

Overseas Cultural Orientation: CO Coordinators describe programs, caseloads, and emphases

Introductions:

Sanja Bebic, Director, Cultural Orientation Resource Center, Center for Applied Linguistics

Overseas Panelists:

Jamal Al-Fakhouri, Regional Cultural Orientation Coordinator, International Organization for Migration Amman

Peter Salnikowski, Cultural Orientation Program Coordinator, International Organization for Migration Nepal

Damir Thaqi, Head of Cultural Orientation, International Catholic Migration Commission Turkey

Sarah Krause, Cultural Orientation Regional Coordinator, Church World Service/Resettlement Support Center Sub-Saharan Africa

Stanislav Shelukhin, Cultural Orientation Coordinator, International Organization for Migration, Moscow

Jason Crislip, Cultural Orientation Coordinator, International Rescue Committee/Resettlement Support Center East Asia

Pat Blashill, Cultural Orientation Manager, Hebrew Immigrant Aid Society Vienna

Overseas Orientation: Locations

Headquarters:

Africa: Kenya

Near East & South Asia:

Jordan

Nepal

Turkey

Southeast Asia: Thailand

Europe: Russia

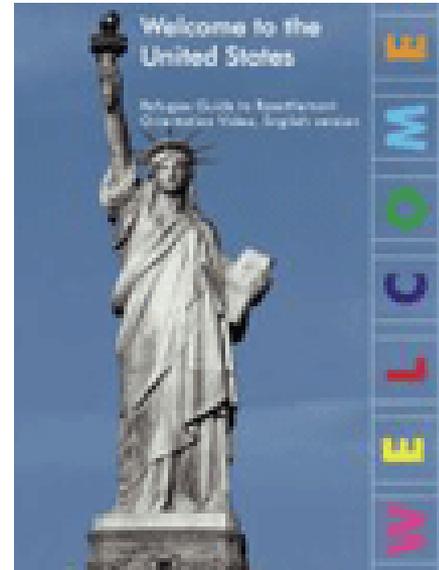
Austria



Overseas Orientation: Topics

Eleven essential topics:

- ▶ Pre-Arrival Processing
- ▶ The Resettlement Agency
- ▶ Community Services
- ▶ Housing
- ▶ Transportation
- ▶ Employment
- ▶ Education
- ▶ Health
- ▶ Managing Money
- ▶ Rights and Responsibilities
- ▶ Cultural Adjustment



CO Objectives and Indicators Project

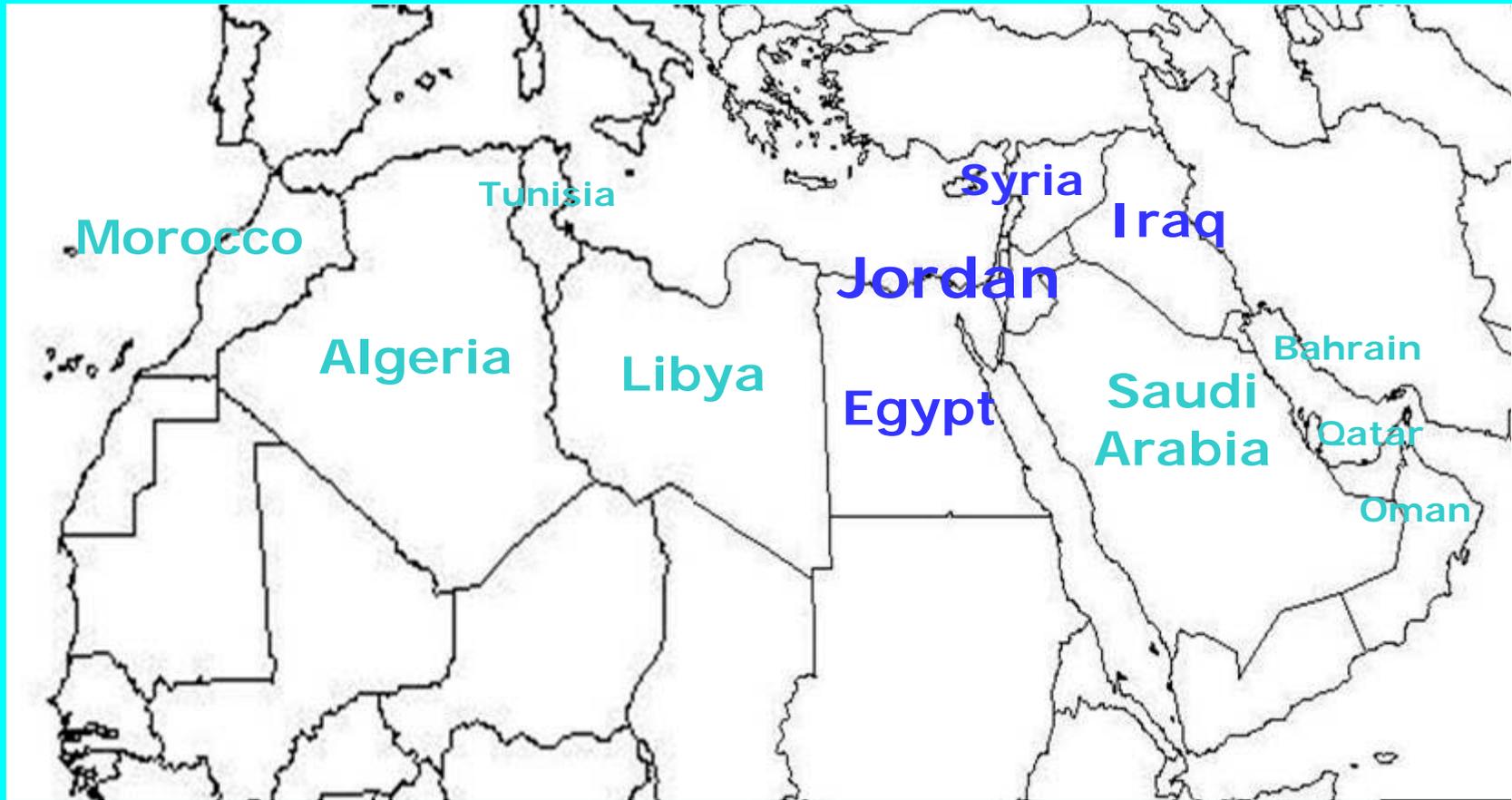
- ▶ A global look at the CO continuum (2010 and 2011: Overseas CO; 2011 and 2012: US CO)
- ▶ Goal is to assess current practices, desired outcomes, support and resource needs, and to develop tools to support effective delivery of orientation
- ▶ Defining Goals for CO
 - What do refugees need to know? When? How?
- ▶ Overseas orientation Objectives and Indicators document to be released in January of 2012
- ▶ Strengthening domestic orientation: Domestic application of the CO O&I project (R&P and post R&P orientation)
- ▶ Assessments and development of resources to take place in 2011 and 2012



International Organization for Migration (IOM) Middle East

Resettlement Support Center (RSC) CO Program

RSC Coverage



USCO FY 2011 numbers

- Amman: 1087 attended USCO
- Baghdad: 2399 attended USCO
- Cairo: 260 attended USCO
- Damascus: 2112 attended USCO
- Other: 155 attended USCO
- ME region totals: **6013**
- ME region Attendance rate is **82%**

KEY CO MESSAGES

- The US resettlement program goal for refugees is **SELF-SUFFICIENCY...**
 - Cash assistance is **NOT** enough to live on
 - Any assistance you may receive is **limited**
 - **Accept your first job offer**
- **Trust your resettlement agency**
- **Lower your expectations regarding: housing, furnishings, employment, etc.**



Flexible classrooms and furnishings can be quickly rearranged for various learning activities...



**Training is highly
interactive and learner-centric...**



Active involvement in the learning process helps refugees better understand resettlement.



The CAL-produced Interviews with Resettled Iraqis DVD keeps participants glued to their seats...

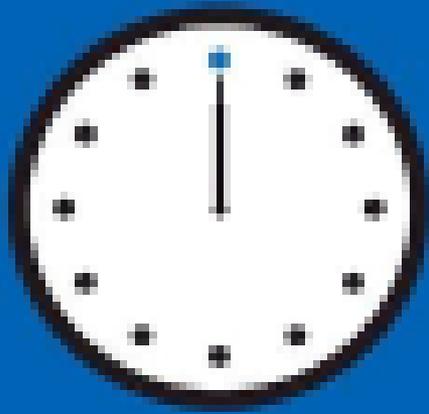


Much time is devoted to managing expectations about refugee services provided in the US.

Participants discover resettlement truths for themselves.



**New training activities & exercises
are continually being developed. ...
to help refugees consider some of
the implications of moving to a
completely new culture..**



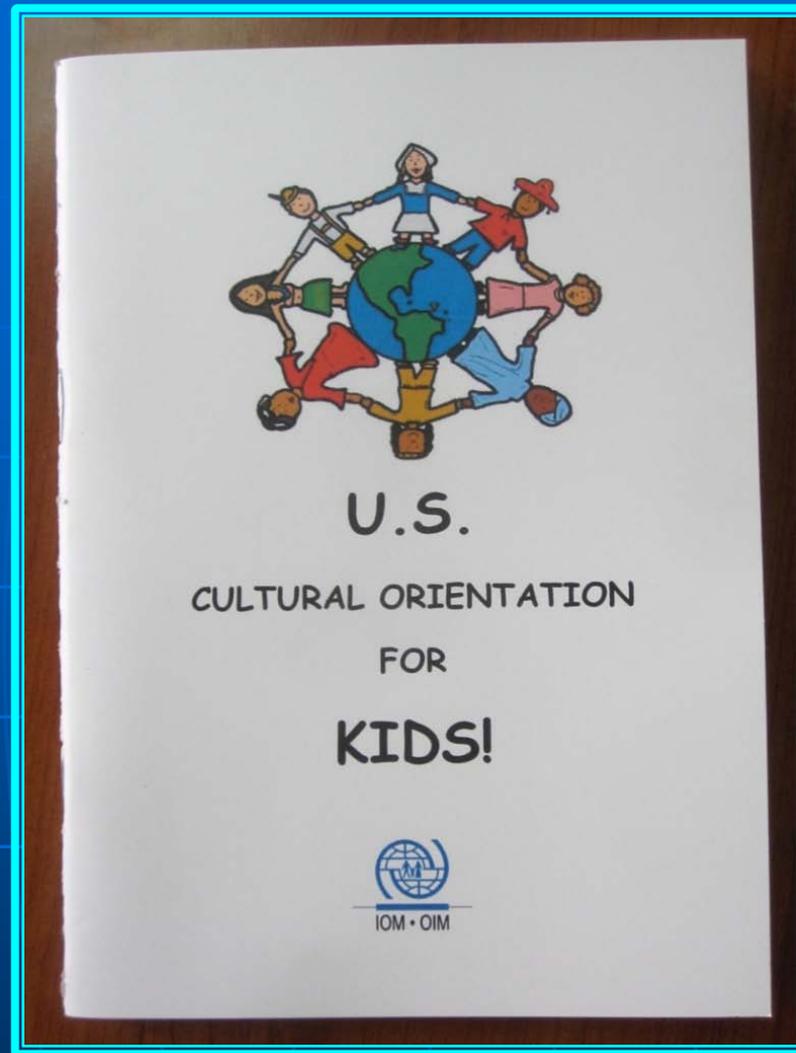
West vs. East

New training location: Baghdad!





**Childcare has a CO component, too!
Happy future Americans.**

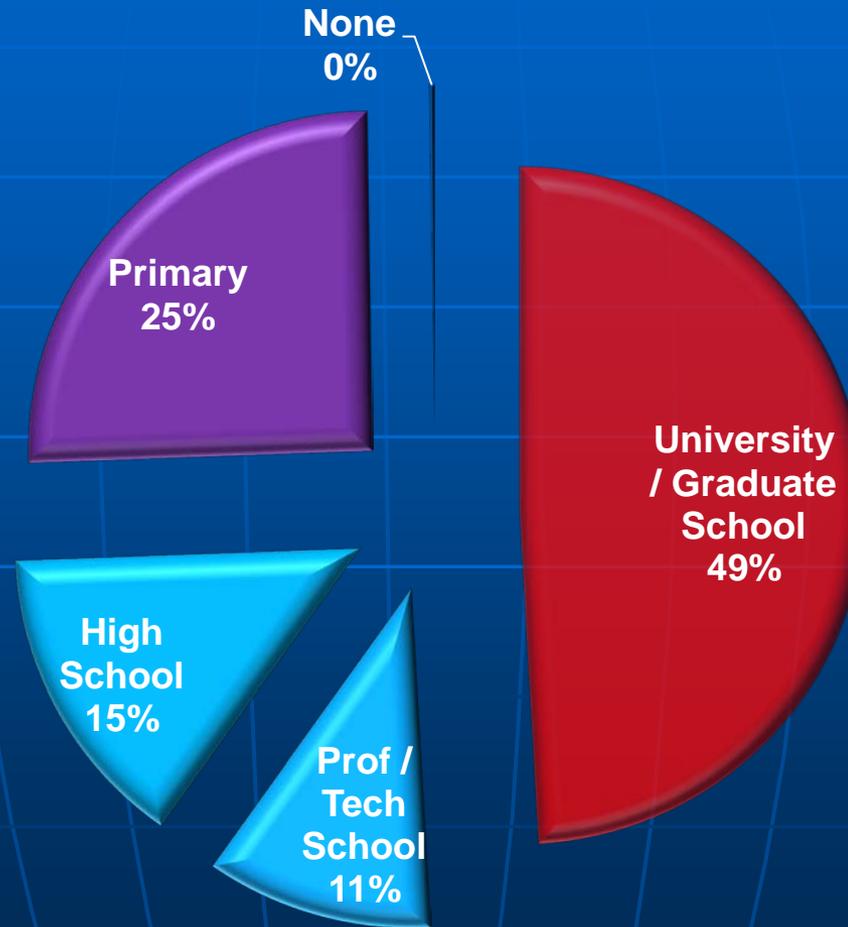


CO for kids – because adults aren't the only ones starting a new life.



"My hous in Amrica"

Education Level for the Region 21 Years Old Up



Questions?



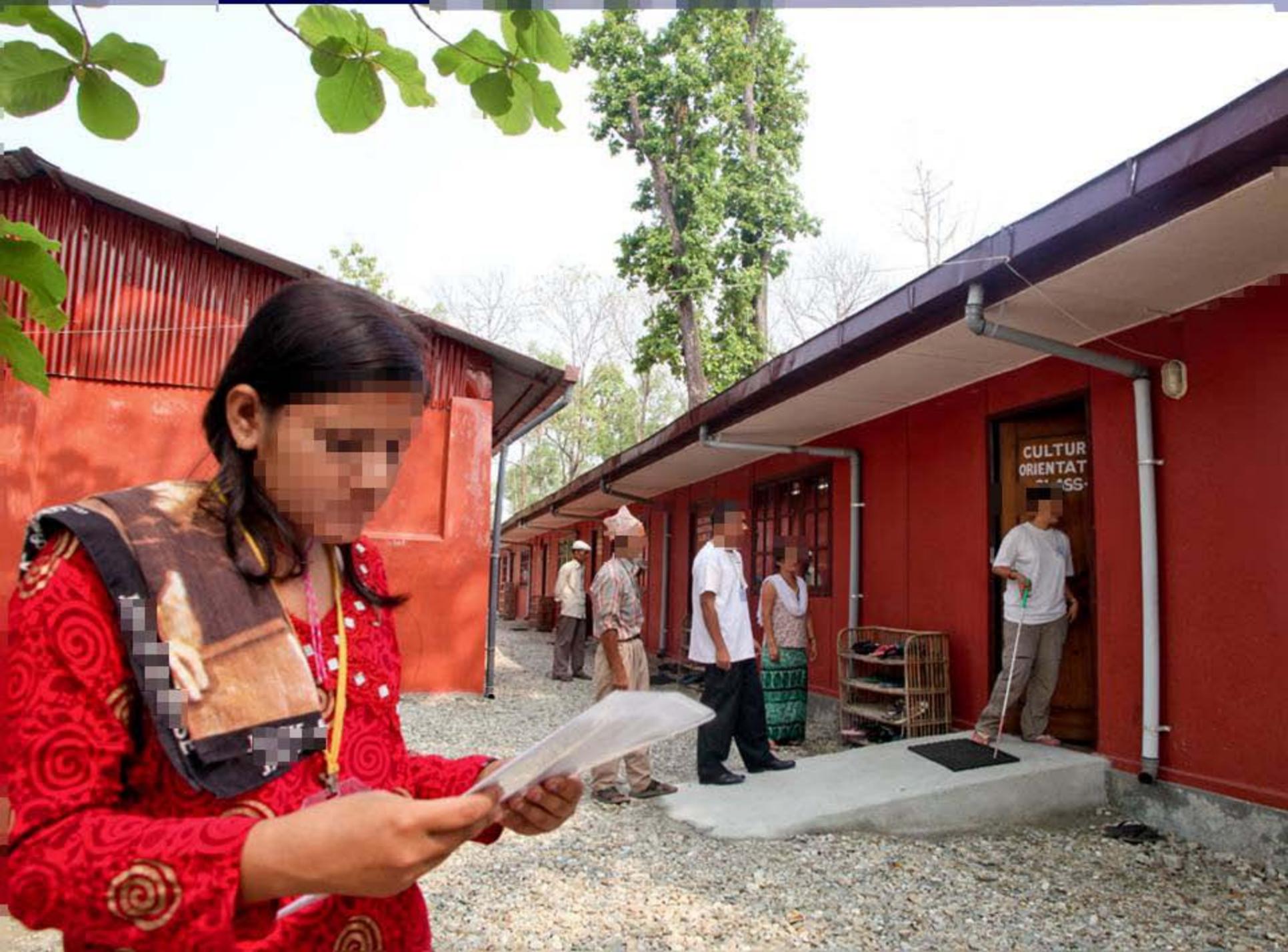
IOM Middle East

- Presented during the CO Coordinators' exchange in Washington, DC.
December 2011
- Photos were taken by IOM Jordan and Baghdad with consent from applicants
- For additional information please contact Jamal Al-Fakhouri:

Jalfakhouri@iom.int



**IOM Nepal
United States Cultural Orientation**

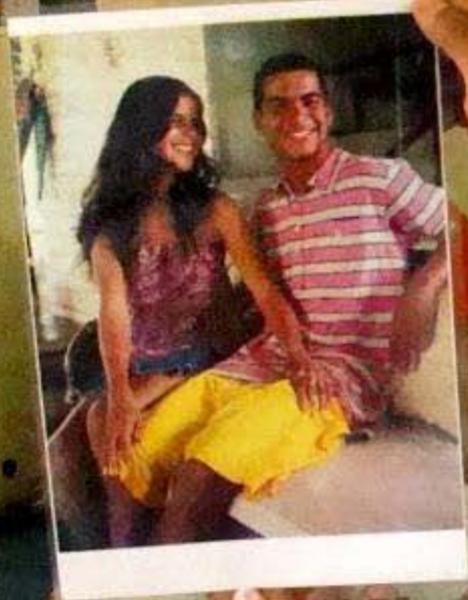


CULTUR
ORIENTAT
SS.









लचिली
(Flexible)

कडाई
(Strict)













00:29









A close-up portrait of an elderly woman with her hands pressed together in a traditional Indian 'Namaste' gesture. She is wearing a vibrant red top and a yellow headscarf with red patterns. The background is a blurred wooden lattice structure. The text 'Namaste!' is overlaid in the bottom left corner.

Namaste!

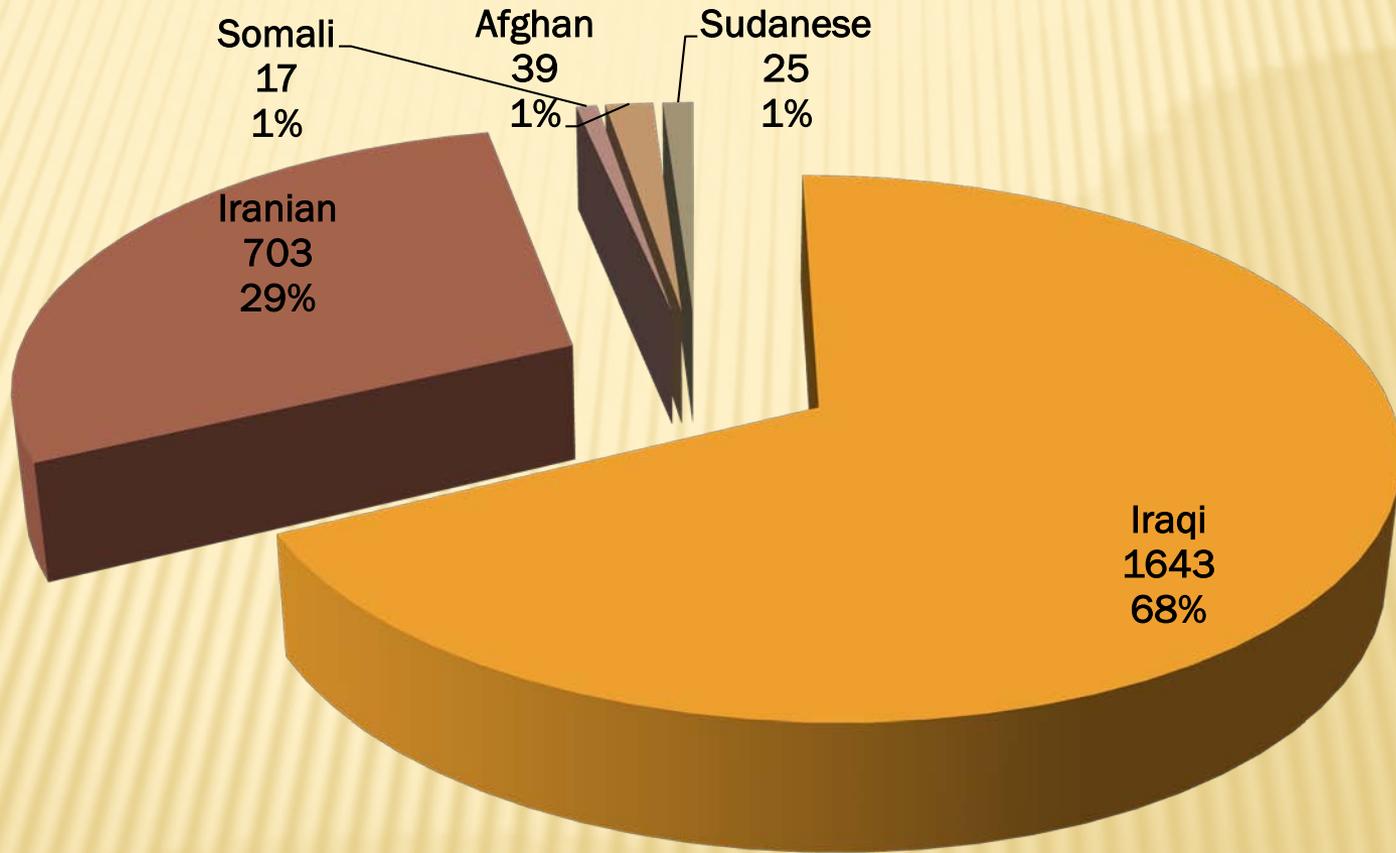
ICMC
(RSC) TURKEY
CULTURAL ORIENTATION
NOVEMBER 2011
DAMIR THAQI



Refugees' country of origin

- ✘ Caseload in Turkey: largely Iraqis from different ethnic and religious backgrounds (e.g. Assyrian and Chaldean Christians, Shi'a and Sunni Muslims); Iranian Baha'is, Afghanis, Sudanese, Somalis and Eritreans
- ✘ Caseload in Lebanon, Kuwait and UAE: Iraqis

TOTAL CASE PERCENTAGE BY NATIONALITY 2011



- ✘ CO is the last stage of the refugee process in Turkey, before the refugee travels to the US
- ✘ CO training over a 3 day period
- ✘ 15-20 refugees per class
- ✘ Approved refugees over the age of 14
- ✘ Children's CO for those 8 – 13 years

CO OBJECTIVES

- ✘ Main objective of the CO training: provide refugees with realistic expectations of life in the US



- ✘ Different techniques: brainstorming, case studies, critical incidents, discussions, games, grouping, refreshers, role plays, videos, visuals and worksheet exercises
- ✘ ‘U’ shape style or group clusters: learner-centered, interactive and experiential



20/11/2011 09:54

20/11/2011 09:54

ICEBREAKERS – COCONUT!



WHO IS AN AMERICAN?



**WHAT DO YOU KNOW ABOUT
AMERICA?**



EXPECTATIONS: RESETTLEMENT AGENCIES AND REFUGEES



HOUSING – REFUGEE EXPECTATIONS LANDLORD VS TENANTS



RIGHTS AND RESPONSIBILITIES



CAR V PUBLIC TRANSPORT QUEUING AND PERSONAL SPACE!



VOCABULARY GAME



- ✘ Managing refugees' expectations in relation to: financial assistance, employment, gender roles, and racial and sexual discrimination.
- ✘ Involving refugees with disabilities.
- ✘ Combating rumors.
- ✘ Comparison of generous benefits offered in other resettlement countries.
- ✘ Childcare for small babies in order for mothers to participate.



Church World Service

Program Administration



- Administered by CWS/RSC Nairobi
- Trainers experienced in intercultural communication and education, with a collective proficiency in English, Somali and Kiswahili



Region of Service



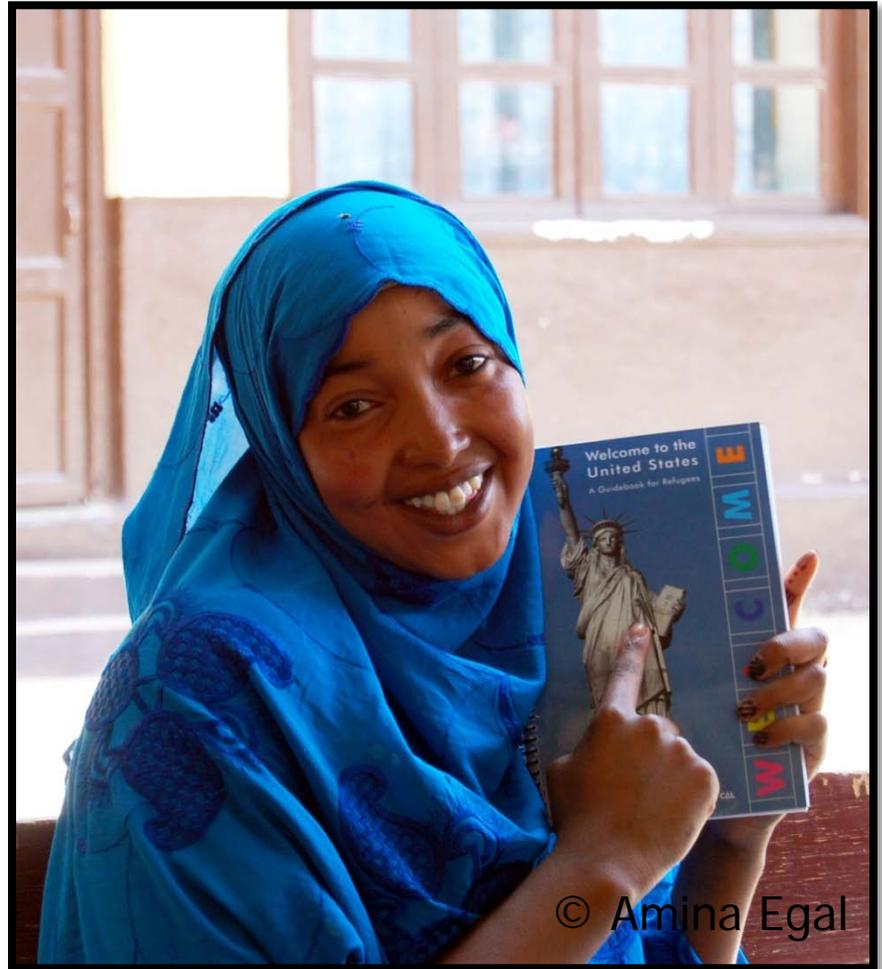
CWS/RSC Nairobi is responsible for the processing of refugees in 45 different countries.



Cultural Orientation Objectives



- To inform participants of the processes and systems that will impact on their resettlement to the United States;
- To assist participants in developing realistic expectations of the US;
- To equip participants with the skills and attitudes necessary to enable them to have a positive acculturation experience



© Amina Egal

Information Throughout the Process



- In the camps
- At RSC interviews
- At Cultural Orientation training sessions



CO Training Structure



- Standard CO
 - 3 working days; 6 hours per day
 - Targets those 15 years and above
- Chad CO
 - 5 working days; 6 hours per day
 - CO for children/youth as well as for adults
- Somali Youth CO
 - Standard CO + 1 working day; 6 hours
 - Targets those ages 15 - 26
- URM CO
 - A minimum of 3 working days; 1 hour per day



Training Preparation



- Development of lesson plans
- Packing of appropriate materials



Common Fears



- Flight to the U.S.
- Separation from family and friends
- Not being able to communicate with those around them
- Gangs/Violence
- Winter
- Loss of cultural identity



Common Expectations



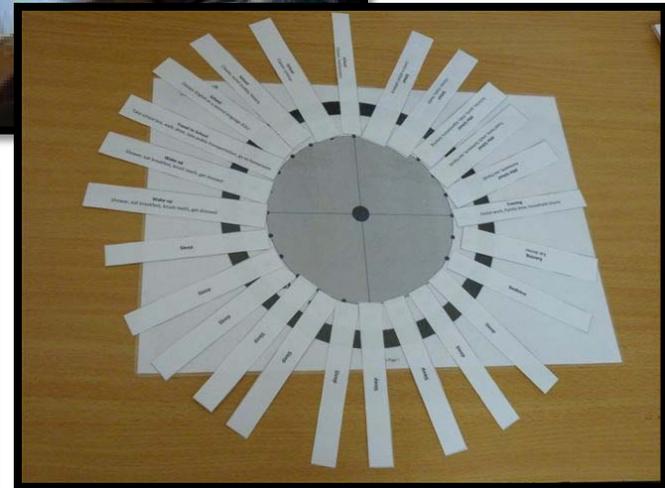
- To enjoy peace
- To receive basic services
- To have better living conditions
- To find work
- To continue their education



Training Methods



- Activities
- Discussions
- Role plays
- Case studies
- Lecture
- Photos/videos
- Working models, where available
- Exploration stations



Promising Practices



- Focus on objectives and indicators
- Visual materials
- ESL pilot project



CWS/RSC Nairobi

culturalorientation@cws-rscnairobi.org



RSC IOM Moscow USCO Program



Prepared by Stanislav Shelukhin
Washington DC December 2011

A topographic map of Europe and the ex-USSR region, showing terrain elevation in shades of green and brown. The map includes country borders and is centered on the continent of Europe. Overlaid on the map is white text with a black outline.

Jurisdiction:
All priorities, all programs in
Europe and the ex-USSR
(excluding Vienna)

Regions covered by IOM Moscow CO team:

Europe

- Malta
- Slovakia
- Romania
- Ukraine
- Belarus
- Russia
- Moldova
- Azerbaijan



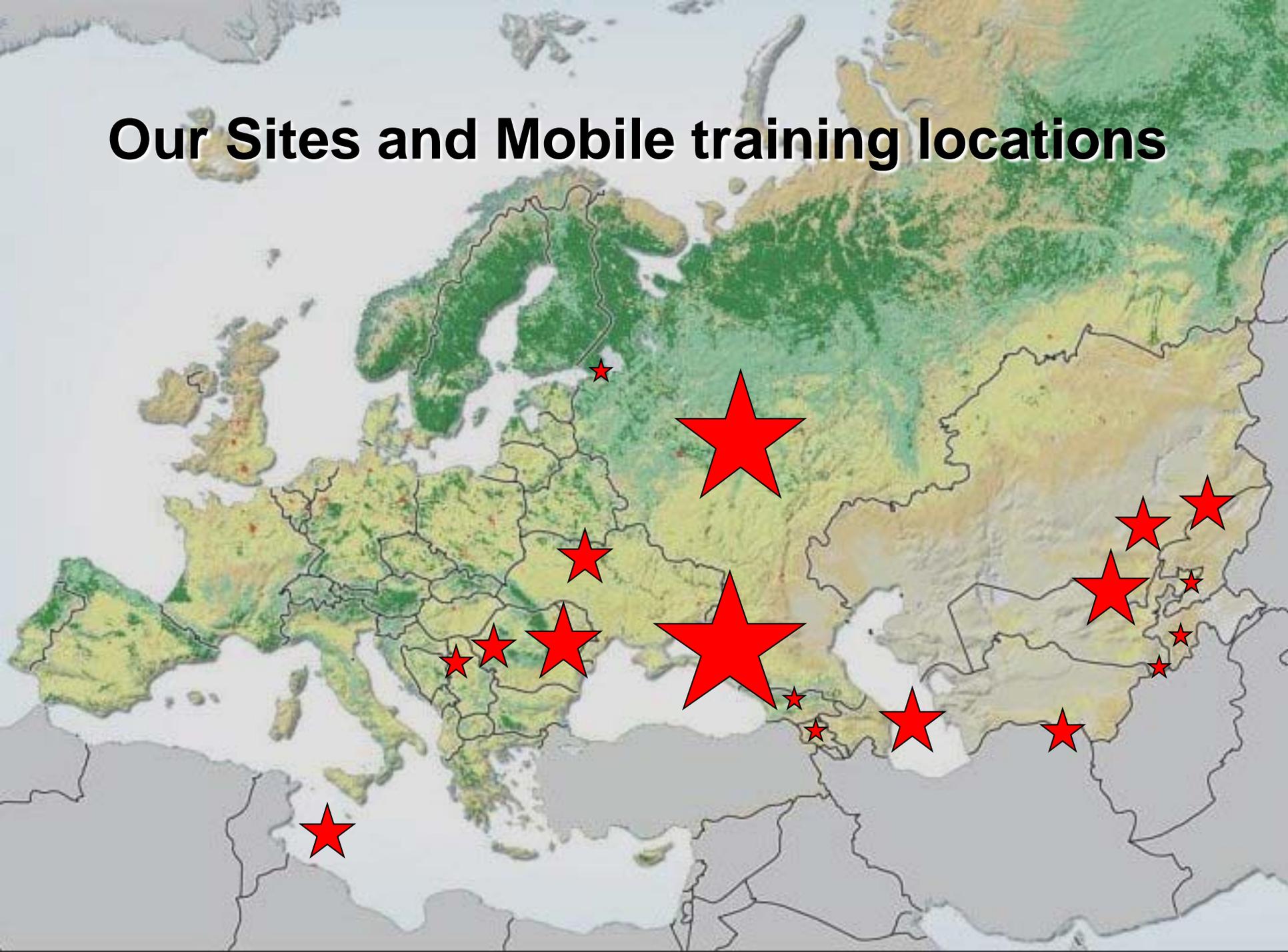
Regions covered by IOM Moscow CO team (cont.):

Central Asia

- Turkmenistan
- Uzbekistan
- Kazakhstan
- Tajikistan
- Kyrgyzstan



Our Sites and Mobile training locations







BENEFICIARIES

**P1: Embassy referrals
NGO referrals
UNHCR referrals**

**P2: Lautenberg religious
minorities**



NATIONALITIES



Uzbek
Moldovan
Ukrainian
Russian



Armenian
Azeri
Belarus



Afghan
Somali
Eritrean

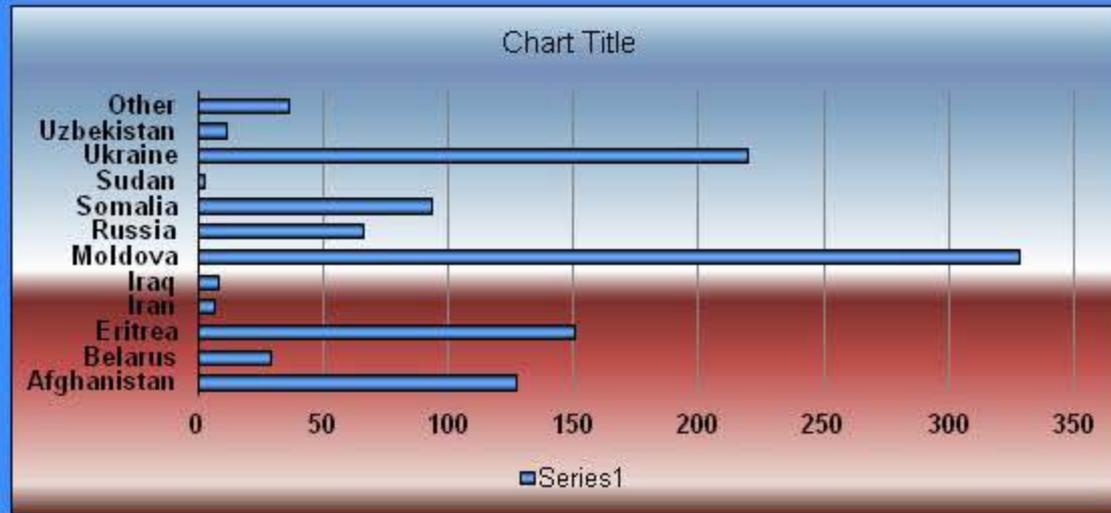
Iraqi
Iranian



Congolese
Sudanese
OTHERS



FY 2011





AREAS OF SPECIFIC EMPHASIS ARE LARGELY
DEPENDENT ON THE POPULATIONS.

FOR ALL POPULATIONS THE AREAS OF EMPHASIS ARE:

English

Role of the RA

Fast employment

Self sufficiency

Healthy practices

Realistic expectations

Psychological well-being

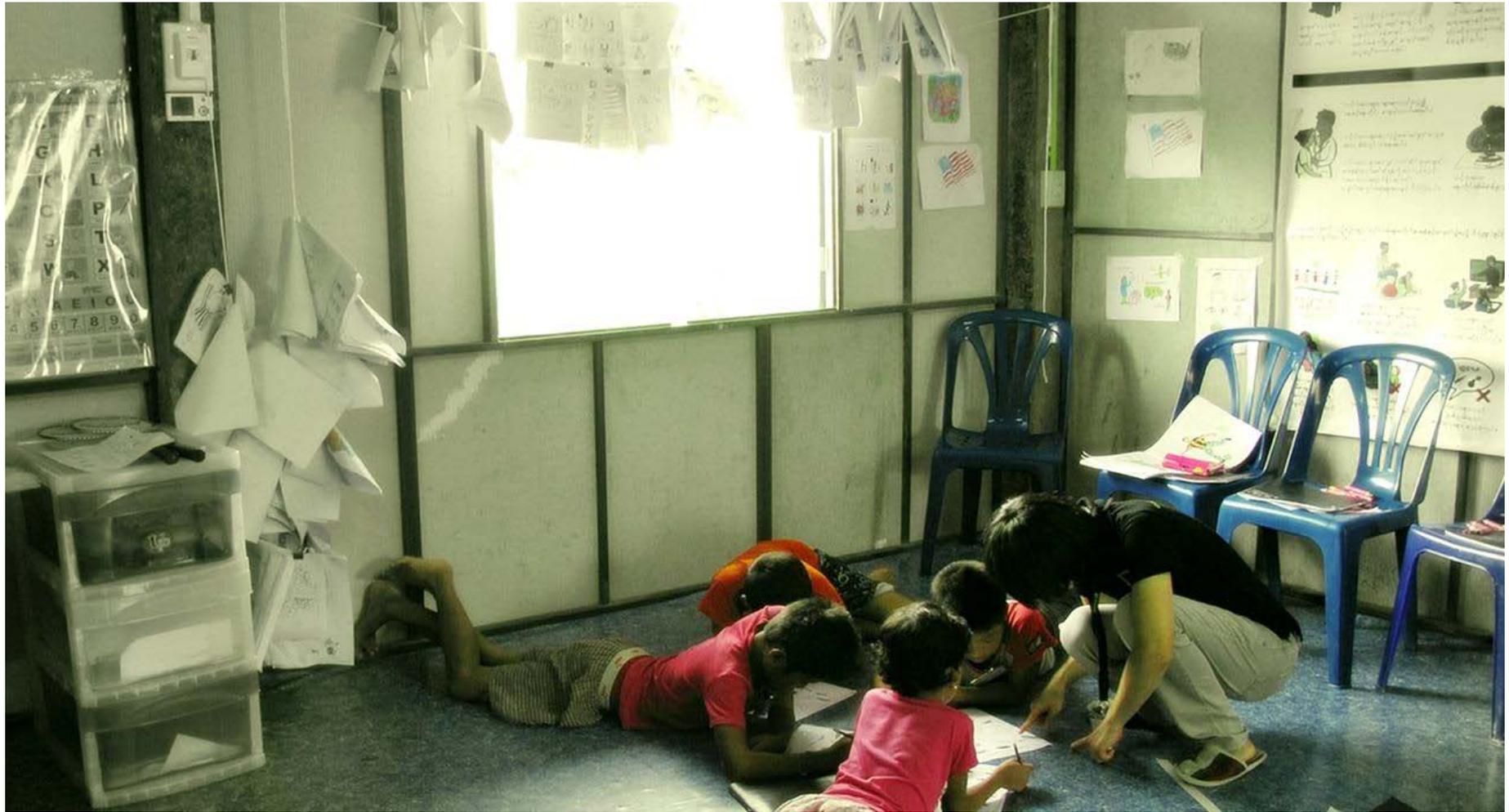
No comment 😊





Questions please

Cultural Orientation RSC East Asia



IRC RSC CO Mission Statement

“The International Rescue Committee Cultural Orientation program is dedicated to the successful integration of refugees resettling to the United States by utilizing a student centered approach to provide accurate information, develop necessary skills, encourage self reliance, and create an attitude to succeed.”



Refugee Populations – Thailand & Malaysia



Living Conditions – Thailand & Malaysia



CO Training

- Generally 3 to 5 day sessions (20+ hours)
- Classes provided for Adults (18+), Youth (13-17), and children (8-12)
- Childcare is provided for infants and small children



CO Methodology

- Participatory and Experiential approach
- Variety of teaching methods incorporated



CO Materials & Resources

- CO Student Handbook
- Classroom visuals



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- လူမှုဝန်ထမ်းများနှင့် ဆက်သွယ်ရန်
- အခြားအဖွဲ့များနှင့် ဆက်သွယ်ရန်
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CO Demonstration Kitchen & Bath



CO Classroom Activities



CO for Youth & Children



CO Interpreters



CO Child Care



CO Monitoring

CO CLASS MONITORING – MONITOR GUIDE

Instructions: Monitor will observe full CO course and will score individual lessons in each of the following categories. (See observation notes sheet.) Trainer will receive average score of all lessons for each category. The maximum average score per category is 3, and the minimum is 1. The maximum total score for all four categories is 12, and the minimum is 4 – based on sum of averages for the four categories.

1. ADHERENCE TO CURRICULUM		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer adheres to lesson plan outlined in the CO Trainer Manual.		
<ul style="list-style-type: none"> Trainer significantly changes lesson or skips lesson. Trainer takes significant class time teaching information outside lesson plan. Trainer often uses material from previous version of lesson. 	<ul style="list-style-type: none"> Trainer changes lesson slightly. Trainer takes some class time teaching information outside lesson plans, but it does not affect lesson substantially. Trainer rarely uses material from previous versions of lesson. 	<ul style="list-style-type: none"> Trainer teaches required lesson as outlined in current CO Trainer Manual. Trainer focuses class time on topics in the lesson plan.
2. EMPHASIS ON KEY POINTS AND OBJECTIVES		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer emphasizes key points and objectives throughout lesson.		
<ul style="list-style-type: none"> Trainer does not state key points or lesson objectives. Trainer often puts emphasis on topics other than key points or lesson objectives. 	<ul style="list-style-type: none"> Trainer usually states key points and lesson objectives. Trainer usually emphasizes key points and lesson objectives. 	<ul style="list-style-type: none"> Trainer always states key points and lesson objectives clearly. Trainer always emphasizes key points and lesson objectives.
3. ACCURACY OF INFORMATION		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer presents accurate information about US resettlement.		
<ul style="list-style-type: none"> Trainer often makes factual errors. Trainer often relies on isolated anecdotes or inaccurate generalizations to answer student questions. Trainer often attempts to answer complex student questions outside curriculum without sufficient information. 	<ul style="list-style-type: none"> Trainer rarely makes factual errors. Trainer rarely relies on isolated anecdotes or inaccurate generalizations to answer student questions. Trainer sometimes attempts to answer complex student questions outside curriculum without sufficient information. 	<ul style="list-style-type: none"> Trainer provides students with factual information only. Trainer does not rely on isolated anecdotes or inaccurate generalizations to answer student questions. Trainer effectively directs students to other sources of information for complex questions outside of curriculum.
4. APPROPRIATE USE OF TEACHING TOOLS		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer uses CO handbook, visual aids, DVDs and realia as outlined in CO Trainer Manual.		
<ul style="list-style-type: none"> Trainer does not reference posters, realia, and supplemental units in CO handbook. Trainer does not discuss DVD content with students or highlight key points. Trainer often uses teaching tools not included in current CO curriculum. 	<ul style="list-style-type: none"> Trainer often references posters, realia, and supplemental units in CO handbook. Trainer often discusses DVD content with students and highlights key points. Trainer rarely uses teaching tools not included in current CO curriculum. 	<ul style="list-style-type: none"> Trainer always references posters, realia, and supplemental units in CO handbook. Trainer always discusses DVD content with students and highlights key points. Trainer only uses teaching tools included in current CO curriculum.



CO Trainers





HIAS

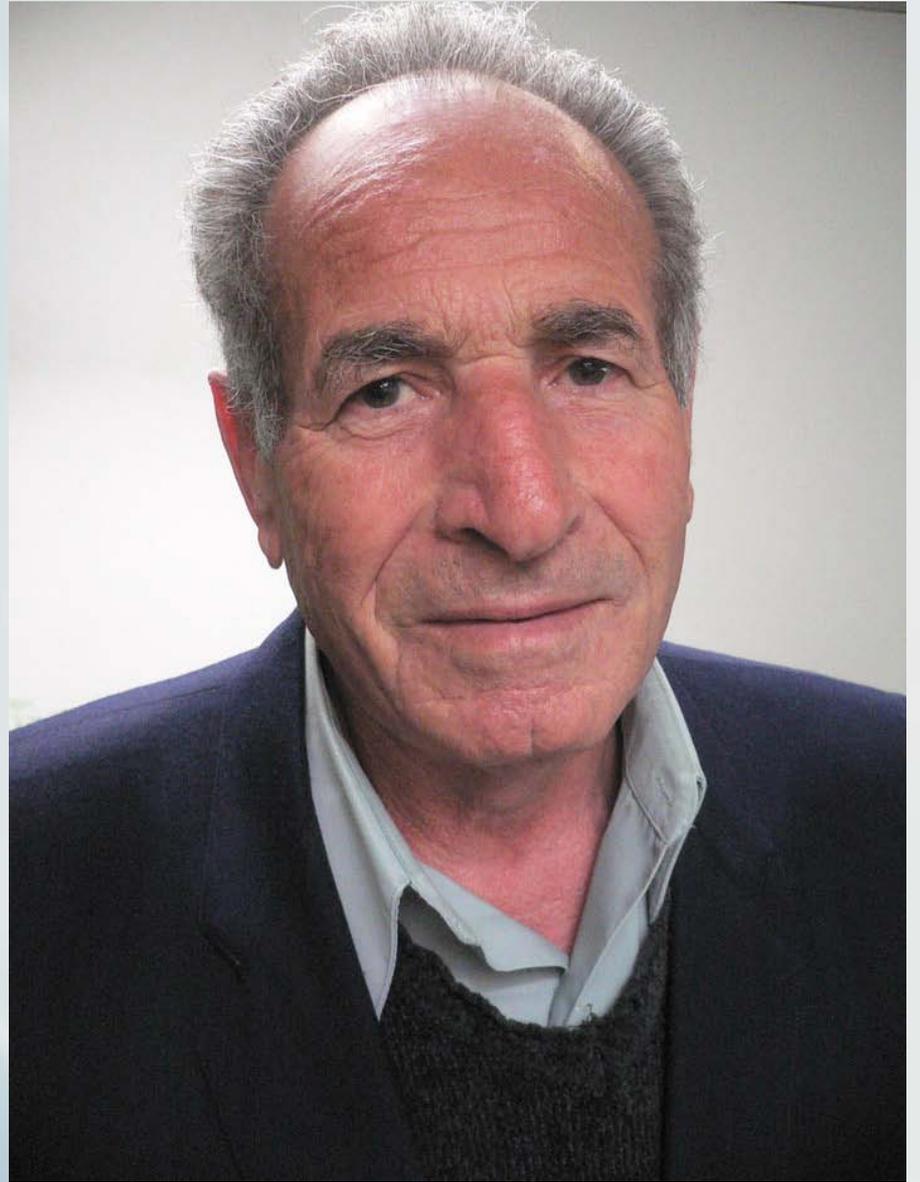


The HIAS Vienna RSC processes
Iranian religious minorities who
are applying for resettlement in the US.
They are Christian, Baha'i, Mandaean, Jewish
and Zoroastrian.











Cultural Orientation is a key component of the process:
sixteen-hours of class time, over four days;
American Trainers, Farsi language Interpreters;
recent average class size of 12-15 students



Key Themes of CO:
Self-Sufficiency, the Role of the Resettlement Agency,
English language learning, and Realistic
Expectations







"My wish is
for peace
in the US."

"I expect a
stressful but
free life."

"I will change
my eating habits
but I will stay
myself."

Expectations

English will be
difficult & everything is
unknown.

"I know I need
good English for
Trade School."

"My family will
not change in the
USA. But my daughter
has changed some manners
& traditions. No Tarof."

"I want to get
a Green Card but
don't know
how."

"I know LA
is called
Tehrangeles & it's
very big."

"I miss my son,
who's still in Iran."

"I hope that Jesus
Christ will help & heal
me."

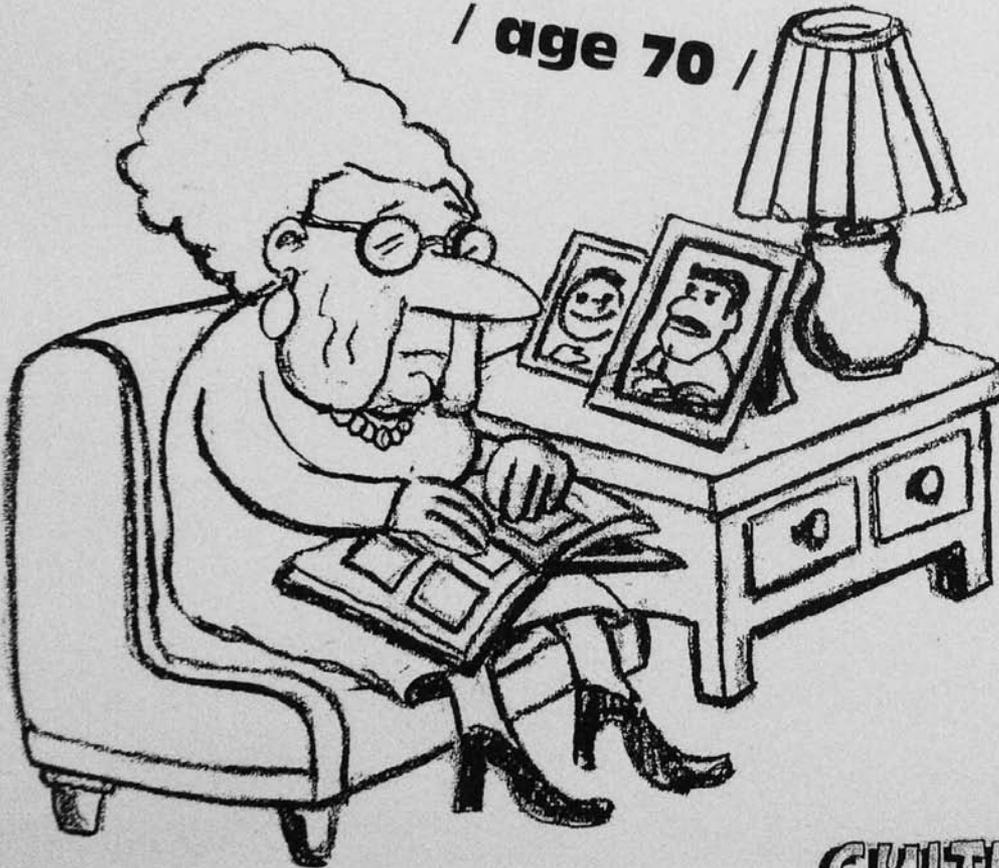
"I will see my
family first thing."





GRANDMOTHER

/ age 70 /



What do you think Grandmother is feeling in the picture to the left? Discuss your observations with the class.

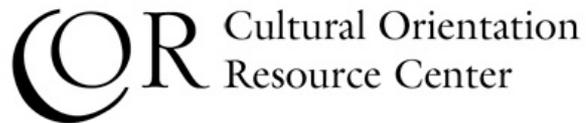
CULTURAL ORIENTATION
PARENTING / TEENS / The ELDERLY





Questions?

For more information....



See www.culturalorientation.net

for orientation curricula/lesson plans, information on overseas CO programs and incoming refugee groups, and other resources

Write COR@CAL.org to join “Refugee Discussion” or to request assistance