

Thank you for joining today's webinar:

Overseas Cultural Orientation: Updates From CO Coordinators Worldwide

This webinar will be recorded and archived on the COR Center website, www.culturalorientation.net, for later download or viewing.

Overseas Cultural Orientation: Updates From CO Coordinators Worldwide

Introductions:

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

Presenters:

- Rhonda Fleischer, Cultural Orientation Coordinator, RSC Africa (Church World Service)
- Pat Blashill, Cultural Orientation Manager, RSC Austria (Hebrew Immigrant Aid Society)
- Ana Maria Machado, Admissions Unit Team Leader, RSC Cuba (U.S. Interest Section)
- Kelle Rivers, Cultural Orientation Coordinator, RSC East Asia (International Rescue Committee)
- Stanislav Shelukhin, Cultural Orientation Coordinator, RSC Eurasia (International Organization for Migration)
- Matthew Ceccetto, Cultural Orientation Focal Point, RSC Latin America (International Organization for Migration)
- Jamal Al-Fakhouri, Regional Cultural Orientation Coordinator, RSC Middle East and North Africa (International Organization for Migration)
- Tracy Vunderink, Regional Cultural Orientation Coordinator, RSC South Asia (International Organization for Migration)
- Peter Vogelaar, Head of Affiliated Services, RSC Turkey and the Middle East (International Catholic Migration Commission)

Cultural Orientation for U.S.-Bound Refugees

Resettlement Support Center Austria (Vienna)

HIAS

Caseload: Iranian religious minorities

General Duration: 16 hours

Emphasis: Employment, Role of the Resettlement Agency, Rights and Responsibilities, Health Care, Education

Resettlement Support Center Eurasia (Based in Moscow)

International Organization for Migration

Caseload: Lautenberg P2 (Jews and religious minorities in FSU); P1 cases

General Duration: 6-7 hours for Lautenberg cases; 15-18 hours for P1 cases

Emphasis: Varies widely according to participants' background

Resettlement Support Center Turkey and Middle East (Based in Istanbul)

International Catholic Migration Commission

Primary Caseload: Iraqis, Iranians

General Duration: 21 hours

Emphasis: Employment, Role of the Resettlement Agency, Cultural Adjustment

Resettlement Support Center South Asia (Damak)

International Organization for Migration

Caseload: Bhutanese

General Duration: 15-25 hours

Emphasis: Employment and Cultural Adjustment

Resettlement Support Center Cuba (Havana)

U.S. Interests Section

Primary Caseload: Cubans

General Duration: 10 hours

Emphasis: Role of the Resettlement Agency, Employment

Resettlement Support Center Latin America (Based in Quito)

International Organization for Migration

Primary Caseload: Colombians

General Duration: 15 hours

Emphases: Rights and Responsibilities, Employment

Resettlement Support Center East Asia (Based in Bangkok)

International Rescue Committee

Primary Caseload: Burmese (Karen, Chin, Karenni, etc.)

General Duration: 15-25 hours

Emphasis: Housing, Employment, Cultural Adjustment

Resettlement Support Center Middle East and North Africa (Based in Amman)

International Organization for Migration

Primary Caseload: Iraqis

General Duration: 20 hours

Emphasis: Employment, Role of the Resettlement Agency, Cultural Adjustment

Resettlement Support Center Africa (Based in Nairobi)

Church World Service

Primary Caseload: Congolese, Somali, Eritrean, Ethiopian, etc.

General Duration: 18 hours or 30 hours for Congolese caseloads (+ 6 hours for Somali youth)

Emphasis: Employment, Role of the Resettlement Agency, Cultural Adjustment, Housing

Overseas CO Programs' Commonalities

- Funding and oversight (Bureau of Population, Refugees, and Migration, US DOS)
- Content
- Staff training
- Continuum



Overseas CO: Key Topics

- ▶ Travel to the U.S.
- ▶ The Resettlement Agency
- ▶ Community Services
- ▶ Housing
- ▶ Transportation
- ▶ Employment
- ▶ Learning English
- ▶ Education
- ▶ Health Care
- ▶ Money Management
- ▶ Cultural Adjustment
- ▶ U.S. Law, Rights, and Responsibilities

Content of Overseas CO: O&I

What do refugees need to know to successfully resettle?

- ▶ Knowledge, skills, attitudes
- ▶ Before resettlement, during the R&P period, and during eligibility for ORR-funded services

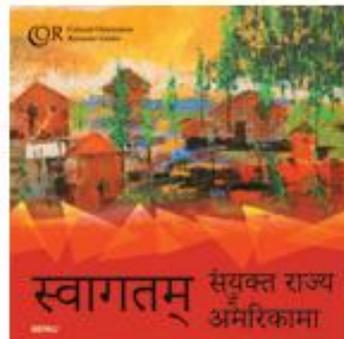
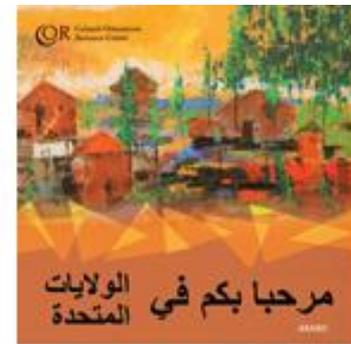
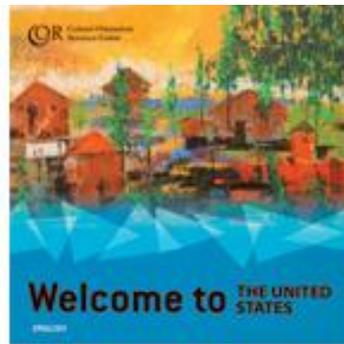
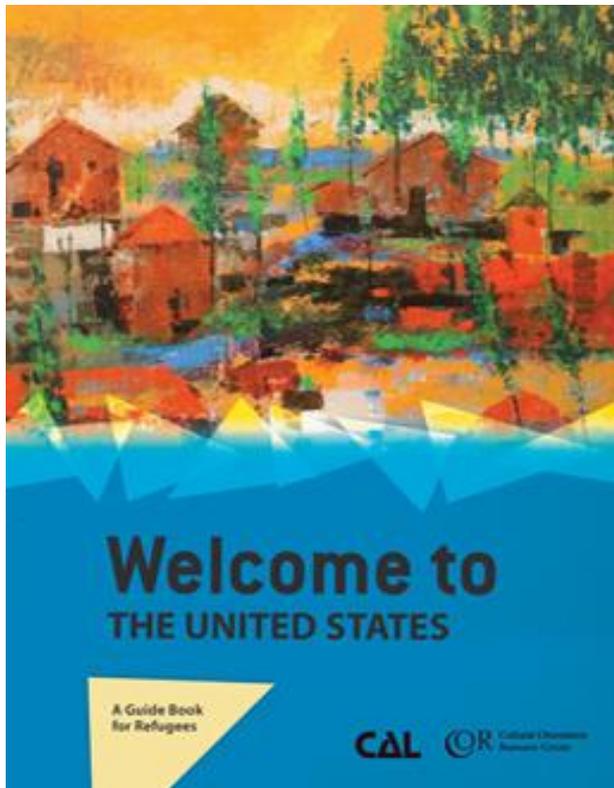
Overseas O&I document

R&P O&I document



Content of Overseas CO: Materials

- ▶ Standardized materials
- ▶ RSC-produced materials



Overseas CO: Staff Training

- ▶ Initial staff development
- ▶ On-going staff development



The CO Continuum

- ▶ Importance and use of feedback



COR Center website

Learning About Refugees

Welcoming Refugees

Providing Orientation & Training

Resources for Refugees

Resource Library

Refugee Discussion

The screenshot shows the homepage of the Cultural Orientation Resource Center (COR Center). The header features the COR logo and the text 'Cultural Orientation Resource Center'. A search bar is located in the top right corner. Below the header is a navigation menu with six items: 'About the COR Center', 'Learning About Refugees', 'Welcoming Refugees', 'Providing Orientation and Training', 'Resources for Refugees', and 'Resource Library'. The main content area is divided into two columns. The left column features a large portrait of a young woman wearing a grey headscarf. The right column contains a welcome message: 'Welcome to the Cultural Orientation Resource Center. The Cultural Orientation Resource (COR) Center provides technical assistance regarding the cultural and community orientation refugees receive, either before their resettlement in the United States or after their arrival, as well as about their likely resettlement needs.' Below this is a link: 'Learn more about resources and services from the COR Center >>'. At the bottom of the main content area are four small circular icons. Below the main content area are three featured sections: 'COR Center Resource Library', 'Refugee Populations', and 'The COR Center'. Each section includes a small image, a brief description, and a list of resources. The 'COR Center Resource Library' section includes a link to 'Visit the Resource Library now >>'. The 'Refugee Populations' section includes a link to 'See the full listing of refugee populations about which the COR Center has developed resources >>'. The 'The COR Center' section includes a 'SHARE' button with social media icons and a 'FIND US ON' button with Facebook and YouTube icons.

COR Cultural Orientation Resource Center

SEARCH

About the COR Center | Learning About Refugees | Welcoming Refugees | Providing Orientation and Training | Resources for Refugees | Resource Library

Welcome to the Cultural Orientation Resource Center

The Cultural Orientation Resource (COR) Center provides technical assistance regarding the cultural and community orientation refugees receive, either before their resettlement in the United States or after their arrival, as well as about their likely resettlement needs.

Learn more about resources and services from the COR Center >>

• COR Center Resource Library •

Find COR Center resource materials for refugees, and anyone interested in learning more about refugee communities in the United States in our Resource Library.

- Welcome to the U.S.: Guidebook & Videos
- Refugee Backgrounders & Culture Profiles
- Phrasebooks and more!

Visit the Resource Library now >>

• Refugee Populations •

Find resources designed to assist in the orientation, resettlement, and adjustment of specific refugee populations.

- Bhutanese
- Burmese
- Congolese
- Darfuris
- Iraqis
- Refugee Youth
- Refugee Seniors

See the full listing of refugee populations about which the COR Center has developed resources >>

• The COR Center •

Providing technical assistance regarding orientation for refugees resettling in the United States, and information on refugee populations to the individuals and communities who support them

• SHARE •

• FIND US ON •

facebook YouTube



RSC Africa Cultural Orientation

December 2013



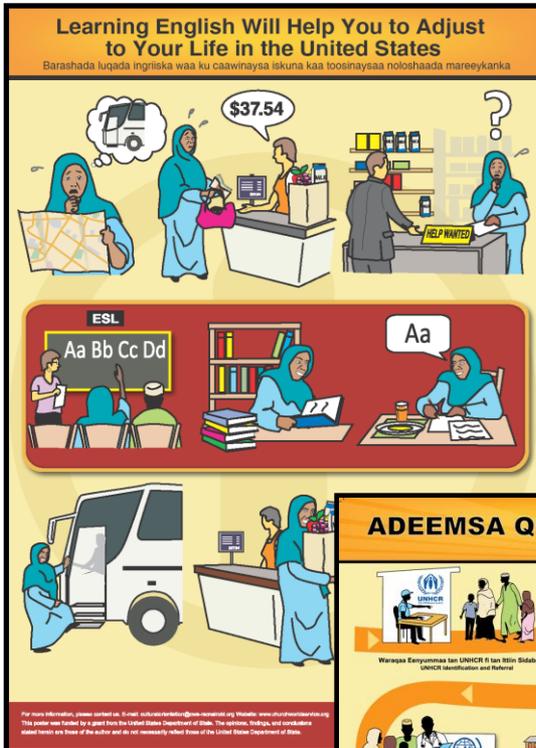


Refugee Caseload

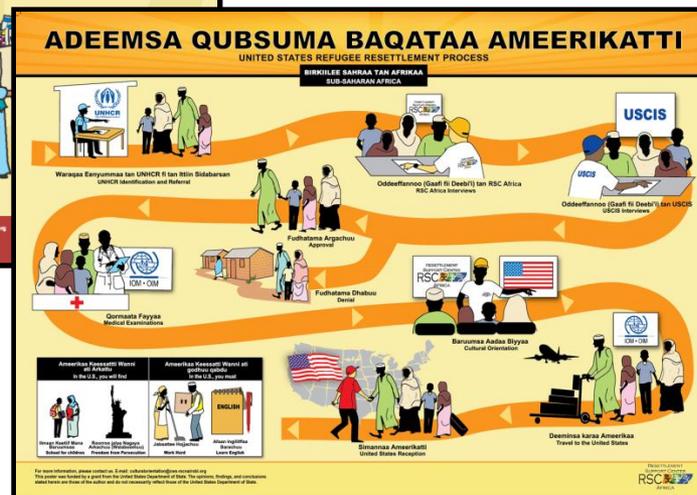




Key Messages Throughout the Process



- At RSC interviews
- Varied methods
- At Cultural Orientation training sessions





CO Classrooms





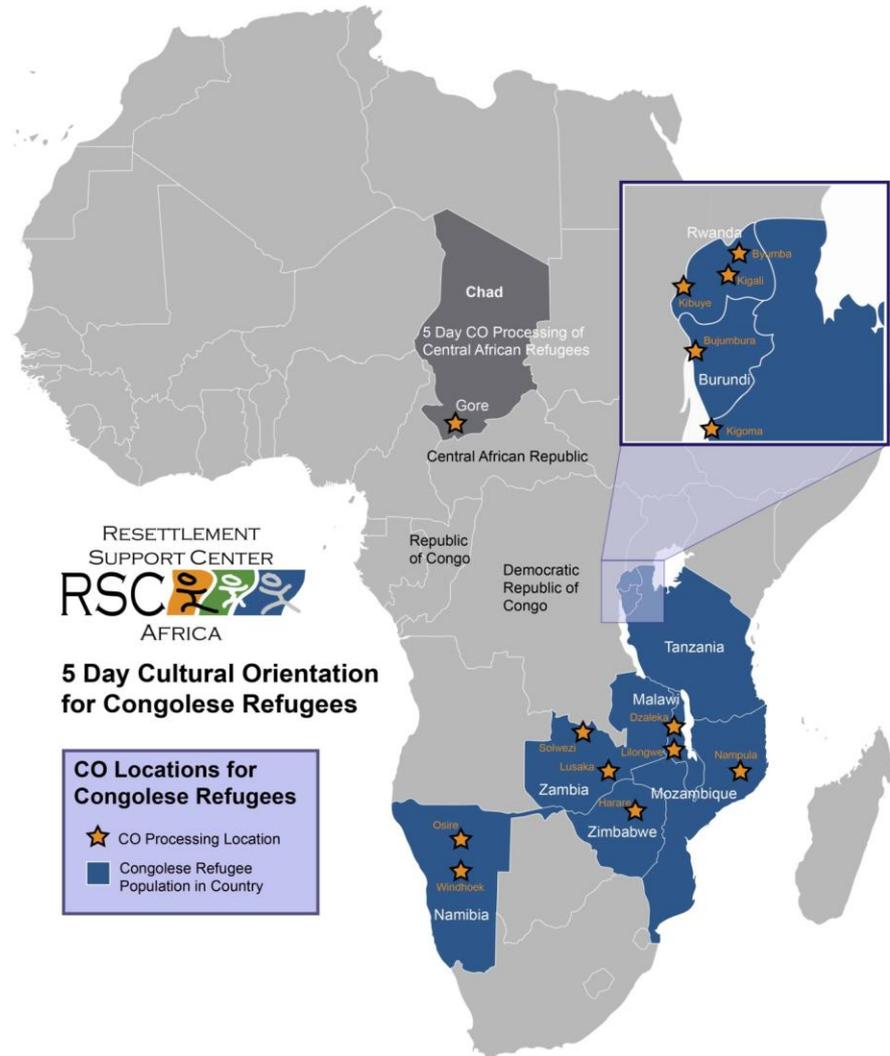
CO Training Structure Adult Classes



- Standard Adult CO
 - Targets those 15 years and above
 - 3 to 5 working days; 6 hours/day
- Extended CO for the Congolese



Extended CO for the Congolese





CO Training Structure Child and Youth Classes



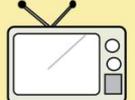
- Somali Youth CO
 - Targets those ages 15 - 26
 - Standard CO plus 1 working day
- Child and Youth CO
 - Targets those 6-11 and 12-17
 - 3 working days in Kenya
 - 5 working days in Chad and Rwanda
- URM CO



Adult Training Topics

- U.S. Overview
- The Resettlement Agency
- Pre-Arrival Processing
- Community Services
- Housing
- Employment
- Financial Literacy
- Transportation
- Education
- Health
- Cultural Adjustment
- Rights and Responsibilities
- U.S. Law
- Travel

WHAT SHOULD I EXPECT?

What to Expect ✓	What Not to Expect ✗
 Initial Housing	 TV
 Basic Furnishings	 Washing Machine
 Food or Food Allowance	 Phones
 Seasonal Clothing	 Cars

QUANTITY AND QUALITY OF ITEMS WILL VARY
Items might not be new or what you would choose for yourself. Items will not be like the items other refugees will receive. The quality and quantity of items will depend on the availability of resources, the need of the family, and budgets.

For more information, please contact us. E-mail: culturalorientation@cw-rsc-afrc.org
This poster was funded by a grant from the United States Department of State. The opinions, findings, and conclusions stated herein are those of the author and do not necessarily reflect those of the United States Department of State.

RESETTLEMENT
SUPPORT CENTER
RSC AFRICA



Congolese Cultural Considerations



Gihembe Refugee Camp, Rwanda

- Diversity within the caseload
- Parenting approaches
- Hygiene (camp-based children)
- Working on Saturday (7th Day Adventist)
- Mental health as private family matter.



CO Contact Information

Refugee Feedback for CO:
COFeedback@cws-rscnairobi.org

Partner Inquiries for CO:
CulturalOrientation@cws-rscnairobi.org

**WE WANT
TO HEAR
FROM YOU!**



We are happy that you have been conditionally approved for resettlement and would like to hear from you after you have arrived to the U.S. This information will help us to improve the cultural orientation (CO) provided to other refugees.

To complete a short survey regarding the overseas cultural orientation you received, visit us at:

<https://www.surveymonkey.com/s/RSCAfricaCOFeedback>

or write to us at:

COFeedback@cws-rscnairobi.org

When writing to us, please consider answering the following questions:

- What did you learn in overseas cultural orientation that has helped you in the U.S.?
- What do you wish you had learned in overseas cultural orientation but did not?

If you feel comfortable and are able, please also consider sending us a photograph of you and/or your family in the United States. Know that RSC Africa will have the rights to any photographs shared and may use them for training or outreach purposes.

CO Feedback Brochure



- 1130 Iranian religious minority refugees completed CO in FY 2013
- 1-2 classes per week, average 20 applicants per class
- 99% class attendance rate (approximate)

Our Strengths:

- Clear communication of key CO messages; lively and respectful engagement with students; US-born Trainers and Iranian staff Interpreters

Our Challenges:

- A small staff which can become overburdened or under-utilized depending on pipeline
- Applicant misinformation, anxiety and suspicion





"I've heard Working in
America is like the US
a pun in Farsi. It means 'All work.'"

"You must work hard."

"Job laws benefit the Boss."

"I want to open a Bedding Store."

"US bosses can fire you at any time. No job is stable."

"I want to be an auto mechanic again."

"Without money, what will we do?"

Entry level jobs."

"65 is the retirement age!"

"Maybe I can babysit for my grandchildren while my children work."

"Pizza delivery, babysitting & working at home."











READY FOR THE USA

1130 CO GRADUATES 2013





RSC HAVANA

IN-COUNTRY PROGRAM

GOAL: 5,000 REFUGEES PER YEAR

CO DURATION: 10 HRS (4 SESSIONS)

CONTENT: RESETTLEMENT AGREEMENT, VIDEO SESSIONS, RESETTLEMENT AGENCY ROLE, AIRPORT REGULATIONS AND Q&A SESSION.

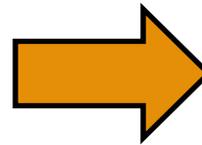


CULTURAL ORIENTATION SESSIONS

1. ON PRE-SCREEN INTERVIEW DATE (ONLY THE PRINCIPAL APPLICANT).
2. ON THE USCIS INTERVIEW DATE (ALL FAMILY MEMBERS).
3. ON THE DATE SCHEDULED TO BOOK THE FLIGHT.
4. THE DAY BEFORE THE FLIGHT (ALL FAMILY MEMBERS)



RSC East Asia Cultural Orientation





RSC EAST ASIA CO Snapshot

13,394 individuals (FY13)

**Based in Bangkok, Thailand with 12
locations in Thailand & Malaysia**

20 Nationalities & over 59 Ethnicities

3 - 5 days (17 – 25 hours)

1 – 30+ participates per class

Ages 8 – 80 receiving CO (plus childcare)

**Mixed ages, languages, education/literacy
levels, backgrounds & abilities**

**14 topics, over 50 lessons & 59 mandatory
Key Points**





CO Populations FY13

MALAYSIA
populations over 100

THAILAND
populations over 100

- 4,945 Chin
- 444 Kachin
- 381 Arakanese
- 310 Rohingya
- 258 Karen
- 213 Mon
- 138 Burman
- 134 Shan

- 5,090 Karen
- 651 Karenni
- 211 Burman



Background - THAILAND



- *Live in camps
- *Not typically employed
- *Low literacy/education levels



Important Themes

- +Self-sufficiency
- +Early employment
- +English



Background - MALAYSIA

- *Live in urban setting
- *Typically employed
- *Self-reliant



Important Themes

- +Secondary Migration
- +Realistic expectations
- +English





CO Curriculum, Adult

RESETTLEMENT
SUPPORT CENTER
RSC EAST ASIA

IRC Resettlement Support Center
East Asia
Cultural Orientation
Trainer's Manual
Revised JUN 2012

Funded by the U.S. Department of State
Bureau of Population, Refugees and Migration

Units 9 & 10 - Employment
Who Would You Hire?

Objective By the end of this lesson, participants will be able to recognize and communicate factors that contribute to making a good first impression.

Time 15 - 20 minutes

Materials Picture Set, voting items for participants (any small item can be used such as stone, pen, etc.)

Procedure

- Tell participants that they are going to view a set of pictures and decide who they would like to hire for a job based on what they see in the pictures.
- Show pictures one by one, and display. (Leave space between the pictures.)
- Give a couple of minutes for participants to look at and discuss pictures.
- Give each participant an item for voting. Explain that they're going to "vote" by placing their item below the picture of the person they would hire. If participants point out that the pictures are all of the same person, trainer should explain that the same person can make a completely different impression depending on dress, body language, hygiene, etc.
- Do a quick visual tally of which picture got the most votes. Ask for input on why participants voted for each picture.
- Call attention to things like - smile, eye contact, posture, hygiene and dress. If participants voted for the candidate wearing traditional clothing, explain that while there will be times/situations for wearing traditional dress, it might not be appropriate for an interview. For example, work attire and formal dress may differ between US and Burmese culture, e.g., an employer may perceive a traditional Karen shirt as casual because it does not have a collar or buttons.
- Explain that an employer will look for the best employee to hire and that how a candidate presents themselves will be important.
- Show a picture of appropriate dress of whichever gender wasn't used in the voting exercise. Ask the class to confirm if he/she has good eye contact, smile, posture, hygiene and dress. If needed, the entire voting exercise could be repeated with multiple pictures.
- Conclude by reviewing what a US employer is likely to prefer - good hygiene, confidence, friendly body language, appropriate dress, etc.

Units 9 & 10: Who Would You Hire?

Units 9 & 10 - Employment
Who Would You Hire? Picture Set

Who Would You Hire? (MST Version)

Proper dress with formal attire | Unk to dress | Proper dress with white jacket | No eye contact & non-assertive

Proper & formal attire | Not unk dress

Who Would You Hire? (KL Version)

Chin clothing with Thailand | No eye contact and non-assertive | Proper and neutral attire_3 | Proper dress with Chin Top

Unkly attire

Units 9 & 10: Who Would You Hire?



CO Curriculum, Children and Youth

RESETTLEMENT
SUPPORT CENTER
RSC EAST ASIA

IRC Resettlement Support Center
East Asia
Cultural Orientation
Trainer's Manual for Children and Youth
NOV 2012

Funded by the U.S. Department of State
Bureau of Population, Refugees and Migration

Unit 10 – Life Skills
Making Friends

Objective By the end of this lesson, participants will be able to:

- Recognize the need to take initiative in making new friends.
- State helpful behaviors for making friends.
- Communicate that friends in the U.S. can be from diverse cultures and backgrounds.

Age Children and Youth

Time 20 – 30 minutes

Materials Picture set, pencils/crayon (or flipchart paper and markers) optional, CO Memory Book

Procedure

- Refer back to any earlier conversations about making friends particularly from the Hopes and Fears lesson.
- Ask participants to share how they make friends in their current environments. This may be challenging for children who live in close communities and have never had to seek out new friends. If participants struggle to answer the question, ask if they have ever been in a situation in which they have had to make new friends.
- Using input from this conversation move on to talking about specific things participants can do to make friends in the U.S. Discuss helpful and unhelpful behaviors for making new friends. This could be done in small groups or as a class with everyone thinking about both helpful and unhelpful or assigning groups one or the other.
- If needed demonstrate some examples to get participants thinking such as standing in corner with arms crossed looking down or smiling and making eye contact.
- As a class create a list of behaviors that are helpful and unhelpful. Make sure to include the following helpful behaviors referring back to any earlier conversations about first impressions.
 - Make eye contact
 - Smile
 - Try to speak English (even if it's just hello!)
 - Make an effort to join in games and other activities
 - Practice good hygiene
 - Be open to making friends with children from other cultures and backgrounds.
- Continue with the last point above by saying you want to show the class some pictures to think about and discuss. Allow the class to look at the pictures either in small groups or as a class (use at least 5 photos).
- After the class has seen and discussed the pictures ask the class or groups to think about the message the pictures are communicating.

Unit 10: Making Friends

Unit 10 – Life Skills
Making Friends Picture Set

Making Friends

Unit 10: Making Friends



Methodology

Visuals



Situations,
discussion,
problem solving



Activities,
games,
sharing



Realia





Demonstration Kitchen & Bathroom





Ensuring Consistency

Mandatory Key Points
for each CO unit

Ongoing observations
using clear, consistent
criteria focused on
content & facilitation

Discussion and feedback
process leading to
improved performance &
curriculum

**Key Point Handout
Adult Cultural Orientation**

RSC Cultural Orientation (CO) provides important information about resettling in the United States (U.S.). A lot of information is introduced and discussed during class. Below is a summary of key points from each unit within CO that are especially important to remember.

Unit 1 – Pre-Arrival

- Refugees have ownership of resettlement. The decision to resettle is YC
- Resettlement processing is FREE.
- You have no obligations to anyone or any organization to access r obligations are to yourself and to your family.
- The IOM bag contains documents that allow you to enter the U.S. and the U.S. DO NOT LOSE THIS BAG!

Unit 2 – Travel to the U.S.

- There are rules about what you can bring onto the plane and into the understand these rules and regulations before traveling (IOM and RSC information on packing and travel).
- Bring any and all documents you may have to the U.S., includi educational certificates, report cards, birth/marriage certificates, etc. Som you arrive.
- Your trip to the United States will be long and will involve changing pla your final destination. Both IOM and RSC will provide information on t questions.

Unit 3 – Hello America!

- The United States is diverse in landscape, climate, and population, ethnicity, religion, etc.
- The United States is a land of immigrants.
- Opportunity + hard work = success

Unit 4 – Resettlement Agency

- Resettlement agency assistance in the U.S. is temporary. The goal is to sufficient as quickly as possible.
- The resettlement agency is your best source for accurate information.
- Resettlement agencies are responsible for assisting many refugees communicate your questions and your needs but also know that some When working with your resettlement agency, remember these 4 key i *be proactive, be persistent, and be polite.*
- The resettlement agency has already made preparations for your arrival

Page 1 CO Key 3

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.



Thank you



Children



Youth



Adults



Cultural Orientation Webinar Washington DC, December 2013

RSC Eurasia – Cultural Orientation



Areas Of Coverage



NATIONALITIES



Uzbek
Moldovan
Ukrainian
Russian



Armenian
Azeri
Belarus



Afghan
Somali
Eritrean

Iraqi
Iranian



Congolese
Sudanese
OTHERS





The Myths We Hear

- **My friend's daughter got higher education in U.S. for free, so it is free for anyone...**
- **Men are treated as second class citizens compared to women, kids and even dogs...**
- **I am going to be fully taken care of for 8 months**
- **Resettlement Agency is going to drive me everywhere I need to go**
- **Minnesota is the best place for Somalis**
- **Obama was born in Kenya 😊**



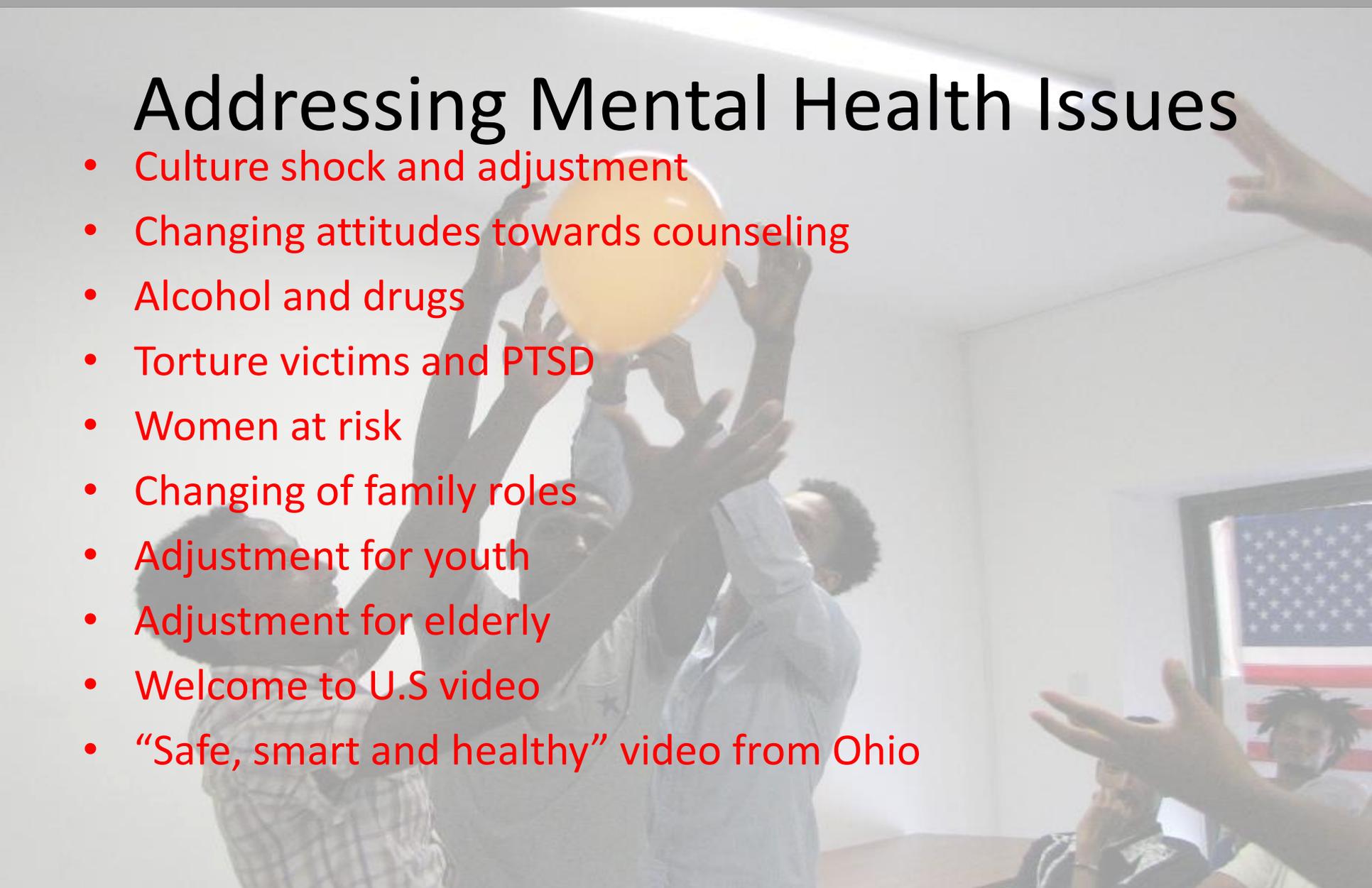
Objectives Of The Training

- To provide refugees with *accurate* information about life in the US
- To help refugees develop *realistic expectations*
- To develop refugees' *awareness and skills* necessary for successful adaptation to their new society especially during their first months of stay in the US
- To address refugees' *concerns* and questions
- To *empower* women refugees



Addressing Mental Health Issues

- Culture shock and adjustment
- Changing attitudes towards counseling
- Alcohol and drugs
- Torture victims and PTSD
- Women at risk
- Changing of family roles
- Adjustment for youth
- Adjustment for elderly
- Welcome to U.S video
- “Safe, smart and healthy” video from Ohio





Healthcare

- Initial health screening
- Costs of healthcare and insurance
- Medicaid
- Primary, urgent and emergency care
- Hygiene
- Dental care
- Preventive care
- Glimpses of Obamacare



RSC Eurasia CO team conducts three standards of trainings:

- - 1-day (6-7 hours) session for P2 refugees outside Moscow
- - 3-day (15-18 hours) session for P1 refugees
- - 0.5 day (2-3 hours) session for refugees in Moscow







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

The text lists seven key areas of emphasis for all populations, presented in a bold, red font. The background of the slide shows a group of people, including a woman in a blue hijab, sitting around a table and looking at documents, which provides context for the text.



The end





RSC Latin America's Overseas Cultural Orientation



RSC Latin America CO



- Based in Quito, Ecuador
- 1st CO in Feb 2013
- 9 sessions/185 attendees aged 12 to 65; 100% Colombians
- 15 hours over 3 days
- Refugee Concerns:
 - Learning English
 - Finding employment and rights
 - Benefits
 - Family Reunification





RSC Latin America CO Content



Specialized Activities

- Rapport with RST Agency/VolAg Caseworker
- Importance of being punctual/steps after arrival





Rapport with RST Agency/VoIAG





Recipe for Success





RESETTLEMENT
SUPPORT CENTER
RSC 
MIDDLE EAST
AND NORTH AFRICA



**United States Refugee Admissions Program
Eurasia, Middle East and North Africa**



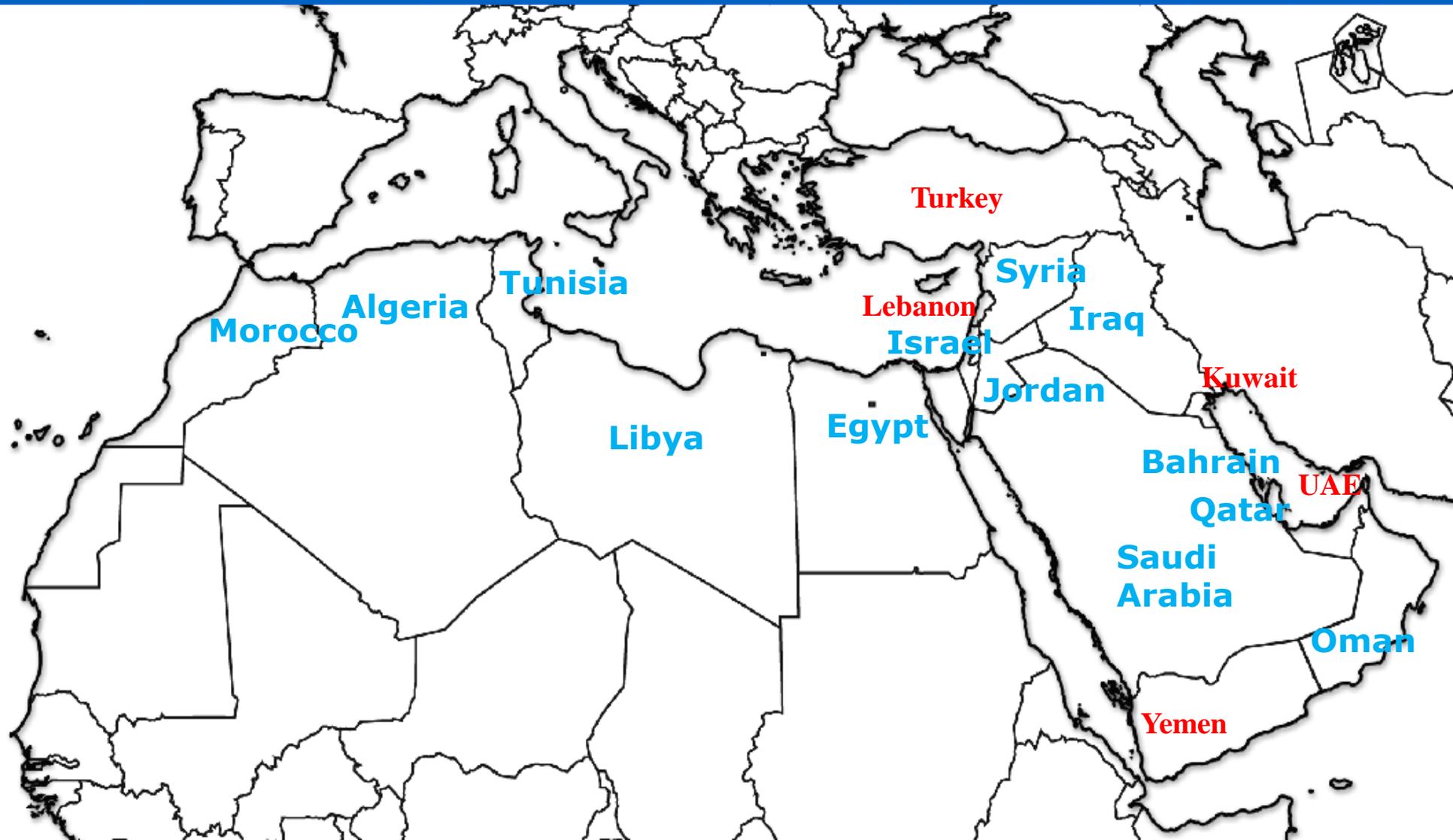
Jamal Al-Fakhouri
Regional Cultural Orientation Coordinator
RSC Amman

Structure of the USRAP

PRM implementing partners = Resettlement Support Center

IOM Amman - RSC MENA

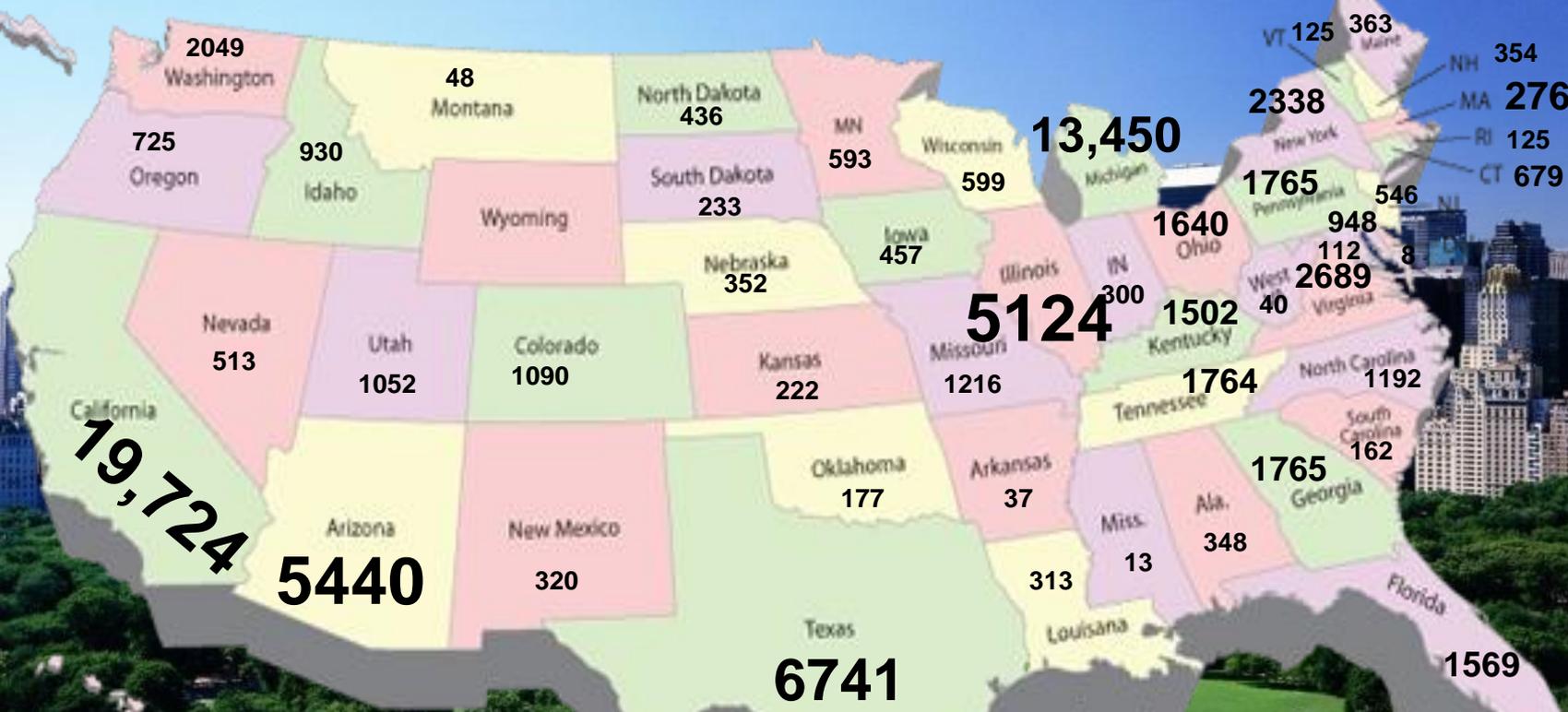
ICMC Istanbul - RSC TuME



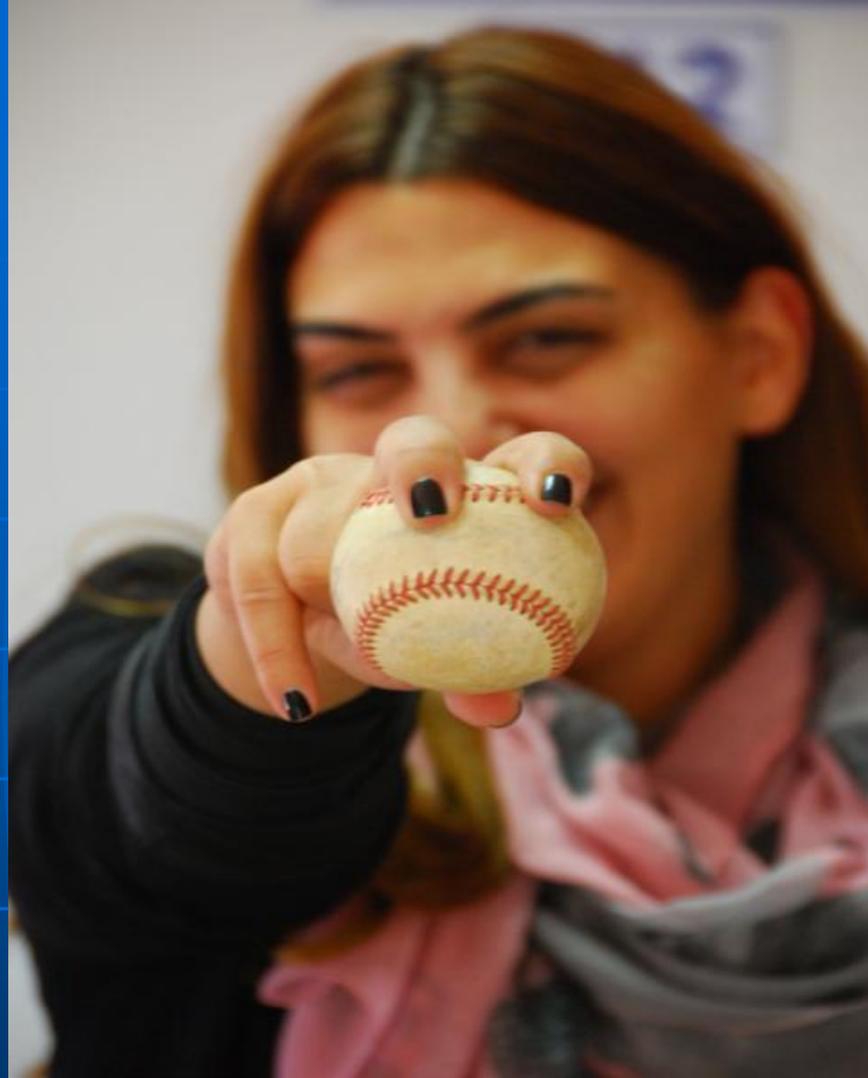
USCO FY 2013 numbers

- Jordan: 2,302 participants
- Iraq: 1,799 participants
- Egypt: 1,055 participants
- Tunisia 587 participants
- Oman 7 participants
- ME region totals: **5750**
- ME region Attendance rate is **80%**

Refugee arrivals to the US



1. Detroit
2. San Diego
3. Chicago
4. Phoenix
5. Houston
6. Dallas
7. Los Angeles
8. Atlanta



What do we teach them?



Our biggest challenge: High resettlement expectat

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**
- **You are your # 1 resource**
- **The lower your expectations are, the better.**



USCO trainings focus on shaping refugees' attitudes towards positive resettlement experiences



A USCO classrooms in Jordan



Some of the key messages of CO

Type of entry level jobs



Group activity on Laws in the USA





CO for children as well

Childcare CO



New training activities & exercises are continually being developed based on feedback we receive from you... to help refugees consider some of the implications of moving to a completely new culture.

Questions?



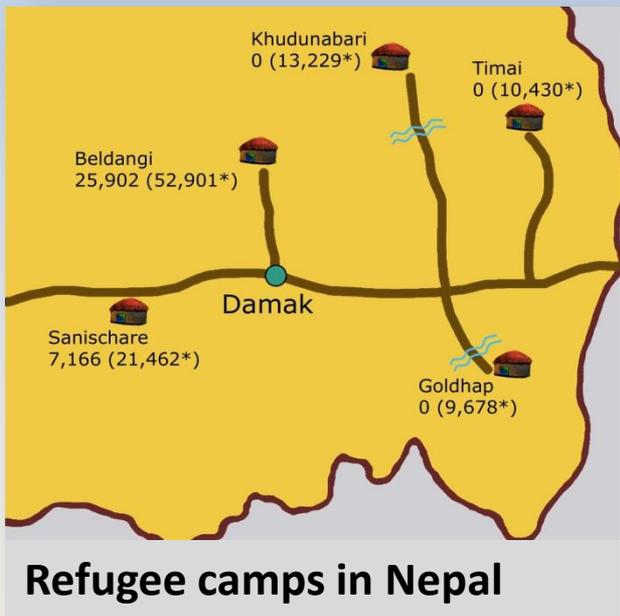
IOM Middle East

- Presented during the CO Coordinators' exchange in Washington, DC.
December , 2013
- Photos were taken by IOM Jordan, Egypt and Tunis with consent from applicants
- For additional information please contact Jamal Al-Fakhouri:
Jalfakhouri@iom.int



USCO Highlights from South Asia

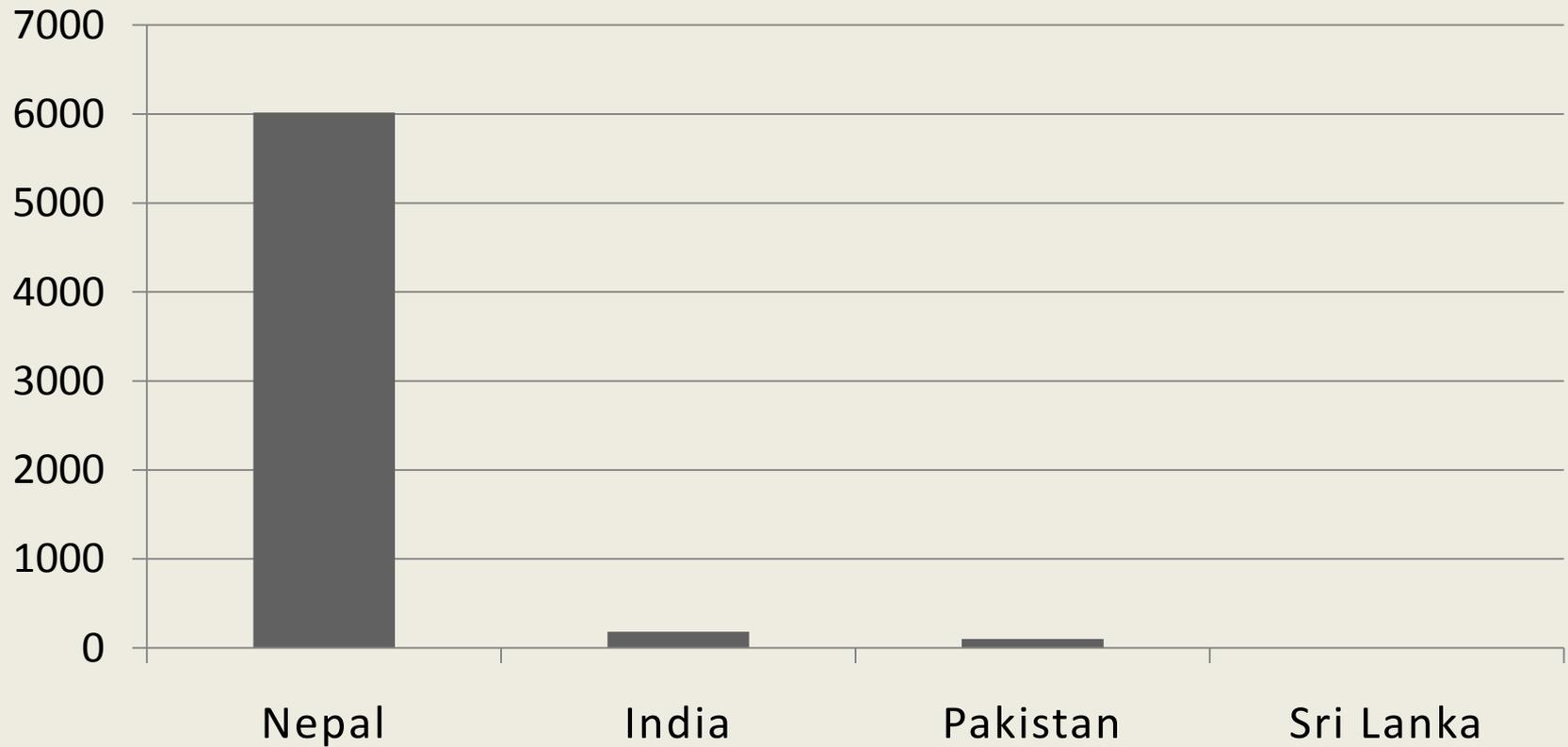




USCO Training locations in South Asia



CO Participant Numbers: FY 2012-2013





Adult learning theories



Culturally relevant forms of learning



Being flexible on any given day



Beyond child care



Integrating feedback



Every moment is a moment to learn



Working on joint resettlement projects



More flexible forms of delivery



Building the capacity of other trainers



We've been living here in the camps for 20 years

For us, by us



Namaste and thanks!

Contact details:

Tracy Vunderink
Cultural Orientation Coordinator
Resettlement Support Centre, South Asia
International Organization for Migration
Damak, Nepal
Email: tvunderink@iom.int





International Catholic
Migration Commission's
Resettlement Support
Center
Turkey and Middle East

CULTURAL ORIENTATION
Program

9th Annual Refugee Admissions Program Workshop
December 2-6, 2013





Refugees served by ICMC FFY 2013

Turkey:

- Number of refugee adult learners attending – 3,279 (97% attendance)
- Youth CO 389
- Muslim, Christian, Baha'i
- Iraqi, Iranian, Afghani, Sudanese, Somali, Palestinian

Lebanon:

- Number of refugee adult learners attending – 1,173 (99% attendance)
- Muslim, Christian
- Iraqi, Sudanese

Kuwait and UAE:

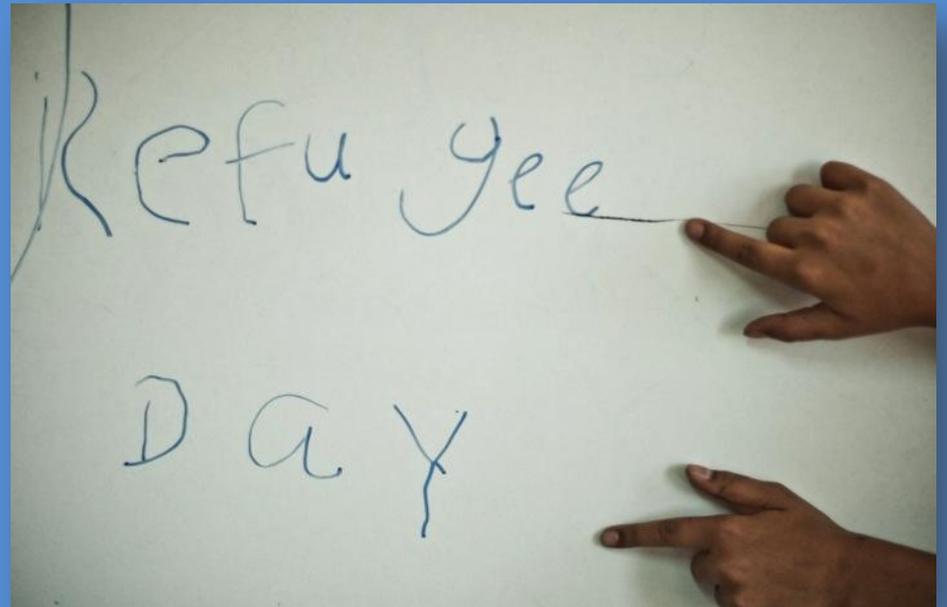
- Number of refugee adult learners attending – 182 (88% attendance)
- Iraqi





Class composition and duration:

- Adult classes ages 14 and over
 - Mix of all ages and gender
 - Language specific
- Youth classes ages 8-14
 - Age mix
 - Language specific
- Child care ages 0-7
 - Age mix
 - All languages





Curriculum

Objectives and Indicators: Equip refugees with the appropriate knowledge, skills and attitude for their resettlement to the US

Lesson Plan

Interactive activities, role plays, discussions focused on:

Knowledge:

- Timely, personal, opportunities

Skills:

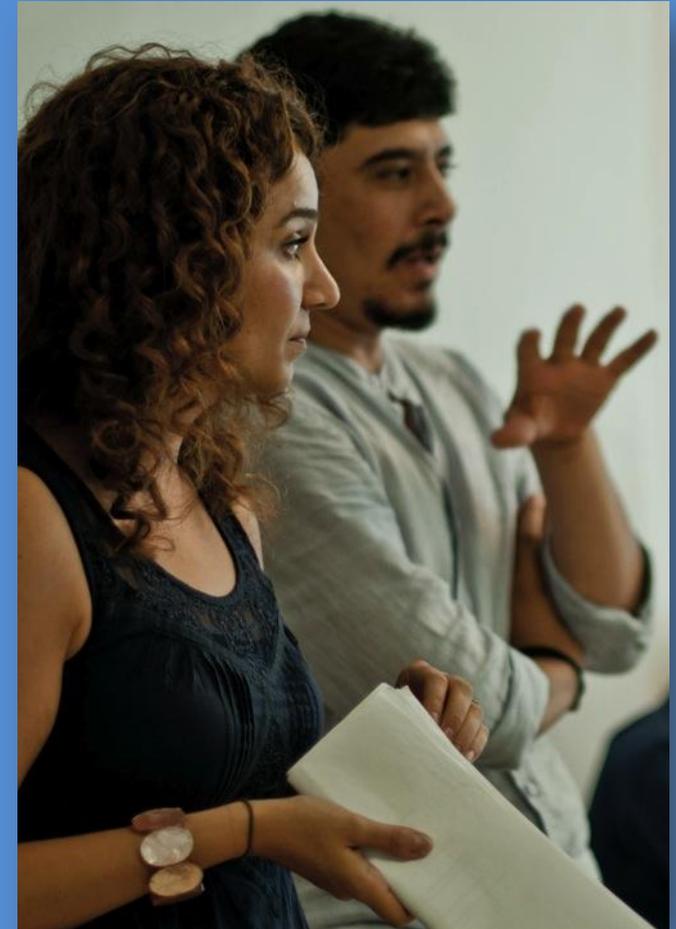
- Practical, every day, simple

Attitudes:

- Positive, realistic, responsibility

Values:

- Self Reliance, Individualism, Directness, Efficiency, etc.





Program Challenges

Time:

- Limited to 3 very long days. 1st day often follows 12-15 hour bus ride
- More than 4 months between training and departure in Turkey
- Interpretation slows the class
- Child care and interruptions

Diversity of the learner:

- Religion, language, age
- Education





In recognition of completion of an intensive three-day

Cultural Orientation

Course designed to provide U.S. – bound refugees with specific information and skills required for resettlement in the United States.

This certificate is presented to:

_____ on the

_____ day of _____, 2013 in Istanbul, Turkey

by:

_____ Trainer

_____ Head Of Cultural Orientation

Having completed the three day training program I have learned about:

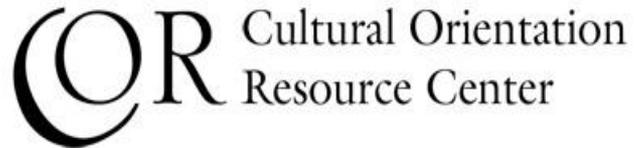
- ✓ **Travel**
 - The departure process, airport regulations, and importance of documents.
 - My responsibility for repaying my travel loan.
- ✓ **Role of the Local Resettlement Agency**
 - The roles and responsibilities of the resettlement agency.
 - Assistance for me and my family which is limited in the United States.
 - Assistance for me and my family which will vary by location.
 - My responsibility for my own successful resettlement.
- ✓ **Housing**
 - Receiving decent, safe and sanitary housing.
 - My housing which may be different from my expectations.
 - My housing and that I have rights and responsibilities.
- ✓ **Rights and responsibilities**
 - Following the laws of the United States.
 - My responsibility for adjusting my immigration status in the United States.
 - My choices which may affect my immigration status.
- ✓ **Education**
 - Learning English which is important to successful adjustment to the United States.
 - Schooling which is required until the age of 16 for both boys and girls and is free in public schools.
 - Opportunities for education must be weighed against the need to work.
- ✓ **Employment**
 - The expectation to find work to support me and my family.
 - Speaking English will help me be successful in the United States.
 - Having rights and responsibilities in the workplace.
 - Manage my money.
- ✓ **Health**
 - Bringing with me medications I am currently taking.
 - Receiving health screenings and the possible need for immunizations upon arrival in the United States.
 - The United States having different health care systems depending on where I live.
 - Being responsible for my health and that of my family.
- ✓ **Cultural Adjustment**
 - Experiencing many cultural differences between my traditions and those in the United States.
 - Sometimes being happy, sad, and lonely because of these experiences.
 - Finding ways of dealing with my emotions including talking to friends and caseworkers.
 - My family values being affected by resettlement.



Thank You

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