A Proposal for Capacity Building in the African-Australians in Goulburn Valley: A Case Study on 'Co-Learning, Development Enhancement, and Knowledge Management of 'Emerging Communities' in Rural/Regional Australia

Dr. Apollo Nsubuga-Kyobe,
PhD, AFAIM, MAHRI, FAFBE, JP.
Lecturer
School of Business
Faculty of Law & Management
La Trobe University, Shepparton Campus
P. O. Box 6044,
Shepparton, Victoria, Australia, 3630.
A.Nsubuga-Kyobe@latrobe.edu.au

Dr. Sundram Sivamalai,
MNA, BSc. (Hon), PhD, JP
Associate Professor
School of Medicine & Dentistry
Faculty of Medicine, Health & Molecular Sciences
James Cook University
TOWNSVILLE QLD 4811
Tel: 07- 4781 6062
Fax: 07- 4781 3183
Email: sundram.sivamalai@jcu.edu.au

ABSTRACT

In 2007 a 'needs analysis' was conducted on the African-Australians cohorts in the Goulburn Valley/Murray aimed at exploring how settlement needs could be addressed in ways would enhance the recent arrivals not to migrate to other places. After analyzing the data, it became apparent that 'capacity building'[1] in the cohort was among the high needs. The critical settlement needs were identified using triangulated methods (of survey, in-depth interviews and literature review). The findings indicated that certain settlement needs required more immediate attention in relation to others. As well, prioritising using concepts like 'Hierarchy of Learning Out-Comes' were deemed vital so as to enhance Co-Learning and also aimed to achieve staged developmental outcomes. The participants in the study ranked the following as key needs for their longer time survival in the region and integration with the community: job (number 1); housing (number 2); Competent in the English language; qualification recognition; access to health care; child care; transport; community connection

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[1] Capacity building in this context implies increasing the abilities, potentials, and resources to the individuals, develop appropriate processes and institutional arrangements for providing an environment and initiatives to enhance fitting into a change

and support; welfare support; appropriate interpreters; respect; sporting; education institutions in region and an African Cultural School. Among other objectives for this study was to minimise Human Capital Stagnation' and focus to possibilities of improving settlement outcomes not only to the members if recently arrived communities as the region by tapping new ideas (if any). Mentoring one of tools of Human Resource Development (HRD) was identifies as one of the best approaches. It was seen to be well suited as it would use concepts of 'adult learning processes'. As well, it has been envisaged as being the one of the best mechanism by which transformation (capacity building) would occur. Therefore, this paper develops a conceptual model on how capacity building could be brought about. Indeed, it serves as a case study of Co-learning, Development Enhancements, and inducing growth through knowledge management of emerging communities in the rural/regional setting. This paper concludes with a proposed model by which the capacity building could be brought about within the given cohorts and the region's circumstances.

AIM

This paper analyses and reports research findings from a study undertaken on/with African-Australians in the Goulburn Valley/Murray region of Victoria between July and September 2007. These results/findings prompt a proposition of 'Capacity Building model for the African-Australians' in the region as part of the developmental strategies for fitting in, integration and enhancement of a longer stay of this cohort of people (communities) in the Goulburn Valley/Murray.

INTRODUCTION

Until 2003 Commonwealth Government policies did not specifically target new migrants and refugees to settle in rural Australia (Review of Re-Settlement Services for Migrants and Humanitarian Entrants, DIMIA, May 2003). Rural Australia is defined as places other than urban or metropolitan areas (Smith, 2007). Among the reasons for the shift in the government thinking included fuelling economic activities, population growth, and easing the burden on the services in the metropolitan areas (Nsubuga-Kyobe, 2005). Australia has been one of the top three countries in the world supporting the humanitarian program (Mbamba, UNHCR, 2007). Migration visas to Australia are mainly in three broad categories: family, skilled and humanitarian, a notable point to the varieties and extent of support towards settlement in Australia. The settlement of migrants especially refugee and humanitarian requires a careful identification of a multitude of issues that new migrants tend to encounter. These include issues relating to fitting in, education, English, being employable, getting on with own life in many aspects, accessing services, effects of competition between/amongst the settlement service providers, etc… (Guerin, and Guerin, 2007; Nsubuga-Kyobe, and Dimock, 2002; Nsubuga-Kyobe, 2005; Nsubuga-Kyobe, and Hazelman, 2007).

The initial settlement support of migrants is important for the individual's establishment in the new country/home (www.sudanesecentre.org.au/ 11th March 2008), which support is less for family and skilled visa categories compared to refugee and humanitarian entrants. If the settlement process is not well planned and managed, it can result into serious short and long term implications such as isolation and impeded personal growth, given the foregoing appropriate strategies are needed. Extended support through "hand-outs" and 'hand-holding' sometimes can create dependency instead of promoting early "self-reliance" (Nsubuga-Kyobe, 2005, Nsubuga-Kyobe, and Hazelman, 2007). The aspiration should be to develop[2] (i.e. capacity building) the new migrants as soon as possible (i.e. adding to their knowledge, skills, and ability bases). 'Capacity Building'; which targets development

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[2]   Development refers to the acquisition of knowledge, skills and behaviours that improve a person's ability to meet changes in own environment and requirements and in client and customer demands.

of both economic and social capital is one of the ways of supporting migrants to some degree towards self-reliance, helps to achieve individual human dignity, self-esteem and uphold the fundamental values of human rights (UNHCR, 2002). With standing the above, this paper discusses case study material from the Goulburn Valley/Murray (Victoria) as <u>an attempt to suggest strategies of capacity building in African migrants in rural Australia</u>, despite each rural location having its own supporting factors and constraints.

Thus, this paper first provides the "needs analysis" conducted on the African-Australians in the Goulburn Valley/Murray region. Secondly, it suggests key strategies of developing African-Australians in a rural setting through capacity building, based on the findings. For better understanding of the proposed strategies (model) for capacity building in the emerging communities, highlighting the background of the region will add more meaning to the picture being painted.

Settlement Background to the Goulburn Valley/Murray Region of Victoria.

Growth of irrigated agriculture with water from the channels of Goulburn River saw increased immigration mainly from the U.K and Ireland in the early twentieth century, then later non-English speaking backgrounds, e.g. Italians, Greeks and Albanians. Following Post-World War II, the region received Dutch, German, Polish and Maltese, and then Turkish, Macedonians, and Filipinos. In addition, the mid-eighties included the arrival of the Indians, Malaysians, Chinese, Indonesians and Sri Lankans. The 1990s saw the arrival of the Pacific Islanders, New Zealanders, and South Africans, the Balkans, Middle Easterners, and the 2000s have witnessed the arrivals of the Africans mainly from the Democratic Republic of Congo, Sudan, and then migrants from Afghanistan (Hazelman 2007). The region continues to receive new settlers in form of family re-union, skilled, humanitarian, and students as a response to different programs and demands (Nsubuga-Kyobe, 2008)[3]. In 2004/5 Federal and State Governments, and with the local initiatives/government; all collaborating the region was earmarked to pilot first "Regional Refugee and Humanitarian Settlement Project in Australia" (Piper, 2007).   Other programs include the State Government initiatives of recruiting and supporting "Skill Migration" to the region, a program

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[3]   A number of arrivals come to the region as spouses, siblings, parents, children, and relatives.

locally run by the City of Greater Shepparton (COGS). Amongst the education institutions that receive overseas students, include: Goulburn Ovens Institute of TAFE (GOTAFE), Goulburn Valley Grammar School, The University of Melbourne (Dookie campus), School of Rural Health (Shepparton campus) and La Trobe University, Shepparton campus. As well, due to availability of seasonal and farm employment opportunities, the region attracts temporary and relatively permanent secondary migration re-locating from big cities like Melbourne, Sydney, Brisbane and others to the region. This behaviour of coming a while and then leave; it added to other reasons for this study to try influence a longer stay. It is estimated that over three hundred (300) African-Australians are settled in the Goulburn Valley/Murray region at the time of writing this paper (Hazelman, 2007). However, others like Afghans, Iraqis, Burmese, Albanians, Chinese, Indians, and Sri Lankans continue to arrive. During the progression of writing this paper, the Rudd government announced new initiatives of granting guest workers visas to Australia for seven months for the Pacific Islanders into areas where seasonal work exists. Goulburn Valley Farmers Association (the Orchardists), welcomed the idea, and held meeting with GV Pacific Islanders Association to start working out ways how the region would be benefiting from the initiatives (Shepparton News 22nd August 2008)   The foregoing suggests that needs differ with the groups, a reason for conducting "needs analysis" study in order to initiate capacity building strategies. Therefore, the next section highlights the method used in this study.

METHODOLOGY

In August/September 2007 a needs analysis study was conducted on the African-Australians in the Goulburn Valley/Murray region using more than one method. A self reporting questionnaire with in-depth interview was the primary approach. The use of literature provided further information that was useful to later enrich the findings. As both researchers have lived along with some respondent families in Shepparton, in-depth interviews, and participatory observation were other sources of confirmatory data; all the above four methods were used in tandem (Punch, 1998:184-195; 245-263).

The aims and process of the study were clearly explained on a face to face appointment before the commencement of data collection. In spite of the fact that this research would be classified as "minimal risk category"; all participants were given a self-explanatory consent form, with full clarification about the option to participate or otherwise, then attained the signed acceptance prior to responding to the questionnaire or interview (data collection). Members of the family were encouraged to be present so as to make the participants feel comfortable. Any queries to the study would be addressed to the principal researchers namely Dr. Apollo Nsubuga-Kyobe of La Trobe University, Shepparton Campus and Dr. Sundram Sivamalai of University of Melbourne, School of Rural Health, Shepparton Campus (Babbie, 1995:258-264).

One hundred (100) questionnaires were distributed to the African-Australian migrants in the Goulburn Valley region. Thirty two per cent (32%) valid questionnaires were retrieved and analysed, with 61% males, and 39% females. In regard to formal education completion; tertiary studies and above were 9 males and 4 females; high school levels were 6 males and 2 females, primary school were 4 males and 4 females, with no formal schooling 2 females; and 1 participant did not respond to this question. Each question in the survey instrument had been designed to elucidate certain data about the target group with a general focus of the cohort's long term retention in the region. Tabulated content analysis of the responses was adhered to in order to group common emerging themes from the data, partly for reasons of maintaining consistency, validity and reliability (Cooper, and Schindler, 2006: 318-324). Only part of the data and summaries has been reported in this paper.

RESULTS AND ANALYSIS OF THE STUDY

Demographics

Most of the respondents mainly arrived in Australia between 2004 and 2007 (75%), and earlier arrivals 25%. Many were migrants of refugee background (mainly under special humanitarian entrance, & off-shore applicants 77%, but few skilled 16%, spouses and students 7%). There were more males 56% (age category 30-50); women 33% (age category 20-40) 11% non-respondent. Overall the men were more qualified than women, and few with tertiary qualification in the cohort. High school completion were 48% male, and 19% female), primary school and below, male 13% and Female

19%. There were few young people in the study: youth 16%, (ages 18-25, i.e. 'No school' 1, 'primary school' 3, 'high school' 1).

The mostly needed things in order to settle in Goulburn Valley/Goulburn Murray, (Victoria, Australia) as ranked by the respondents:

– Job [finding the job, appropriate orientation, skilled need relevant bridging support]

– Housing (appropriate size; and being affordable)

– English Language (home tutoring; 510 hrs insufficient; it limits work & driving & other means of living)

– Qualification recognition

– Religious Connection (place of worship was classified vital in the settlement process),

– Access to health service (during emergency at the hospital; bulk billing & being understood by health services providers)

– Child care (complex makes Learning English & other activities hard)

– Transport (public and license to drive) and transport to places of employment,

– Community connection & Support (integration, & fitting in)

– Welfare support, culturally and linguistically appropriate service delivery and workers at the hospital & Centrelink,

– Appropriate Interpreters (as Swahili speakers from the various backgrounds differ),

– Respect (a need to hold on to some of the Africans' values and perspectives);

– Sporting and children/youth recreation (clubs); Transport to take them there.

– Future education institutions in the rural region, so that youth do not go to big cities for further studies

– An African Cultural School in Goulburn Valley at least for languages, home work support, and cultural preservation.

DISCUSSION

Migrants who have come to settle in the Goulburn Valley/Murray region have been influenced by employment opportunities of farm work, jobs in services industry, and

technical requirements (in depth interviews with the cohort, August 2007). In order to executive the said duties the migrants should be able to communicate in various ways including good/understandable English, which at times lacks or is limited for efficient performance, integrational, accessing health & welfare services, schooling as well as occupational health and safety reasons. As the study shows many African-Australian migrants reflect very low levels of English language proficiencies, while some are even illiterate in their own mother tongue. The present 510 hours of English tuition for the migrants' living is very insufficient for someone to learn and communicate well in English within six months of arrival (DIAC AMEP Review Discussion Paper, 2008). Poor command of the English language limits them from accessing many of the mainstream services ((DIAC AMEP Review Discussion Paper, 2008). Figure 1.0 below conceptualises and illustrates how capacity building will ensue; such is to be brought about from the individual's perspective and stand point(s).   As communication is a core skill that is critical for other aspects to be developed, therefore it is one of the elements with high priority and thus a central point in the model. In this regard, the initial focus is on developing abilities in literacy, numeracy, speaking, writing, mobility (i.e. driving), and accessing services for utility and personal growth.   As mentioned earlier, the issue of communication is not only limited to transport (i.e. moving from one place to another), also it encompasses language skills (English), literacy, numeracy, and access to other main stream services including employment.   Therefore, the following sections focus on the steps to be taken to bring about literacy, numeracy, speaking, writing, and mobility.

In regard to literacy, numeracy, speaking, and writing, all for English, preliminary identification assessment will be conducted for devising appropriate responses for the relevant levels.   The objective for this approach is to be able to take each individual from his/her stand point, impose an appropriate and culturally relevant strategy that would respect ones self-esteem, knowledge, skills, and abilities. Also the approach would help the facilitators, and learners to apply the strategy of the Hierarchy of Learning Outcomes[4].

The issue of mobility (transport) is as well important for the newly arrived migrants. Studies have identified that public transport in rural Australia is poor [(Public

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[4]   The "hierarchy of learning outcomes" refers to a design consideration of a list and sequence of priorities a facilitator has to take into account when delivering for an intended learning outcome. Therefore the designer of a learning programme must know the stand point of the adult learner(s), the required principles of teaching and learning, and the environment; thus he/she must define the pace of delivery and the time of offering the learning materials (understanding the human aspects).

Transport Users Association, 2008) http:// www.ptua.org.au], and Goulburn Valley/Murray is no exception. In order to be mobile, the migrants need vehicles, but many who have come to the Goulburn Valley/Murray Region are not in a position to buy a vehicle straight away, to minimise poor public transport confrontation/problems. On one hand, they may resort to the use of bicycles. However, this means of transport is embroiled with safety issues and lot of other limitations, for example some cultural values prohibit women to ride bicycles (Personal communication from some interviewees). On the other, driving needs a valid license. In order to get the license, reading and to a fair degree writing skills are both needed. The findings reported earlier as well clearly refer to a reasonable proportion of the respondents as being semi-illiterate even in their mother tongue. Despite the urgent need to improve English competencies, the issue is further compounded with or by other equally competing necessities (i.e. earning income, child care, and accommodation) that compel going to work before attaining reasonable English language skills. Paradoxically, many of the migrants, who have found work, face difficulty to attend the Basic English classes, because it clashes with work times. Again families with young children need child-minding facilities to support them, even during when parents may be attending English classes.

An added layer of compounding complexity arises for example from a spouse of a migrant who may leave home for work at 5.00 am in 'pooled car' arrangement as farm-work tends to be a bit distant from central town residential areas. This may leave the remaining family members at home with difficulties, as most instances; the males (husbands) leave their wives at home with the children. This study has identified that males in the sample have tended to be more educated, thus more literate and may be capable to easily move around than their wives and with a higher probability of attaining the driving licensees. If the males are the ones who go work so early in farm jobs, then leaving too early and returning at dusk really poses a number of problems to the family. Most times the wives are the ones left in the above described situation feeling lonely with the young children and unable to communicate for the basic needs of the family. These circumstances tend to weaken the family structure.

Being able to develop reasonable English competencies and self-mobility is a paradox to African-Australians refugees and indeed with any emerging communities in other

regions (Taylor, and Stanovic 2004) and migrants in the Goulburn Valley/Murray Region highlighted similar problems. They need transport to attend English classes so that they can prepare for the license examination and other English language requirements. However, child care, and living demands are key interventions. Unless, they have appropriate transport they cannot get to the classes.

In addition to the above mentioned problems, many migrants take on jobs that are not their first preference. Many who have diploma qualification, might even do farm labouring jobs, because these are generally available readily in the Goulburn Valley/Murray region but mainly on seasonal basis. For those who take on farm jobs as transitional work to the preferred job still face other challenges. First, they might have taken on the job as a result of skills gaps (i.e. qualification not recognised) for the preferred job. Second, they might have taken on the job as a quick means to survival. Both these circumstances may impose challenges to skills upgrade, because working from dawn to dusk tends to limit attendance to training or qualifications upgrading opportunities even if the facilities are available in the region. However, rural regions tend to lack a number of infrastructures/facilities through which migrants could update their qualifications and skills (Nsubuga-Kyobe, & Hazelman, 2007). As well, limited English plays a key role in the said challenges. It can be seen that unless something is done (i.e. capacity building), these constraints will impede the settlement of migrants; thus does limit empowerment to the full capacity, and lure them to become dependent on others for their survival as well as growth. However, Delahaye (2005: 119-122) notes that audit and pro-active categories of needs analysis activities, require ascertaining and defining the environment where such strategies occur. In this regard, it is important to carry this in mind while recommending to implement capacity building in the region (environment) for better understanding and insight of the present situation.

RECOMMENDATION: AN APPROACH FOR CAPACITY BUILDING

The term 'capacity building' can be perceived in different ways depending on the circumstances. For example, the Co-operative Venture for Capacity Building Report (CVCB, 2006) asserts that it is not about experts imparting knowledge to others, through education, and training, nor is it technological transfer. However, it is a concept of *co-learning and improving individual capabilities (i.e. individuals' transformation) while training, education, and support could be among the tools used*

to nurture "Capacity Building" (CVCB Report, 2006; The University of Queensland, The UQ Boiler-house Community Engagement Centre). Other scholars argue that it is *about increasing the abilities, potentials and resources of the individuals, for providing an environment and initiatives to enhance fitting into a change.* Thus, it *implies externally or internally initiated processes designed to help individuals and groups associated with the drive to appreciate and manage their changing circumstances for the purpose of improving the stock of their capital in the process* (Sivamalai, 2007; CVCB 2006).   Bluthenthal, *et. al.,* (2006) think that capacity building is *about Quality Improvement Programs and Strategies that promote screening and advancing appropriate responses with the intent of significantly reducing various forms of disparities including mental health and care outcomes.* Thus, the concept differs with the disciplines. Given that these views provide the theoretical underpinnings and premises for understanding the concept, for this study 'capacity building means. *"Externally or internally initiated processes designed to help individuals and groups associated with rural Australia to appreciate and manage their changing circumstances, with the objective of improving the human, social, financial, physical, and natural capital in an ethically defensible way"* (Macadam, et. al., 2005). This also implies:

- the creation of an enabling environment with appropriate support, policies, initiatives and other frameworks;
- having institutional development, including community participation (of or for certain groups in particular the less advantaged); and
- target human resources development and strengthening growth systems.

This approach is supported by United Nations Development Program (UNDP) who recognizes that capacity building is a long-term continuing process, in which all stakeholders should participate (i.e. ministries, local authorities, non-governmental organizations, professional associations, academics and others).   As Capacity Building is more than training and it includes the following: human resource and organisational development, and providing enabling environment.

Human resource development, is about the process of equipping individuals with the understanding of their knowledge, skills, and abilities as well as access to information, new knowledge management, education, and training; all these for enabling to perform effectively and efficiently.

Organizational development, it is about the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and other relevant sectors (public,

private and community).   In order to incorporate and adapt to our case study, a re-examination of the cohort is important.   For example, section 3.3.10 under 'Respondents General Comments' it was stated that there is a need to provide culturally and linguistically appropriate services, as recently arrived Africans are different from Asians and earlier migrants from Eastern & Southern Europe.   Also, this may imply that institutional arrangements, appropriate cultural knowledge and values of the cohorts may be non- existing in the rural setting.   Therefore, in the process of capacity building it is vital to first organise and develop the knowledge capital in the trainers before embarking on the full program for all (Training the trainer).

In regard to enabling environment, these undertakings should prevail within well developed policy, funding, and other regulatory initiatives.   To enhance capacity building in 'greenfield areas' it is hard usually due to lack of institutional and sometimes legal framework, inadequate regulatory changes that could limit agencies at all levels and sectors to work well and other hindrances.   Having discussed what is capacity building, challenges, its strategic implantation, now focus is turned to its purpose particularly in regard to diverse new arrivals[5] in a rural setting.

Our study findings have identified the like 'gaps' (as highlighted by UNDP) perhaps part of the reasons for the previous African-Australians to experience short term stay in the Goulburn Valley, because of the lack or poor support for capacity building in migrants.

This also emphasises *rationale for the capacity building* for new migrants.   It is critical to appreciate and articulate to the migrants' developmental needs, aiming at their individual and collective growth. Capacity building helps to create congruence of the client needs and supply facilitations (innovation & growth). It is about focusing on realistic support that may be needed, rather than on assumed needs. Capacity building will allow the efficient use of resources for developmental needs of the migrants. It enhances individual transformation (learning, motivation, and Human Resource Development (HRD)), and supports long term and continuing self-development nurtured by joint partnerships. In other words the primary purpose of capacity building is to shift the 'dependent' status of the migrants to an 'independent'

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[5]   African-Australians are ethnically non-homogeneous (diverse).

status, where they are in a position to do things for themselves, rather than continued 'handholding' or remaining dependent on others.

While the introductory part of the survey sought demographic data, substantive questions started with 'asking the respondents to list in order of preference the mostly needed things in order to improve his/her settlement in Goulburn Valley/Goulburn Murray', (Victoria, Australia). The approach will be dealing with the mostly needed things to settle in the valley, thus enhancing individual transformation which implies learning, motivation, and Human Resource Development; all built on ones past knowledge and experience through a process technically referred to as "Hierarchy of Learning Outcomes"[6]. Delahaye, (2005:14-16) notes that an adult learner builds on his/her past experience (knowledge for HRD), which is brought to the learning environment given the model of delivery and the intended outcomes. In the circumstances, it is important to understand the needs of the migrant learner, and acknowledge that learning is continuous process affected by the environment. Also, learning requires developing relations with various stakeholders within the learning environment. It demands appreciation of the value of learning, assistance and support in the transitions, so as to ensure access to learning opportunities, and engage the learners as much as possible. The foregoing affirms the view that learning is a life long process, whereby capacity building ensues through the process.

Since capacity building is about co-learning and improving individual capabilities (i.e. individuals' transformation), what follows illustrates the process to be undertaken in the GV rural setting. First, the strategy focuses on the creation of an enabling environment and resources with appropriate support, policies, initiatives and other frameworks. Furthermore, it is about institutional development of the appropriate linkage of the participants with the system as well as human resources development and strengthening growth. As already suggested members of target group will be assessed so as to ascertain the levels of deficiencies and differences. In this situation deficiency in literacy (i.e. reading, writing, and speaking) is the most critical matter to

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[6] The "hierarchy of learning outcomes" refers to a design consideration of a list and sequence of priorities a facilitator has to take into account when delivering for an intended learning outcome. Therefore the designer of a learning programme must know the stand point of the adult learner(s), the required principles of teaching and learning, and the environment; thus he/she must define the pace of delivery and the time of offering the learning materials (understanding the human aspects).

be considered first. As well, assess whether those with deficiencies had any access to the mainstream service providers in the regards. The outcomes from the assessments will dictate the next steps to be taken in the planning of the 'capacity building'. This approach of doing evaluations first so as to ascertain deficiencies, would be applicable to the other aspects of 'communication' to be tackled by the proposed capacity building endeavors. A few studies on African-Australian communities in metropolitan have highlighted that the groups' members are largely disempowered because of vast deficiencies, and thus a worse situation is assumed to ensue in a rural setting. This is why 'capacity building' in this regard is about 'empowering the community given the limited resources and access in the rural situations.   The learning design that is proposed in this study for the African-Australian migrants is based of the principles of pedagogy. The principle would use the theory of communicative learning in an incremental, thus taking small steps at time. Figure 1.0 illustrates the issues to be dealt with to make the shift from 'dependency' status to 'independent'.

Conceptualization Capacity Building in a Rural Setting for African-Australians

FIGURE 1   DEVELOPMENTAL CONCEPTUAL MODEL ON CAPACITY BUILDING IN AFRICAN-AUSTRALIAN INDIVIDUALS IN A RURAL SETTING
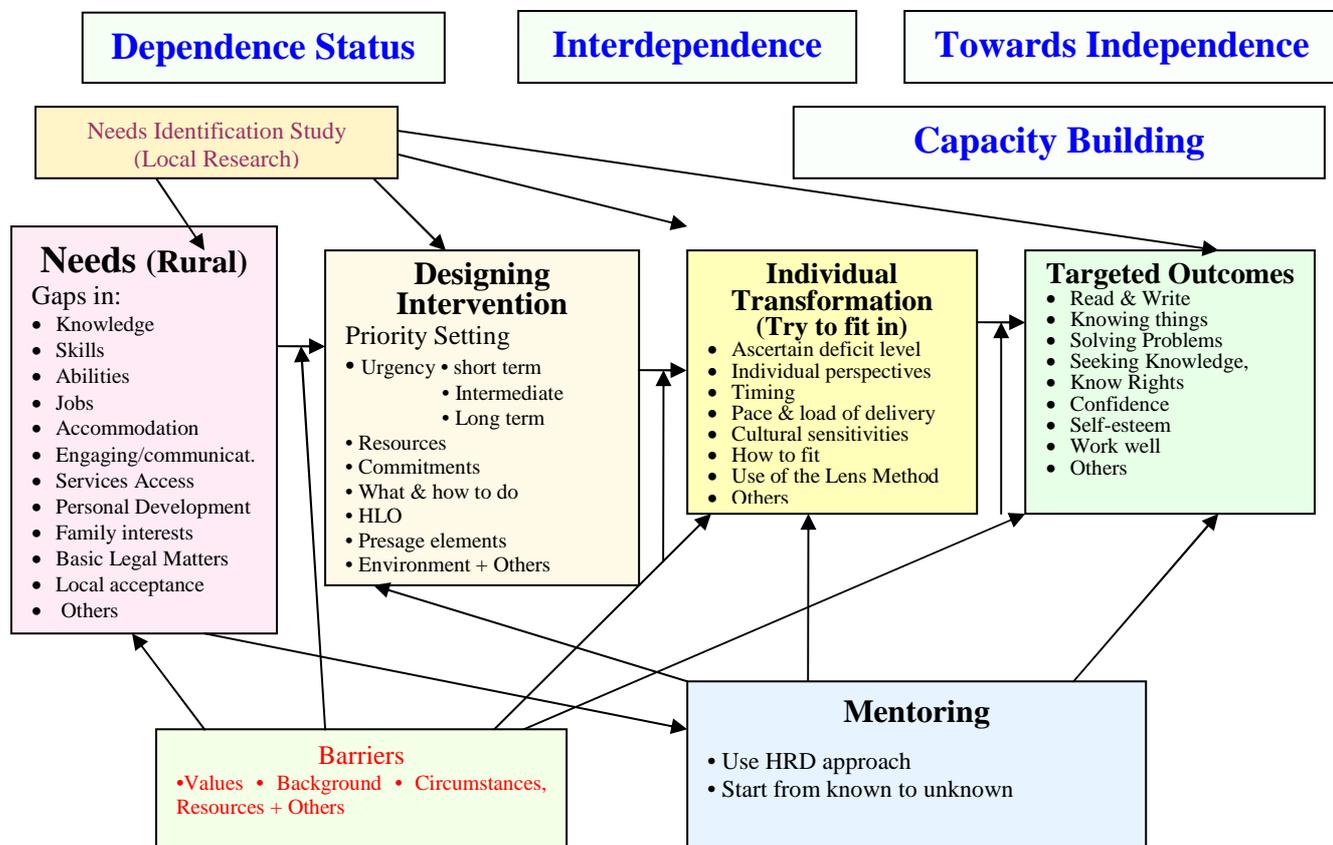
Developed By Apollo Nsubuga-Kyobe & Sundram Sivamalai

The number and level of barriers that may be encountered through the process will vary, as the capacity building strategy is very contextual. Mentoring is the key element for the capacity building strategy and encompasses several local considerations, such as:

- Education of Africans in job finding, workplace culture, civil rights,

- Human resources – Africans come with skills which need to be adopted the Australian ways

- Partnership- these mentoring programs should be done in partnership with various stakeholders.

- Funding for immediate knowledge gaps, and elements of social capital like "cultural sustenance" that can easily be lost by the nature of the new settlement.

CONCLUSION

The beginning phase for the settlement strategy proposed in this paper, is first to identify the gaps according to the migrants perception. The gap will define the current state (dependent level) the deficiencies. Having known the deficiencies of the migrants, programs can be 'tailor-made' accordingly to the expected outcomes (independent level). Mentoring the migrants along the way for transforming them to a level of independence is challenging to all stakeholders, but the rewards outweigh the costs, over time.

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