



Live presentations from refugee speakers now on online platforms

Since 2014, the Refugee Council of Australia has been bringing refugee speakers to schools in the greater Sydney and Melbourne regions to share their personal stories as part of our [Face to Face schools and community program](#). With COVID-19 restrictions making school visits impossible or impractical, the Refugee Council of Australia is extending the delivery method of the Face to Face Program to a digital platform.



The Face to Face program aims to build community harmony and increase awareness of and understanding about refugees through presentations to schools, community groups and professional development activities. We aim to promote social cohesion by addressing negative perceptions and raising public awareness about refugees, their journeys and their contributions to Australia. This is part of a broader strategy of promoting education on social justice, peace and human rights to the Australian community.

The good news is that this shift to a digital platform means that students in many more locations will be able to learn about the refugee experience directly from people who have lived it. We are inviting schools anywhere in Victoria and New South Wales to consider a virtual incursion with a refugee speaker. Our speakers are highly qualified and have extensive experience in public speaking and can engage students well. Refugee Week in June

(*Sunday 14 June to Saturday 20 June 2020*) is usually our busiest time for presentations and we are hoping to be able to maintain this interest before, during and after Refugee Week.

COST OF THE PROGRAM: Why we charge for the program

The Refugee Council of Australia is an independent charity which relies on public donations to survive. We receive no government funding for this program or for our core work of research, advocacy and public education on refugee issues. Each refugee speaker is paid a speaker's fee in

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recognition of her or his expertise and to cover income lost in making time available to speak. The costs associated with the delivery of a digital presentation is \$500+GST (live via Zoom or the school's preferred online platform) or \$350+GST for a pre-recorded session via download (approximate time 60 minutes). As we do not want cost to be a barrier to students hearing from refugee speakers, we offer concession rates (subsidised by public donations) to schools or groups with more limited resources. We are also open to schools – particularly smaller schools and those with limited resources – working together to host a presentation jointly to reduce costs.

The Face to Face Program aligns with the Australian Curriculum. We can offer a range of class activities and workshops to address class or individual needs. For more details or to book your virtual incursion, please contact with our team via facetoface@refugeecouncil.org.au or deena.yako@refugeecouncil.org.au.

LINKS TO THE AUSTRALIAN CURRICULUM

<p style="text-align: center;">ENGLISH</p>	<p><u>Stage 2-3:</u> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features. Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.</p> <p><u>Stage 4-5:</u> Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts. Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts, analysing arguments for and against a particular issue in current community debates and justifying a personal stance.</p> <p><u>Stage 6:</u> Develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Evaluate the way in which literary texts represent culture and identity including how readers are influenced to respond to their own and others' cultural experiences.</p>
<p style="text-align: center;">HISTORY</p>	<p><u>Stage 3:</u> The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony and connecting (where appropriate) stories of migration to students' own family histories. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children.</p> <p><u>Stage 4-5:</u> History students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories. How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa.</p> <p><u>Stage 6:</u> Movements of people.</p>

GEOGRAPHY	<p>Stage 4: Investigating where and why international migrants settle in Australia and how this may reinforce urban concentration. Identifying and explaining the main types and patterns of international migration.</p> <p>Stage 5-6: Investigating how people in place in other countries perceive, use and are connected to their place and space. International cultural integration.</p>
CIVIC AND CITIZENSHIP	<p>Stage 4: How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa. Identifying the values and beliefs of religions practised in contemporary Australia. Examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community.</p> <p>Stage 5: Researching the work of a non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community.</p> <p>Stage 6: Explains continuity and change, and their implications for societies and cultures. Describes cultural diversity and commonality within societies and cultures.</p>
MODERN HISTORY	<p>Stage 6: Australia 1945–1983: the nature and impact of immigration. Australia 1945–1983: the impact of foreign policy and changing relations with the wider world. United Nations as Peacekeeper 1946–2001: major challenges facing the international community: racism, refugees, child soldiers, landmines, poverty, gender inequity, war crimes, illiteracy, AIDS. UN as Peacekeeper 1946–2001: role and effectiveness of the UN and its agencies in dealing with poverty, racism, refugees and AIDS.</p>
LEGAL STUDIES	<p>Stage 6: Issues of compliance and non-compliance in relation to human rights. The development of human rights as a reflection of changing values and ethical standards. The role of law reform in protecting human rights.</p>

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