-Greek, 1-Fiji
Group	28/05/'11	23	Refugee, 1- International Student,1-Migrant	7-Afghanistan, 10- Burma(Karen),1-Chinese, 1-Bhutanese, 1-Ethiopian, 1-Burundi, 1-Australia, 1- Pakistan,
Group	02/07/'11	12	Refugee, Migrant, International Student	1-Pakistan,
Group	25/07/'11	2	Refugee, international Student	1-Pakistan, 1-Somali
Group	01/10/'11	5	Refugee, Migrant, International Student	1-Afghanistan, 1-Pakistan, 1-Somali, 1-Burma (Karen), 1- New Zealand (Maori)
Group in Karen	12/11/'11	5	Refugee	Burma (Karen)
Group in Mandarin	26/11/'11	6	International student, migrant	China
Group in Farsi	29/11/'11	6	Refugee	Afghanistan
Group- Celebration	14/05/'12	20	Refugee, Migrant, International Student	
Individual	2012	2 sessions	Refugee	Burma (Karen)
Individual	2012	2 sessions	Migrant	China
Individual	2012	1 session	Refugee	Eritrea
Individual	2012	2 sessions	Refugee	Afghanistan
Individual	2012	1 session	Refugee	Sudan
Individual	2012	1 session	Refugee	DR Congo
Individual	2012	2 sessions	Refugee	Ethiopia
Individual	2012	2 sessions	International Student- seeking permanent visa	Pakistan

Feedback from all the sessions included:

- *This is making particular change*
- *The need to set a goal, that is important*
- *Now I know where to go-re information on service providers, government etc.*
- *It is a proper way to go forward to find solutions*
- *I really enjoyed the session it's very interesting*
- *I feel I am gaining more information and knowledge.*
- *I feel much clearer about the different levels of government but would like to see a diagram of how it looks. (This has since been provided.)*
- *It was a very good session and I felt able to speak more though my English is not good.*
- *Great atmosphere the women were really working together.*
- *I can see a bit more how advocacy is important even if you don't have English you can still do something.*
- *I didn't know about rights it gave me something to think (about)*
- *I begin to understand something on government*
- *I really want to learn more English to help me*
- *This is much better I can understand in this small group*
- *I want to learn more of this*
- *It's good to know other channels for help and ideas*
- *I have better idea of human rights*
- *We lack knowledge of this type of concept even in Hong Kong where it is free-ish we still lack this*
- *In China you can't ask the government for help but I see how you can here.*
- *Useful and helpful hadn't thought of human rights and advocacy*
- *A good beginning to take steps*
- *I have more knowledge now about this concept and finding services*
- *Positive format for trying to get help*
- *It was easier in this small group to talk and understand*
- *I would like handouts in larger print (This has been provided.)*
- *It was good to hear about government. I didn't know the names (of PM, Premier etc)*
- *I think this is helpful*
- *I want to continue with this*

Feedback from Co-Facilitators included:

- *It was good to do this smaller session so the women have more ability to absorb information without different languages. They can comment and takes less time to translate comments etc.*
- *I think they could understand more about rights etc. now*
- *It is easier for the women in this group to understand.*
- *I am still learning and needed help to explain government*
- *I felt able to speak up about bullying at work after the sessions*
- *The steps to do advocacy are important and I think the women can feel they are able to do things*
- *It was an experience for me to re-emphasise the knowledge of advocacy and practically be equipped more in doing so. Much useful information was provided which was really helpful to provide the channel to explain how effective advocacy can take place.*
- *In regards to the recipients, I was particular encouraged by their learning process, from ignorant of advocacy to be interested to know more; from hopeless to see the change to the empowerment to try again; from minding their own business to helping each other to find better ways etc. It was really meaningful to open people's mind in this area and be empowered.*
- *Thank you very much again for the support and inspiration from you to support those women in weak position.*
- *Some of the women are keen to form a network.*

Lessons Learnt:

- It was a revelation to some of the women that, anyone can contact a politician here and arrange a meeting.
- There were services that the women have never thought about, for instance, services for Carers, for people with mental health issues and for people with disabilities. Often these are the kinds of services that have not been available in their home countries. (N.B. Of course it is one thing to hear about a service but accessing a number of services is still challenging. One reason why that is the case, is that services need to become more proactive and culturally competent.)
- International students lack support particularly if they have a crisis or an accident or illness, as there are no funds they can access to assist them.

Vision for the Future – if further funding is available:

- Finding mentors for the women
- Running a session with service providers and politicians (local and state and federal)
- Further developing leadership skills

Overall Conclusions:

The project was very worthwhile especially as I hear anecdotally of how women have been involved in advocacy since attending sessions.

At the first session that was attended by African Australian women, they talked about day care in people's homes so that cultural aspects can be continued. This is beginning to happen and though not necessarily as a result of that conversation, it did contribute to that outcome.

One reason some women who attended sessions haven't felt the need to return is that they found out about how they could work on particular issues and/or where they could receive assistance.

Other women who did return felt that having these sessions was helping them out of loneliness and isolation.

Women felt strongly that the sessions enabled them to understand more about living in Tasmania, for instance, the systems and that they gained more English.

For those of migrant background, who attended sessions and been living here a long time, have been involved in advocacy for many years, so this was a refresher, a reminder of how to approach advocacy and they were very appreciative of gaining further tips.

It was heartening to see women communicating or trying to communicate with women from different cultural groups and learning through that of their similarities.

Meeting individually with a number of women, I found that they had gained confidence in better understanding of advocacy, how they could deliver sessions and how they could begin to work on issues.

Those that delivered sessions with my support felt they had gained more in leadership and facilitation skills.

They all expressed how being involved in the organising and delivery of the sessions has given them more confidence and greater familiarity with discussing issues of governance, as well as where to find support on issues.

I want to thank all the women involved in this project and for the funding (Attachment B) from *DHHS* including the wonderful support from Deb van Velzen that made it all possible.

I will continue to support women to do advocacy through *MCoT* in whatever way is possible.

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References:

Poljski, C. (2011). Final evaluation report of the Points of Departure and Setting the Compass Projects. Melbourne, Multicultural Centre for Women's Health.

ATTACHMENT A:

Advocacy Training example

May 28th 2011

Introduction

- Ice breaker

Prompt: Ideas- (Can find more examples)

- Pin/stick a label on everyone's back with a famous name and in pairs they have to guess their partner's famous person but answers to questions can only be 'yes' or 'no'.
- Expectations
- Why do this advocacy training?

Prompt: Women with migrant/refugee backgrounds face many extra challenges, often have disadvantage- it can be seen in low labour force participation, or participation in low paid type jobs, in negotiating health care system, access to other services and in discrimination.

- Approach taken-Human Rights, women's empowerment

Prompt: Human rights approach focuses on the structural causes of these challenges, which points to the type of advocacy to pursue.

Sources of Human Rights

- National Constitution and Common Law
- Legislation at State and federal level
- International Law
- Declaration of Human Rights (N.B There is a proposed Charter of Rights for Tasmania)

A focus on Rights means a focus on rights not charity. Women can set their own agenda, while taking action on issues affecting them.

It also encourages organizations to identify stakeholders useful for advocacy and lobbying and whether the organisation's practice meets or needs to improve to meet key rights principles.

Talk about the three tiers of Government

Federal, State, Local -pg18

Defining advocacy

- What is advocacy -Ask the group for their thoughts.

(prompt what did they do in home country or in Refugee camp when there was an issue?)

Definition-The act of arguing on behalf of a particular issues, idea, or person

Pass around case studies and ask what kind of advocacy could be done -pg32, 34, 37,40, 49

- Who/what is an advocate?

Prompt: Ask the group-

Individual advocacy-can self advocate when issues are specific to that individual

Collective advocacy-issues might involve whole community, groups/organizations, businesses, government.

- share experiences in doing advocacy

Prompt: ask group for their experiences-we can give examples as well

- with whom do advocates work?

Prompt: brainstorm with the group

*Government agencies

*All tiers of Government

*Businesses

*Schools

*Religious institutions

*Other institutions with power and influence includes NGOs

How to do advocacy

Prompt:

*Be comfortable with the issue (i.e. Make sure you understand it).

*Get information including; data, evidence, community input

*Get support from others who are sympathetic

*The more who support the better

*Issue to be explained in a way that makes lobbying possible-find slogans etc

*Have a goal and work towards it

- Advocacy can take different forms

Prompt: It might be that writing letters or submissions are important-If there isn't enough time can give handouts for this section

Show examples of letters and submissions and there are examples on pg 62

Writing letters

- To the media-pg 23
- To Politicians-pg 24-also can visit Politicians pg 28
- (To organizations-N. B. I added this and it is similar to writing to Politicians.)

Writing submissions

- How to write-pg 26
- Why are you writing?-pg 26
- How to authorize your argument-pg 26

Designing a campaign-pg 22-possibly in two groups

Identify priority issues-

Prompt-This could be done in groups or pairs if there are enough women or altogether and we can choose an issue we could work on, show the steps to take.

Prompt: Methods to employ-refer back to

*Get information including; data, evidence, community input

*Get support from others who are sympathetic

*The more who support the better

*Issue to be explained in a way that makes lobbying possible

*Have a goal and work towards it

Practical Issues-how to advocate/and lobby for

- Social inclusion-pg 30
- Overcoming barriers to participation pg 32
- Whom to lobby pg35

Feedback and conclusion with evaluation

Prompt: Where to from here? Talk to others

Do the women have enough from this session to work on an issue?

Are there issues participants can work on?

Can this become a supportive network and/or are there other networks/people they can get support from?

Advocacy

Adapted from *Points of Departure National Advocacy Toolkit*
(for Immigrant & Refugee Women-Multicultural Centre for Women's Health
Collingwood, Victoria)

The word 'Advocate' comes from a Latin word meaning 'to be called to stand beside'.

Advocacy is the act of arguing on behalf of a particular issue, idea, or person. It is a set of skills used to create a shift in public opinion and mobilize the necessary resources and people to support an issue, policy or community. Advocacy seeks to increase the power of people and groups to make institutions more responsive to human needs.

With whom do advocates work?

- Government Agencies
- Federal/State Governments
- Local Governments
- Non-Government Organisations
- Business
- Schools
- Religious institutions

How to do Advocacy

1. You need to be comfortable with the stated issue. (for example, get to know it)
2. Get information, evidence, data, community input about the issue.
3. Get support from other people and groups who sympathise with your issue.
4. The more people there are to support your issue, the better the outcome.
5. State the issue in a way that makes lobbying possible.
6. Select a goal and work towards that goal.

Making Your Issue Known

Talk to people you meet in different situations, at study/school, at work, at workshops/conferences, in the neighbourhood, on the bus etc etc...

Talk about your group and let people know what you do.

Listen to others talk about their groups, organizations, agencies.

Volunteer to participate in committees and working groups.

Partner with other groups to help with their/your advocacy efforts.

Writing Letters-to politicians, local Member of Parliament (MP) or to newspapers

Writing Submissions-for legislative change, for funding, or seeking support from your local MP.

Depending on your organisation and your campaign issue(s), submissions can be written either to state/territory or federal governments.

Visiting your MP

You don't necessarily need to write to your MP as you can visit them.

You can ring and make an appointment, if language is a problem you can organise an interpreter.

Government in Australia

There are 3 levels of government in Australia

Federal or Australian Government, State Government and Local Government.

Federal or Australian Parliament

There are two Houses who deal with laws and legislation for Australia as a whole.

House of Representatives or
Lower House
Members called – Members of House of
Representatives (MHR)

Senate or Upper House-can pass
legislation-Members are called
Senators- from 150 Electorates

There are Labor, Liberal, Green parties and Independents

The Labor party is in a minority Government supported by the Independents and the Greens.

Julia Gillard is the Labor Prime Minister

State Parliament in Tasmania

Their work is state laws and legislation.

The House of Assembly or Lower House,
members are called-
Member of House of Assembly (MHAs)
currently 25 members

There are Labor, Liberal and Green parties. The Labor party is in a minority government supported by the Greens and Lara Giddings is the Labor Premier.

The Legislative Council has some party members but the majority are Independents.

The Legislative Council or Upper House
that reviews legislation. It is not
controlled by any one political party
There are 15 Members, called-Members
of Legislative Council
(MLCs)

Local Government-Councils

Hobart City Council has a Lord Mayor and the others have Mayors.

The member of the Councils are called 'Aldermen'.

The work covered by Councils is as below.

- Road construction and maintenance
- Street lighting
- Traffic Lights
- Pavements
- Bridges
- Car Parking
- Rubbish collection
- Recycling and household waste services
- Stormwater drainage
- Reticulated potable water
- Some traffic or parking regulations
- Planning and building services
- Public health inspections of commercial premises
- Sporting ovals, courts, parks and public reserves
- Public swimming pools
- Sports fields, recreation halls
- Community halls
- Community arts facilities
- Community services e.g. child care, immunisation
- Youth and seniors services
- Community festivals and events
- Economic development and tourism
- Climate change adaptation and mitigation
- Conservation and energy efficiency initiatives

ATTACHMENT B: Budget May 2011-July 2012

Item	Detail	Amount
<p>Workshops: 3 half day sessions are to be run where the cost and number of participants is effective. They will focus on three groups: African, Older Migrant Women and Middle Eastern & Asian Women. Costs for ½ day training-9.30-1pm (3 ½ hours).</p>		
Initial Budget	Based on \$1,260 x 3 sessions	\$3,780
Catering	Morning tea/light lunch (\$100)	
Venue	Moonah Community House (\$55)	
Childcare	\$20 for 4 children = \$280	
Facilitator	Based on \$50 per hour-plus 2 1/2hrs planning for each session = \$300	
Community Facilitators	3 for 3.5 + 2.5 hours = 7hours x \$25; \$175 x 3 = \$525	
	Sub Total	\$2,520
Remaining Funds	Catering, venue and childcare was underspent, so an additional 4 th workshop was organized and held.	\$1,260
<p>UN Women's Dialogue</p>		
Initial Budget	Support for two Tasmanian women to have input in Sydney, July 2011.	\$6000
	Airfare-Jetstar 3 people (\$1,587); Airfare returned (\$1111)	\$476
	Hours worked organising to attend conference-32.5 hours	\$1625
	Sub total	\$2736
Remaining Funds Re-directed to Additional Sessions		\$3899
	Preparation/Admin	\$1,150
	Meetings	\$1,000
	Training Sessions	\$725
	Payment to Co-Facilitators/Interpreters	\$800
	Catering	\$103
	Photocopying	\$5.60
	Postage	\$30.40
	Venue hire	\$85