



**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, at <http://www.culturalorientation.net>, for later download or viewing.

# Session Overview

- ▶ Cultural Orientation Resource Center
  - Introduction to overseas Cultural Orientation in general
- ▶ Overseas Cultural Orientation Coordinators
  - The structure of their overseas CO program
  - The caseload(s) their programs serve
  - The messages emphasized during CO delivery
  - Considerations for domestic service providers
- ▶ COR Center, Overseas CO Coordinators, and Callers
  - Question and Answer Period

# Overseas Cultural Orientation: Updates from CO Coordinators Worldwide

## *Introduction:*

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

## *Overseas Panelists:*

Rhonda Fleischer, RSC Africa (Church World Service)

Pat Blashill, RSC Austria (Hebrew Immigrant Aid Society)

Kelle Rivers, RSC East Asia (International Rescue Committee)

Stanislav Shelukhin, RSC Eurasia (International Organization for Migration)

Jamal Al-Fakhouri, RSC Middle East and North Africa (International Organization for Migration)

Peter Vogelaar, RSC Turkey and the Middle East (International Catholic Migration Commission)

Tracy Vunderink, RSC South Asia (International Organization for Migration)

# Overseas Orientation: Locations

## RSC Headquarters:

Africa: Nairobi, Kenya

Austria: Vienna, Austria

East Asia: Bangkok, Thailand

Eurasia: Moscow, Russia

Middle East & North Africa:  
Amman, Jordan

South Asia: Damak, Nepal

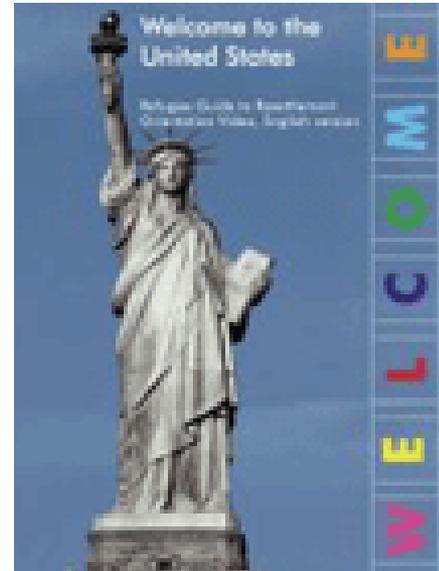
Turkey & the Middle East:  
Istanbul, Turkey



# 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 & Indicators Project

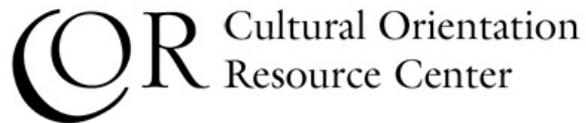
A global look at the CO continuum

- 2010-11: Overseas CO
- 2011-12: US CO
- 2012 and beyond: Development of resources to support effective refugee orientation

- ▶ Overview
- ▶ Key questions
- ▶ Goal and outcomes
- ▶ Methods
- ▶ Importance of CO continuum

# Questions?

**For more information....**



See [www.culturalorientation.net](http://www.culturalorientation.net)

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

Write [COR@CAL.org](mailto:COR@CAL.org) to join “Refugee Discussion” or to request assistance



# RSC Africa Cultural Orientation

CAL Webinar  
November 29, 2012



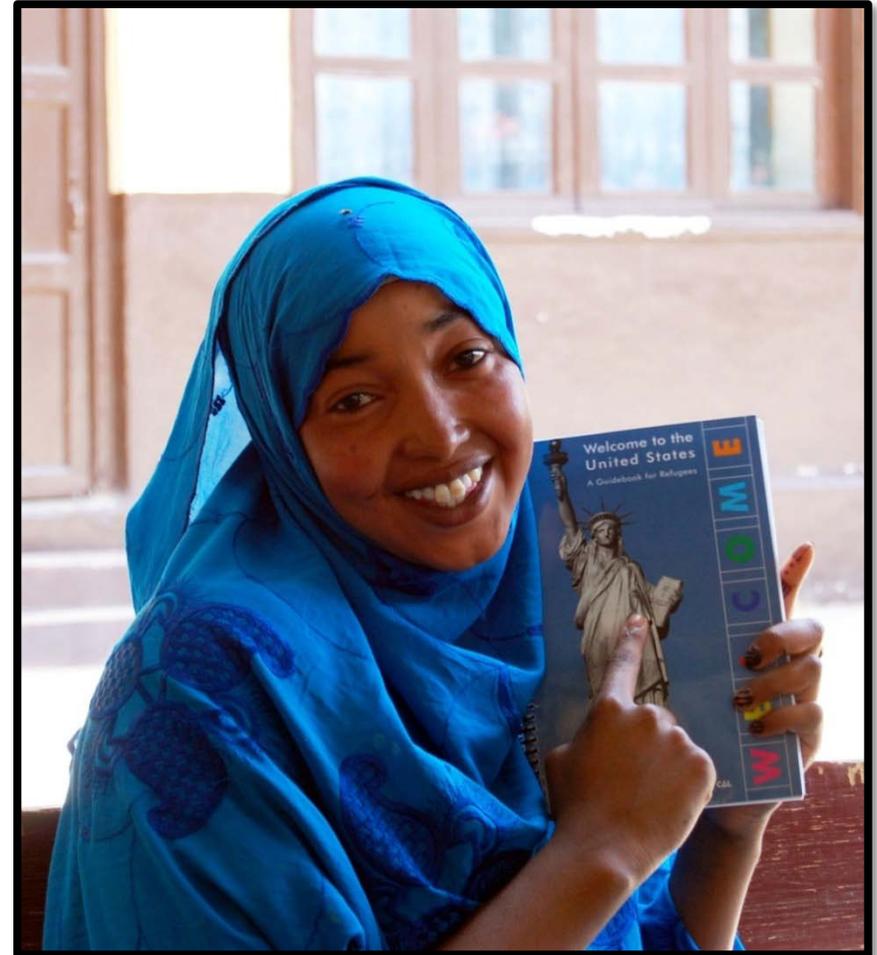
# Program Administration





# 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







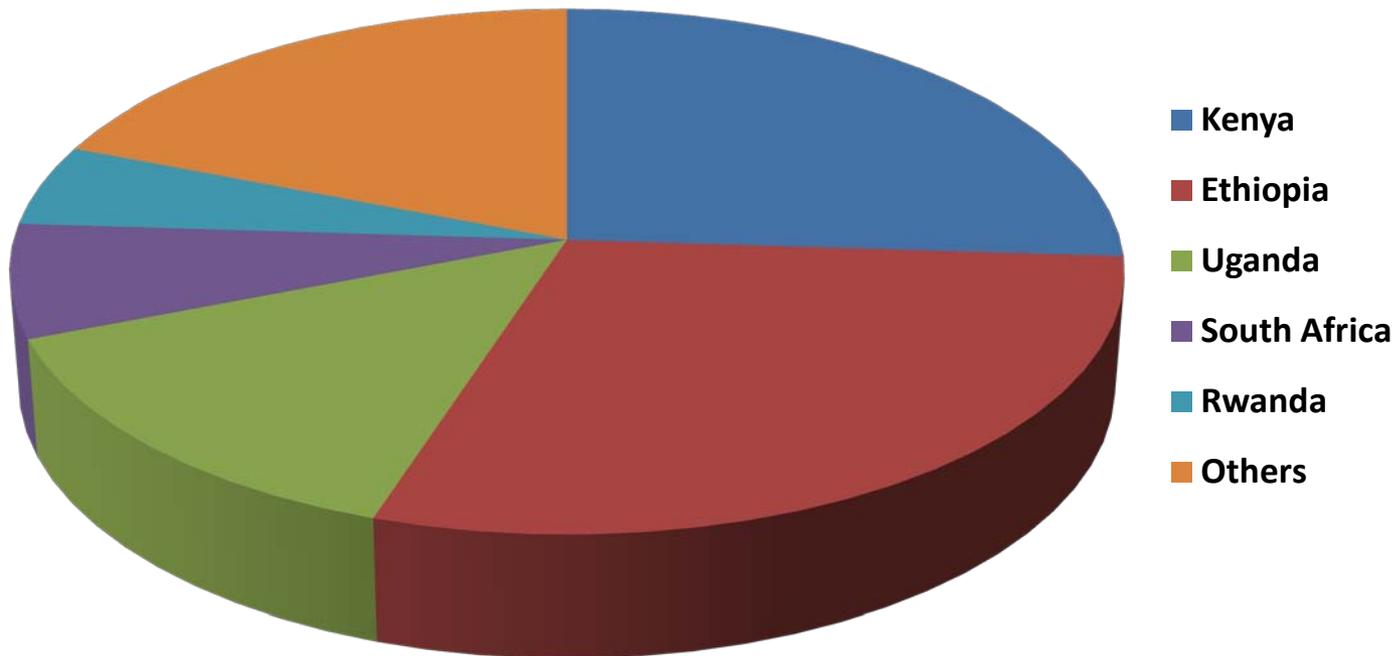
# Region of Service



- RSC Africa is responsible for the processing of refugees in 44 different countries.
- Training is provided in camp and urban locations.

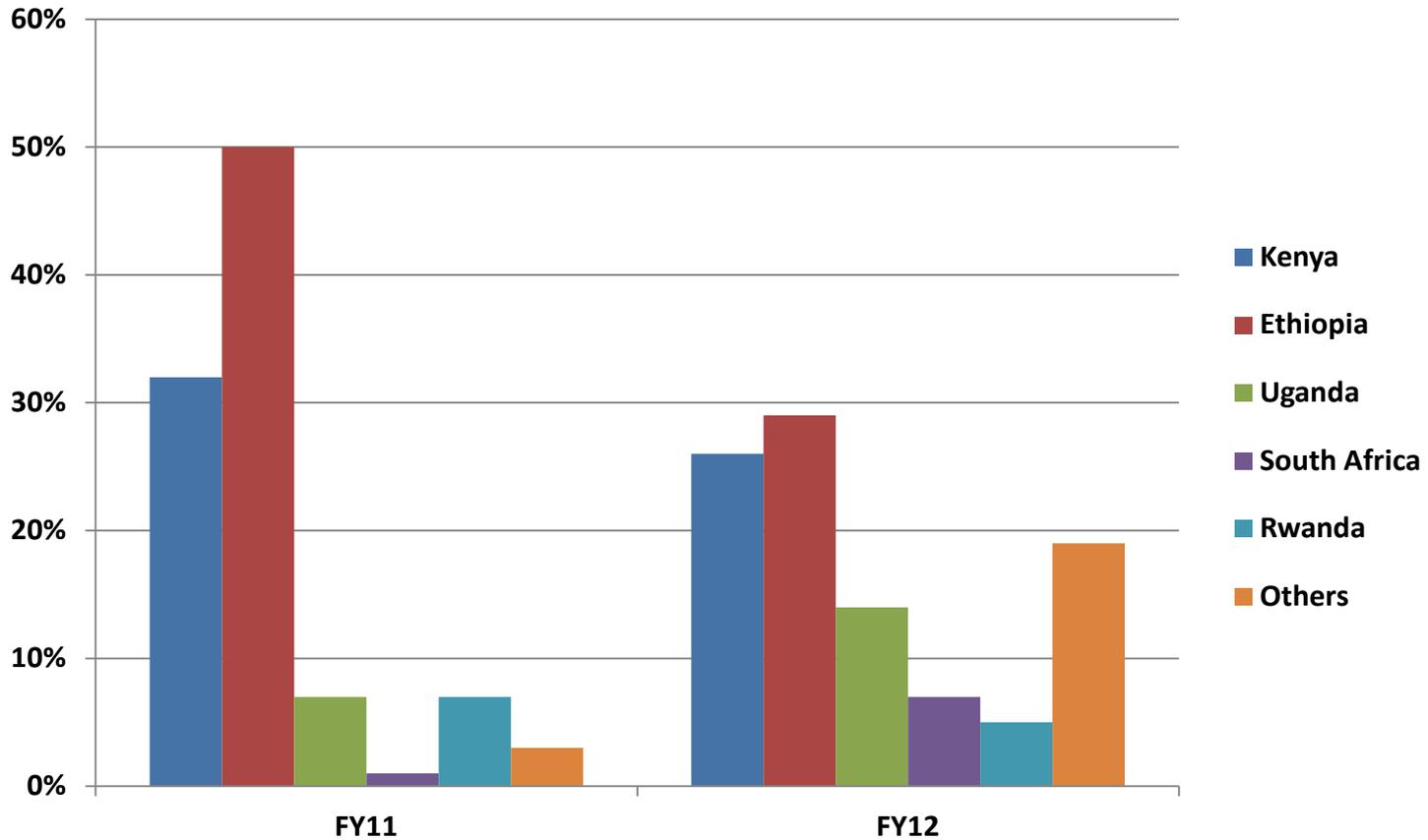


# CO Training Locations in FY2012





# Growing Diversity of Locations



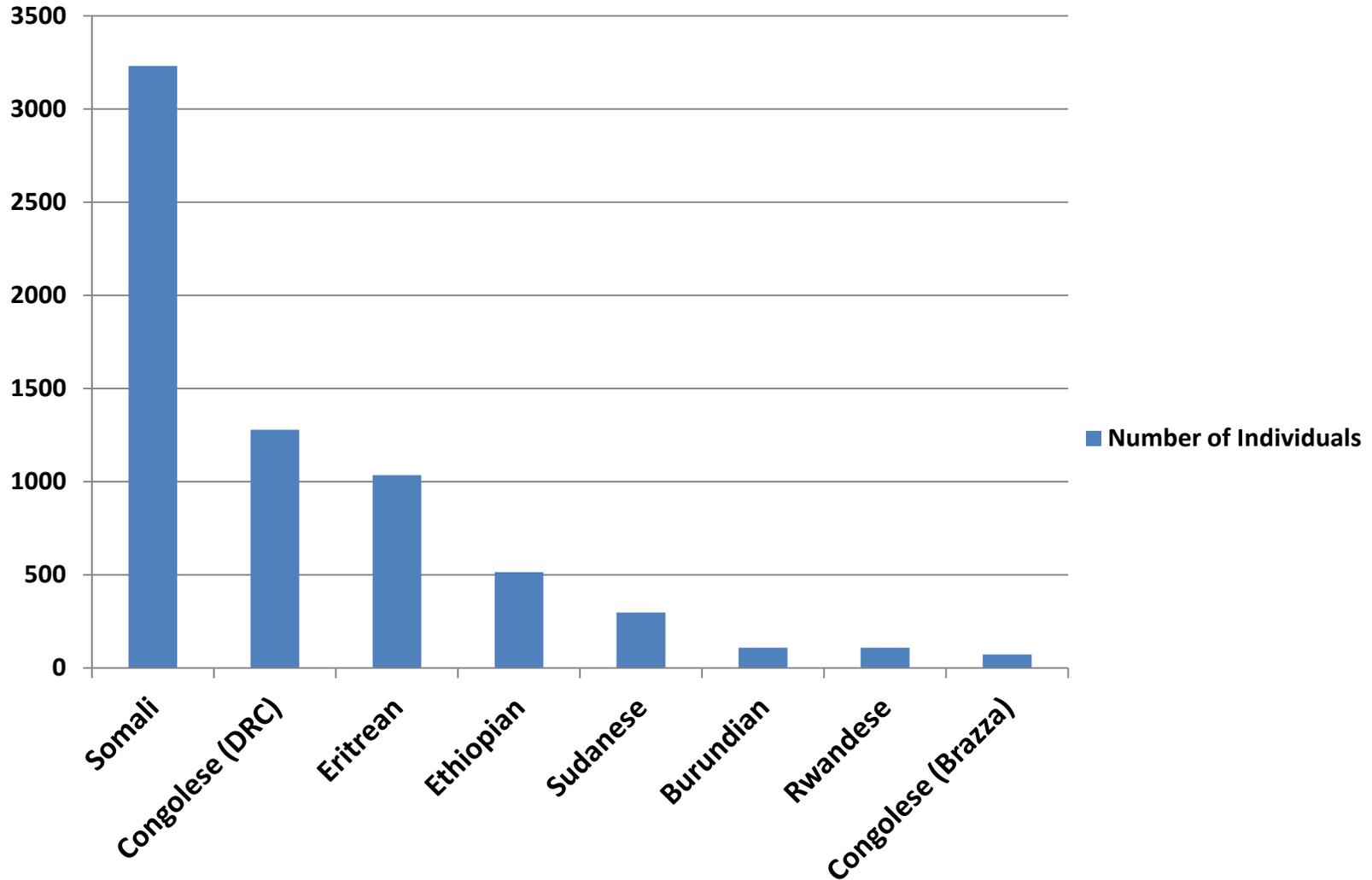


# Transit Centres





## CO Participants by Nationality FY2012





# Training Preparation

- Prior to travel, trainers:
  - Conduct class needs assessment
  - Develop lesson plans
  - Assemble and pack appropriate materials
  - Confirm logistics
  - Hold a pre-departure briefing





# 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 and adults
- Somali Youth CO
  - Standard CO + 1 working day
  - Targets those ages 15 - 26
- URM CO
  - 3 hours over 3 working days





# Training Methods

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





# Training Topics

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

### WHAT SHOULD I EXPECT?

| What to Expect ✓   | What Not to Expect ✗  |
|--|---|
| <br>Initial Housing         | <br>TV              |
| <br>Basic Furnishings      | <br>Washing Machine |
| <br>Food or Food Allowance | <br>Phones         |
| <br>Seasonal Clothing     | <br>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@rsc-africa.org](mailto:culturalorientation@rsc-africa.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



# Cultural Considerations

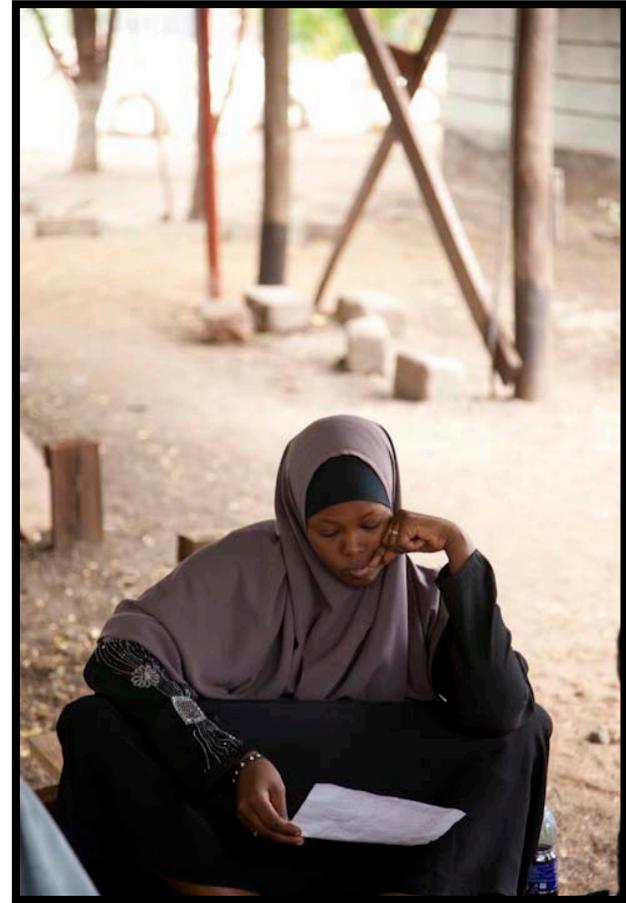
- Polygamy
- Physical discipline of children
- Centrality of Religion
- Extended family living together  
(Congolese)





# Common Fears

- Flight to the U.S.
- Separation from family and friends
- Not being able to communicate with those around them
- Gangs/Violence
- Harsh Weather
- 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





# Promising Practices

- Focus on objectives and indicators
- ESL pilot project
- CO feedback email address and survey





[culturalorientation@cws-rscnairobi.org](mailto:culturalorientation@cws-rscnairobi.org)

# RSC AFRICA



Reality Check

Cultural Orientation  
at RSC Austria

In the old European capital of Vienna, Resettlement Support Center Austria is a way station for Iranian religious minorities who are headed for the United States. They are Christian, Bahá'í, Mandaean, Zoroastrian and Jewish refugees. As part of this process, refugees attend a 16 hour Cultural Orientation class.



The CO Trainer and a Farsi-language interpreter lead the class through role-playing activities, lectures and discussions. Many of these Iranians are well-educated, but like other refugees on the way to the US, some of them begin CO with unrealistic expectations....



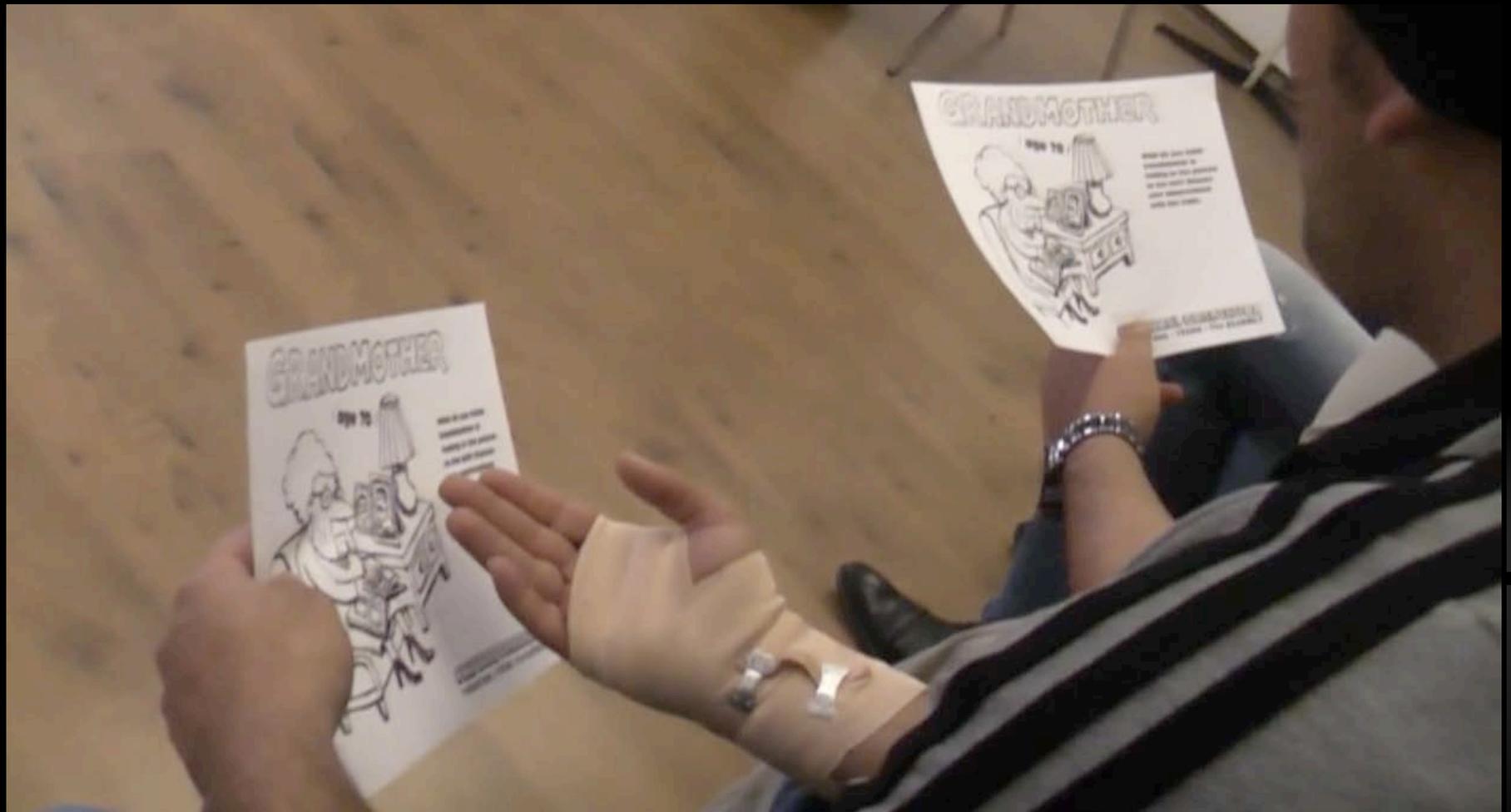






Transportation and Elderly class activities







What expectations do you have about resettling in the US? And what is the first thing you will do once you get there?















Thank you:

CO students at RSC Austria  
Alexandros Mouratchanidis  
Mark Fischer  
Fariba Daleri  
Emily Russ



# Cultural Orientation RSC East Asia

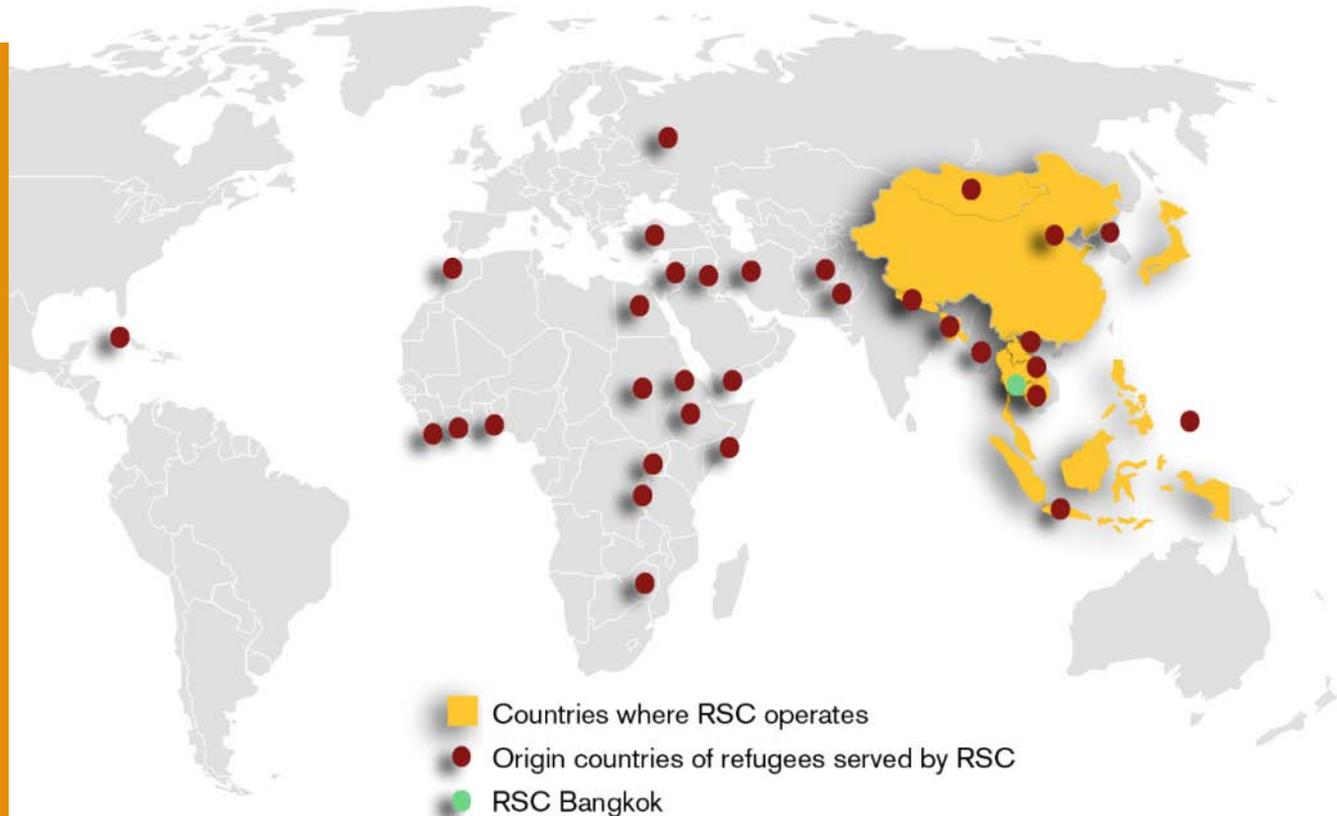




**RSC East Asia operates in 15 countries:** Bangladesh, Cambodia, China, East Timor, Hong Kong, Indonesia, Japan, Laos, Malaysia, Mongolia, Palau, Philippines, Singapore, Thailand, and Vietnam.

**And processes refugees from over 35 countries around the world:**

Afghanistan, Bangladesh, Burma, Cambodia, China, Cuba, the Democratic Republic of the Congo, Egypt, Eritrea, Ethiopia, Indonesia, Iran, Iraq, Ivory Coast, North Korea, Laos, Liberia, Morocco, Nepal, Pakistan, Palestine, Russia, Somalia, Sri Lanka (Ceylon), Sudan, Thailand, Togo, Turkey, Uganda, Vietnam, Yemen and Zimbabwe.





## CO Populations

**10,840 individuals completed CO in FY 2012**

**MALAYSIA - 6,029**

**4,283 Chin**

**439 Kachin**

**268 Karen**

**222 Arakanese**

**173 Mon**

**158 Rohingya**

**127 Shan**

**115 Burman**



**THAILAND - 4,776**

**3,835 Karen**

**489 Karenni**

**141 Burman**

**30 Mon**

**30 Tamil**

**22 Shan**

**20 Korean**



# Background



**THAILAND**

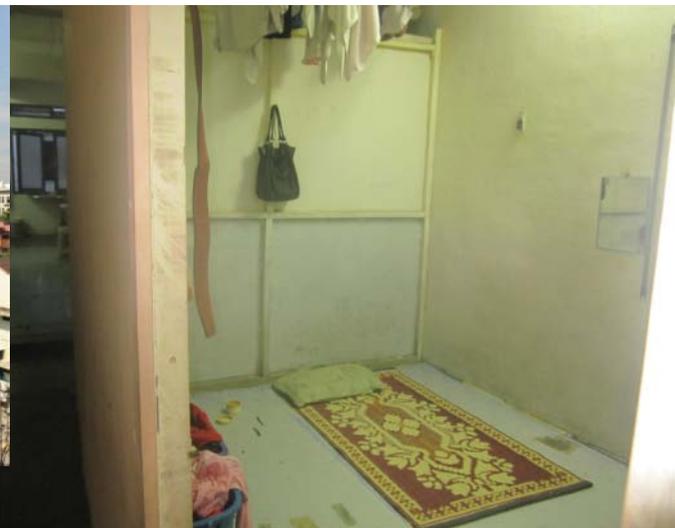




# Background



Photo: Peter Biro



## MALAYSIA



Photo: Peter Biro





# CO Sites, Thailand





# CO Sites, Malaysia





# Demonstration Kitchen & Bathroom





# CO Training for Adults, Youth and Children



**Children**



**Youth**



**Adults**



# Making CO Work



**Interpreters**



**Runners**



**Child Care Providers**



## 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.





# CO Curriculum, Adult

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 knee-rolls  
Lack of dress  
Proper dress with white jacket  
No eye contact & non-affable  
Proper & professional  
No eye contact

**Who Would You Hire? (KL Version)**

Clean clothing with Thai-like  
No eye contact and non-affable  
Proper and neutral attire  
Proper dress with Thai Top  
Unkempt attire

Units 9 & 10: Who Would You Hire?



## CO Curriculum Units

\*Pre-Arrival

\*Travel

\*Hello America!

\*Resettlement Agency

\*Housing

\*Public Assistance and Community Services

\*Transportation

\* Education \*Employment

\*Money Management

\*Healthcare

\*Rights and Responsibilities

\*Cultural Adjustment



# 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**

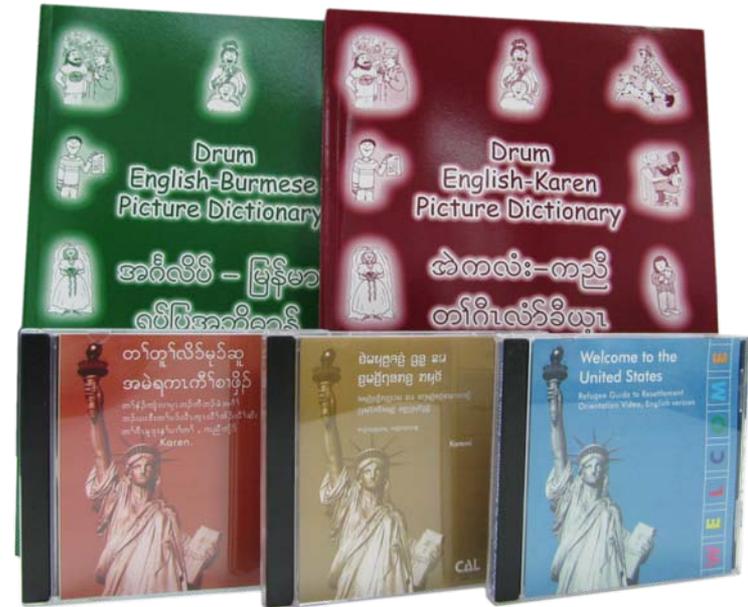
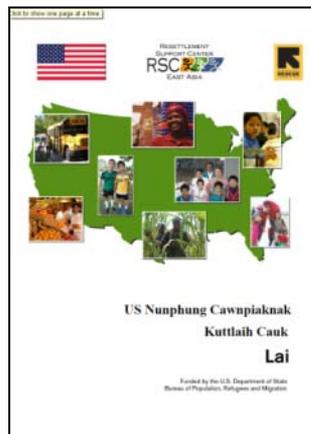
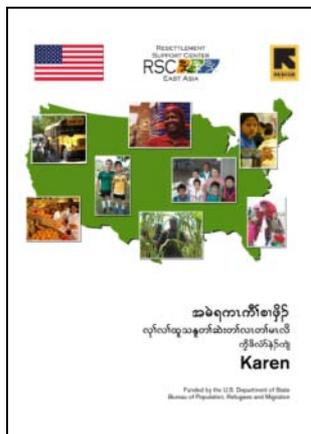
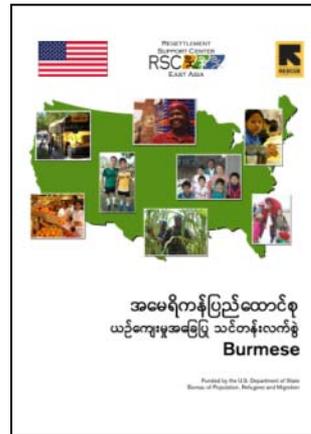
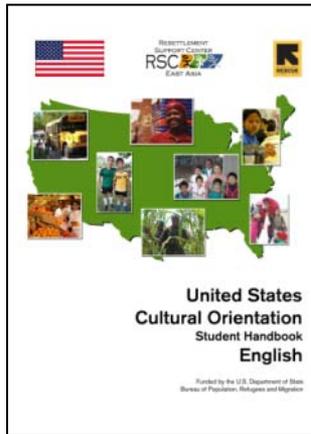
**Making Friends**

15 small photographs illustrating various social interactions and behaviors.

Unit 10: Making Friends



# CO Materials & Resources





# Methodology



**Visuals**



**Situations,  
discussion,  
problem solving**



**Activities,  
games,  
sharing**



**Realia**





# 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"> <li>Trainer significantly changes lesson or skips lesson.</li> <li>Trainer takes significant class time teaching information outside lesson plan.</li> <li>Trainer often uses material from previous version of lesson.</li> </ul>   | <ul style="list-style-type: none"> <li>Trainer changes lesson slightly.</li> <li>Trainer takes some class time teaching information outside lesson plans, but it does not affect lesson substantially.</li> <li>Trainer rarely uses material from previous versions of lesson.</li> </ul>   | <ul style="list-style-type: none"> <li>Trainer teaches required lesson as outlined in current CO Trainer Manual.</li> <li>Trainer focuses class time on topics in the lesson plan.</li> </ul>   |
| 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"> <li>Trainer does not state key points or lesson objectives.</li> <li>Trainer often puts emphasis on topics other than key points or lesson objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>Trainer usually states key points and lesson objectives.</li> <li>Trainer usually emphasizes key points and lesson objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>Trainer always states key points and lesson objectives clearly.</li> <li>Trainer always emphasizes key points and lesson objectives.</li> </ul>  |
| 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"> <li>Trainer often makes factual errors.</li> <li>Trainer often relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer often attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul> | <ul style="list-style-type: none"> <li>Trainer rarely makes factual errors.</li> <li>Trainer rarely relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer sometimes attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul> | <ul style="list-style-type: none"> <li>Trainer provides students with factual information only.</li> <li>Trainer does not rely on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer effectively directs students to other sources of information for complex questions outside of curriculum.</li> </ul> |
| 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"> <li>Trainer does not reference posters, realia, and supplemental units in CO handbook.</li> <li>Trainer does not discuss DVD content with students or highlight key points.</li> <li>Trainer often uses teaching tools not included in current CO curriculum.</li> </ul>                 | <ul style="list-style-type: none"> <li>Trainer often references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer often discusses DVD content with students and highlights key points.</li> <li>Trainer rarely uses teaching tools not included in current CO curriculum.</li> </ul>                       | <ul style="list-style-type: none"> <li>Trainer always references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer always discusses DVD content with students and highlights key points.</li> <li>Trainer only uses teaching tools included in current CO curriculum.</li> </ul>   |





# CO Trainers





# Cultural Orientation Webinar Washington DC, December 2012

RSC Eurasia – Cultural Orientation



## Regions covered by IOM Moscow CO team:

### Europe

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





## Regions covered by IOM Moscow CO team:

### Central Asia

- Turkmenistan
- Uzbekistan
- Kazakhstan
- Tajikistan
- Kyrgyzstan





# Our Sites and Mobile training locations



# NATIONALITIES



Uzbek  
Moldovan  
Ukrainian  
Russian



Armenian  
Azeri  
Belarus



Afghan  
Somali  
Eritrean

Iraqi  
Iranian



Congolese  
Sudanese  
OTHERS





## RSC Eurasia CO team conducts three standards of trainings:

- - 1-day (6-7 hours) session for P2 refugees with US ties who reside in Ukraine, Belarus and Moldova
- - 3-day (15-18 hours) session for P1 refugees (usually without US ties)
- - 0.5 day (2-3 hours) session for refugees in Moscow



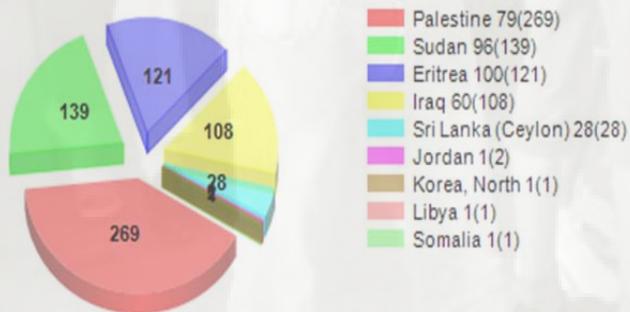


## ETC Timisoara and Humenne

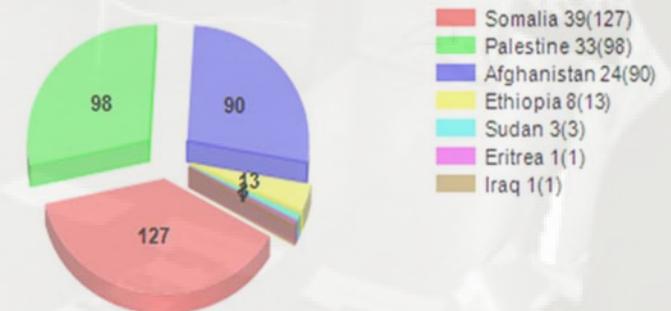
### Departures

| Caseload      | FY 09 |       | FY 10 |       | FY 11 |       | FY 12 |       | FY 13 |       | Total |       |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|               | cases | indvs |
| ETC Humenne   | 5     | 9     | 28    | 89    | 8     | 25    | 28    | 99    | 3     | 8     | 72    | 230   |
| ETC Timisoara | 102   | 161   | 79    | 200   | 24    | 67    | 111   | 156   | 0     | 0     | 316   | 584   |

ETC Timisoara Nationalities Processed



ETC Humenne Nationalities Processed







# Methodology

## ❖ Moving from the Known to the Unknown

- Discussions
- Comparisons

## ❖ Participatory and Learner Centred

- Peer teaching, Co-teaching
- Role play
- Group work
- Brainstorm
- Case Studies

## ❖ Experiential Learning

- Experience
- Reflection
- Generalizations
- Application

## ❖ Spiraling Concepts







## 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





**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 in bold blue font. The background of the slide shows a group of people, including a woman in a hijab, gathered around a table and looking at a document with handwritten notes.



The End

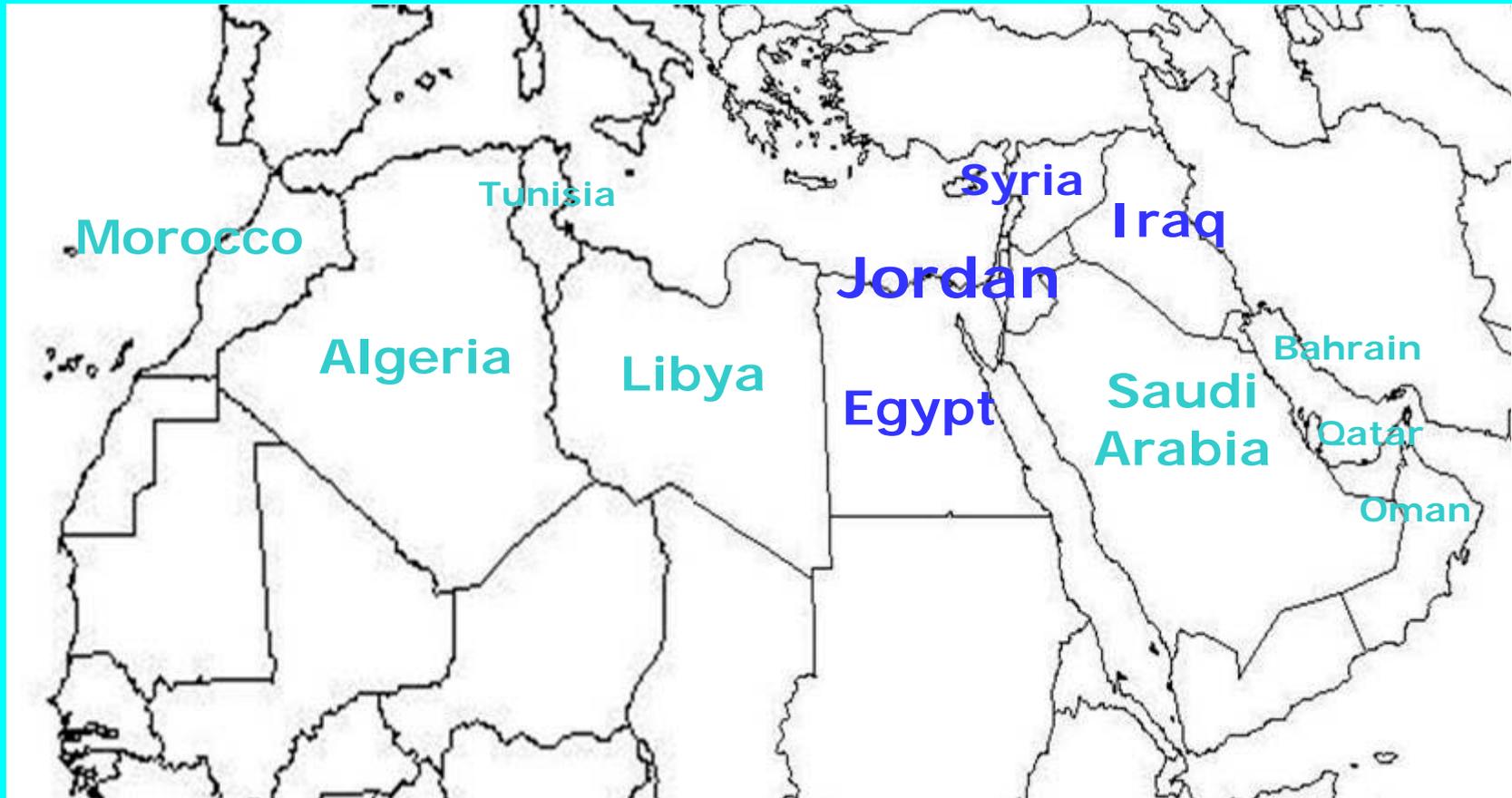




**International Organization  
for Migration (IOM)  
Middle East and North Africa**

**Resettlement Support Center (RSC) CO Program  
Presentation for Webinar  
Washington, D.C.  
November 27<sup>th</sup> 2012**

# RSC Coverage



# USCO FY 2012 numbers

- Jordan: 1,758 participants
- Iraq: 2,050 participants
- Egypt: 655 participants
- Syria: 582 participants
- North Africa 837 participants
- ME region totals: **5882**
- ME region Attendance rate is **85%**

# 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**



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



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

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



**Matching cards game on Role of the Resettlement Agency**



**Resettlement Agencies are NOT  
available to you 24/7/365**

# New training location: Zarzis!

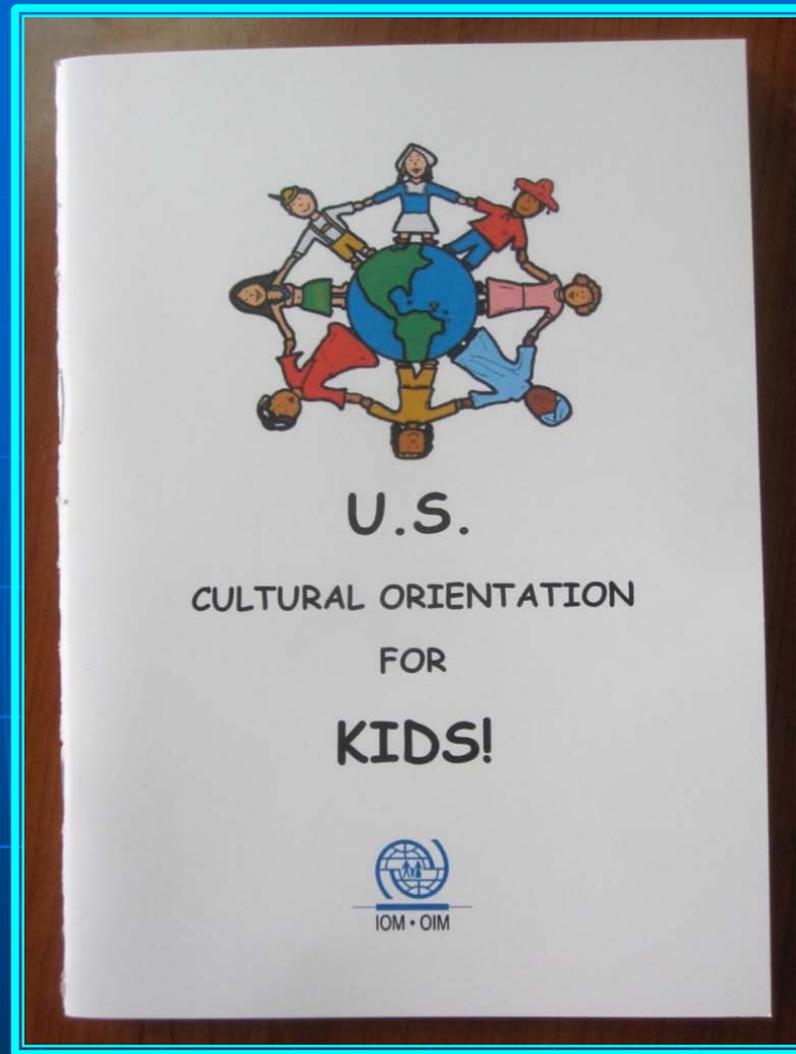


# New location, Sallum, Egypt





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



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



**“Learning my ABCs”**

# Questions?



# IOM Middle East

- Presented during the CO Coordinators' exchange in Washington, DC.  
November, 2012
- Photos were taken by IOM Jordan, Egypt and Tunis with consent from applicants
- For additional information please contact Jamal Al-Fakhouri:  
[Jalfakhouri@iom.int](mailto:Jalfakhouri@iom.int)



International Catholic  
Migration Commission's  
Resettlement Support  
Center  
Turkey and the Middle East  
\*\*\*  
CULTURAL ORIENTATION  
Program

8<sup>th</sup> Annual Refugee Admissions Program Workshop  
November 26-30, 2012





RESETTLEMENT  
SUPPORT CENTER  
**RSC**  
TURKEY AND  
MIDDLE EAST





## Refugees served by ICMC

### Turkey:

- Number of refugee adult learners attending – 3,516
- Muslim, Christian, Baha'i
- Iraqi, Irani, Afghani, Sudanese, Somali, Eritreans

### Lebanon:

- Number of refugee adult learners attending - 986
- Muslim, Christian
- Iraqi, Sudanese

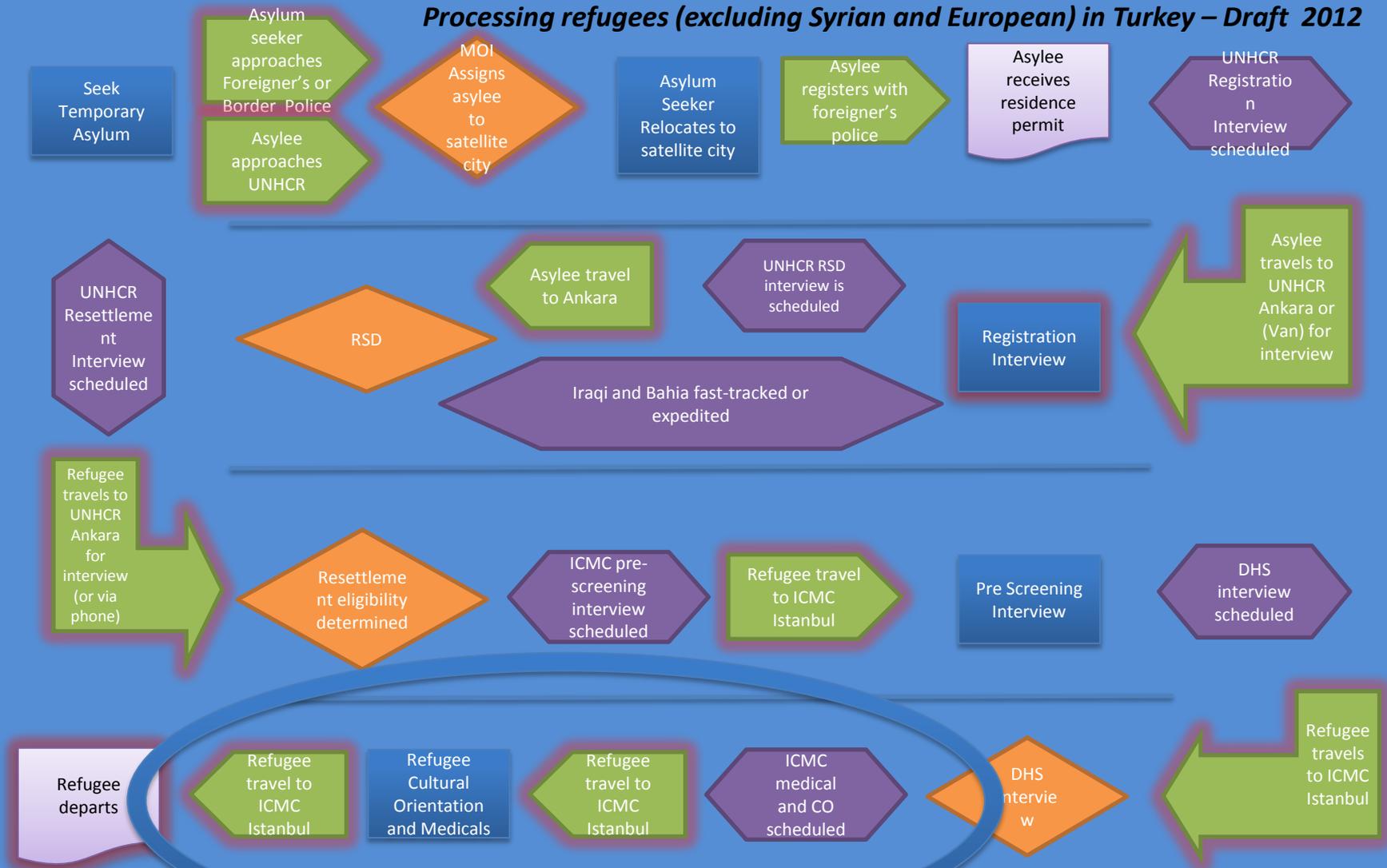
### Kuwait and UAE:

- Number of refugee adult learners attending - 162
- Iraqi





### Processing refugees (excluding Syrian and European) in Turkey – Draft 2012



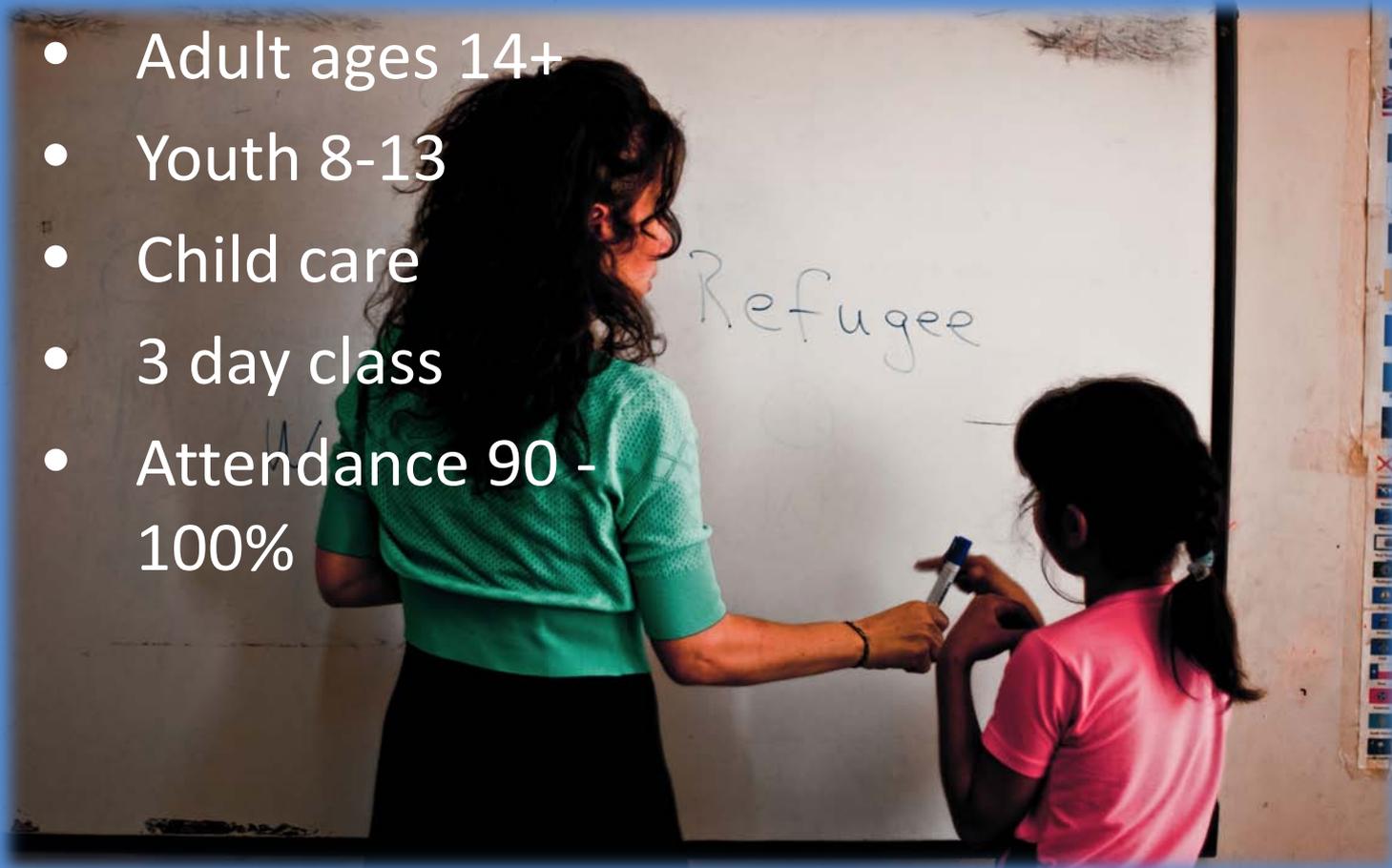
Red highlighted boxes require MOI and Foreigner's Police cooperation

(Diagram is a working draft)



## Class composition:

- Adult ages 14+
- Youth 8-13
- Child care
- 3 day class
- Attendance 90 - 100%





## Curriculum Objectives



### Objectives:

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



## Curriculum Design

### Knowledge:

- Timely, personal, opportunity

### Skills:

- Practical, every day, simple

### Attitudes:

- Positive, realistic, potential

### Values:

- Punctuality, independence, diversity, etc.





## Program Challenges

### Time:

- Limited to 3 very long days

### Logistics:

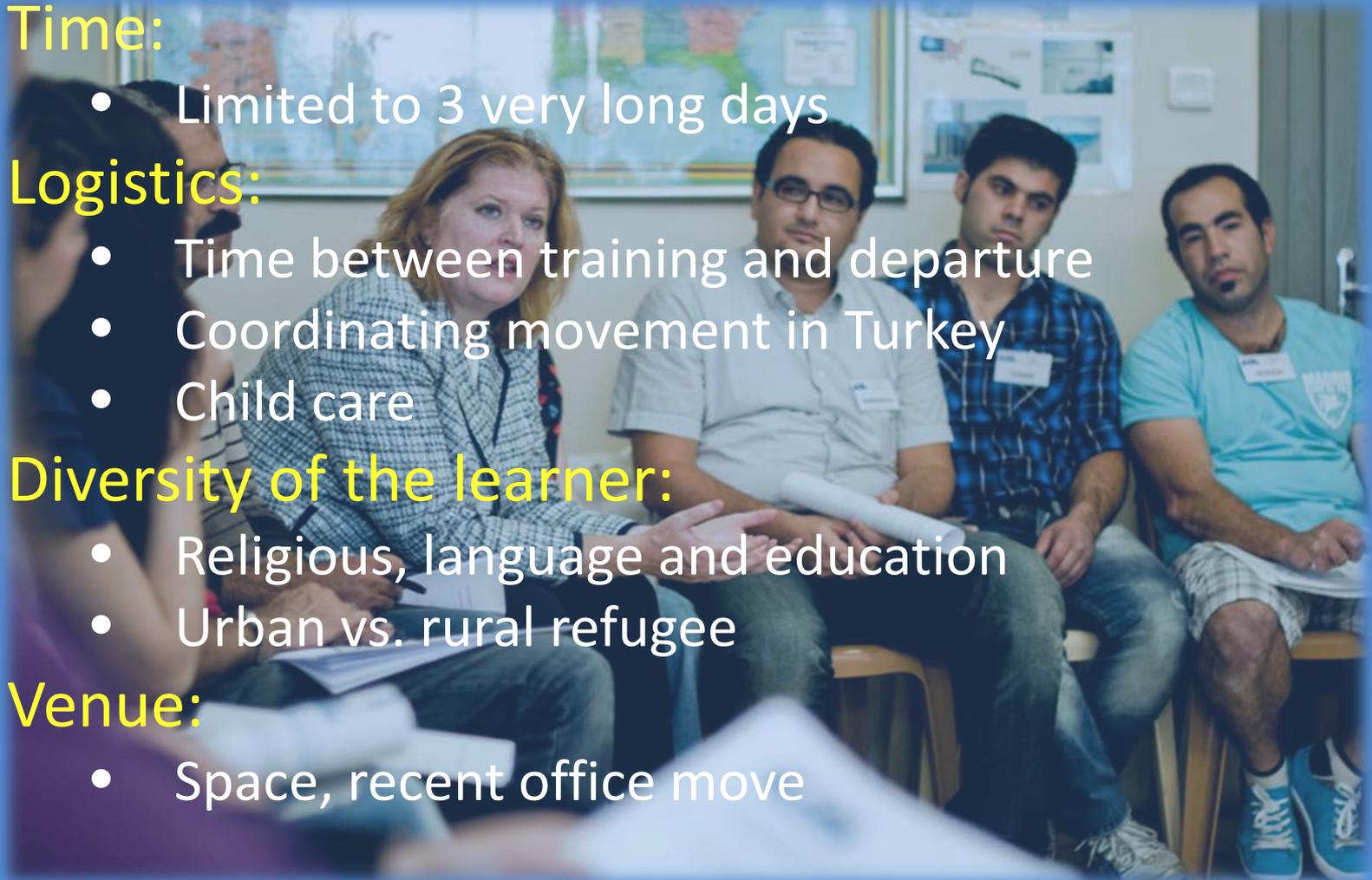
- Time between training and departure
- Coordinating movement in Turkey
- Child care

### Diversity of the learner:

- Religious, language and education
- Urban vs. rural refugee

### Venue:

- Space, recent office move





## 2013 Goals

### Curriculum refinement:

- Evaluating current activities against curriculum design

### Revise youth CO Curriculum:

- Introduce new curriculum for youth

### Venue:

- Remaking our space

### Social Media





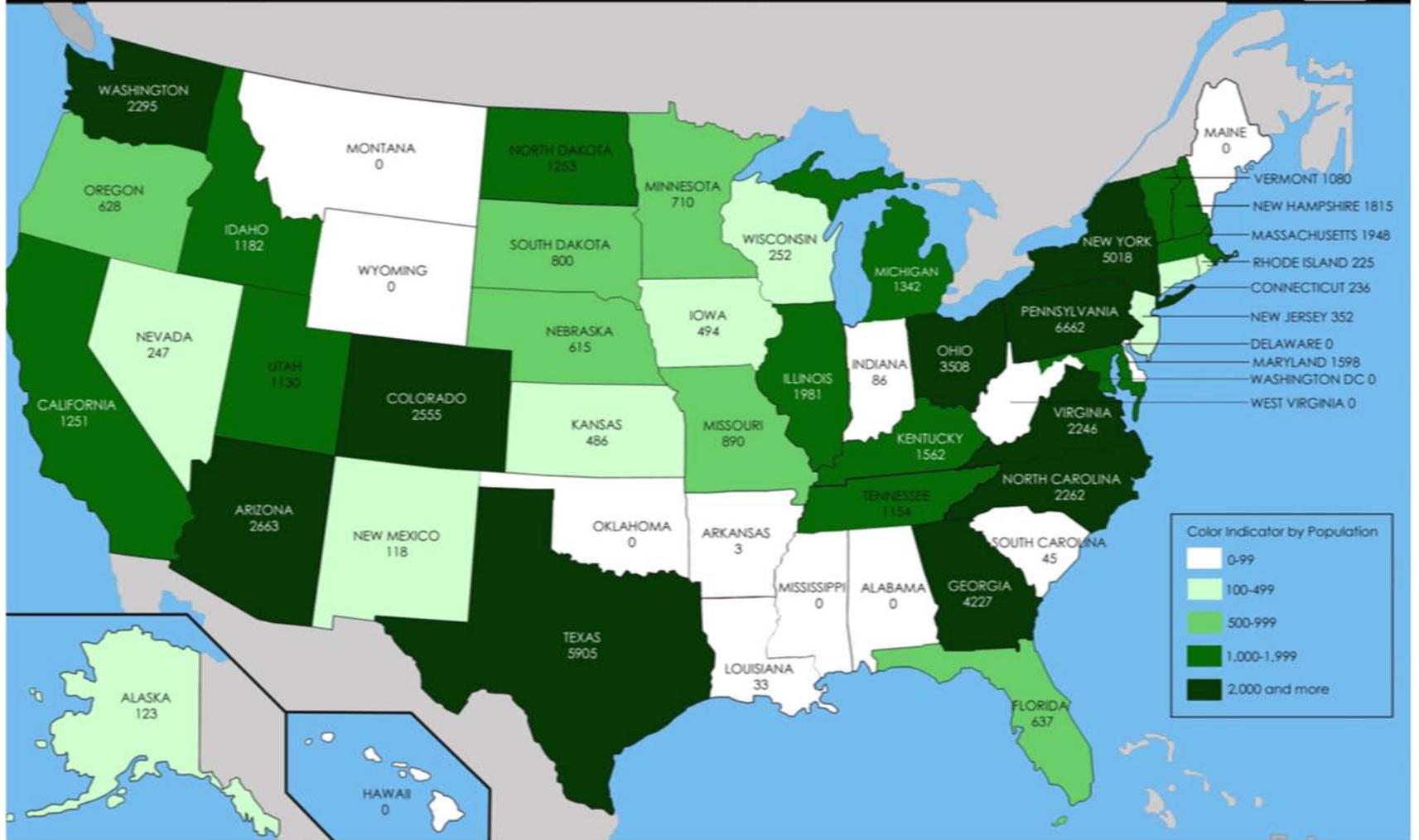
**Thank You**

# RSC SOUTH ASIA

2012



# Bhutanese Arrivals to the United States as of Oct 12, 2012: 61,617

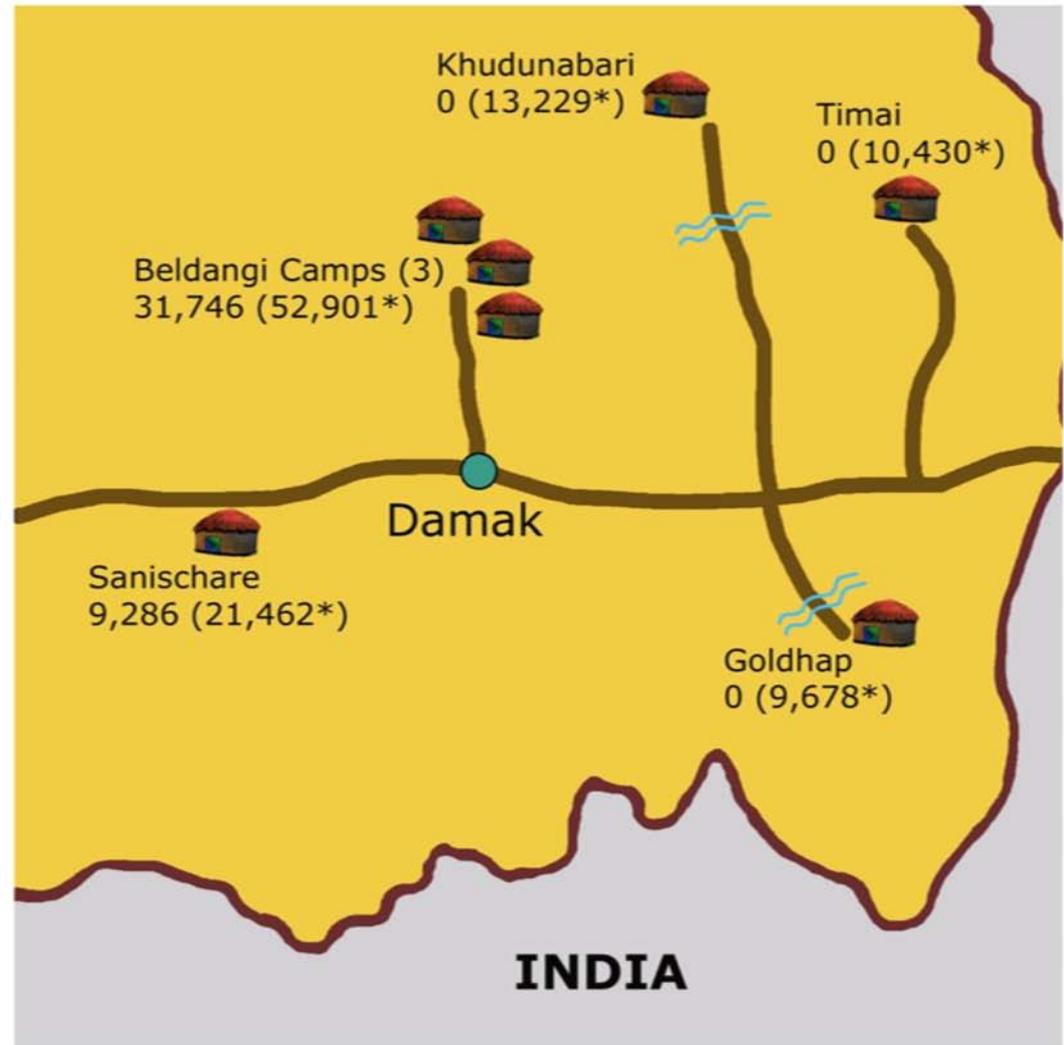


Nearly 5 years of resettlement to the United States

# Bhutanese Refugee Camps in Nepal

Stats as of 31 Oct 2012

*\*Original population in 2007*



## **Damak to:**

*Beldangi Camps: 08 Kms/20 Mins*

*Sanischare Camp: 17 Kms/30 Mins*

*Goldhap Camp: 42 Kms/60 Mins*

*Khudunabari Camp: 50 Kms/75 Mins*

*Timai Camp: 61 kms/90 Mins*

**The current context: Timai, Goldhap and Kundanabari have closed**

As a program, where are we now?



**We continue to encourage exploration....**



**Peer teaching**



**Emphasizing everyone has capabilities**



**Having healthy discussion and debate**



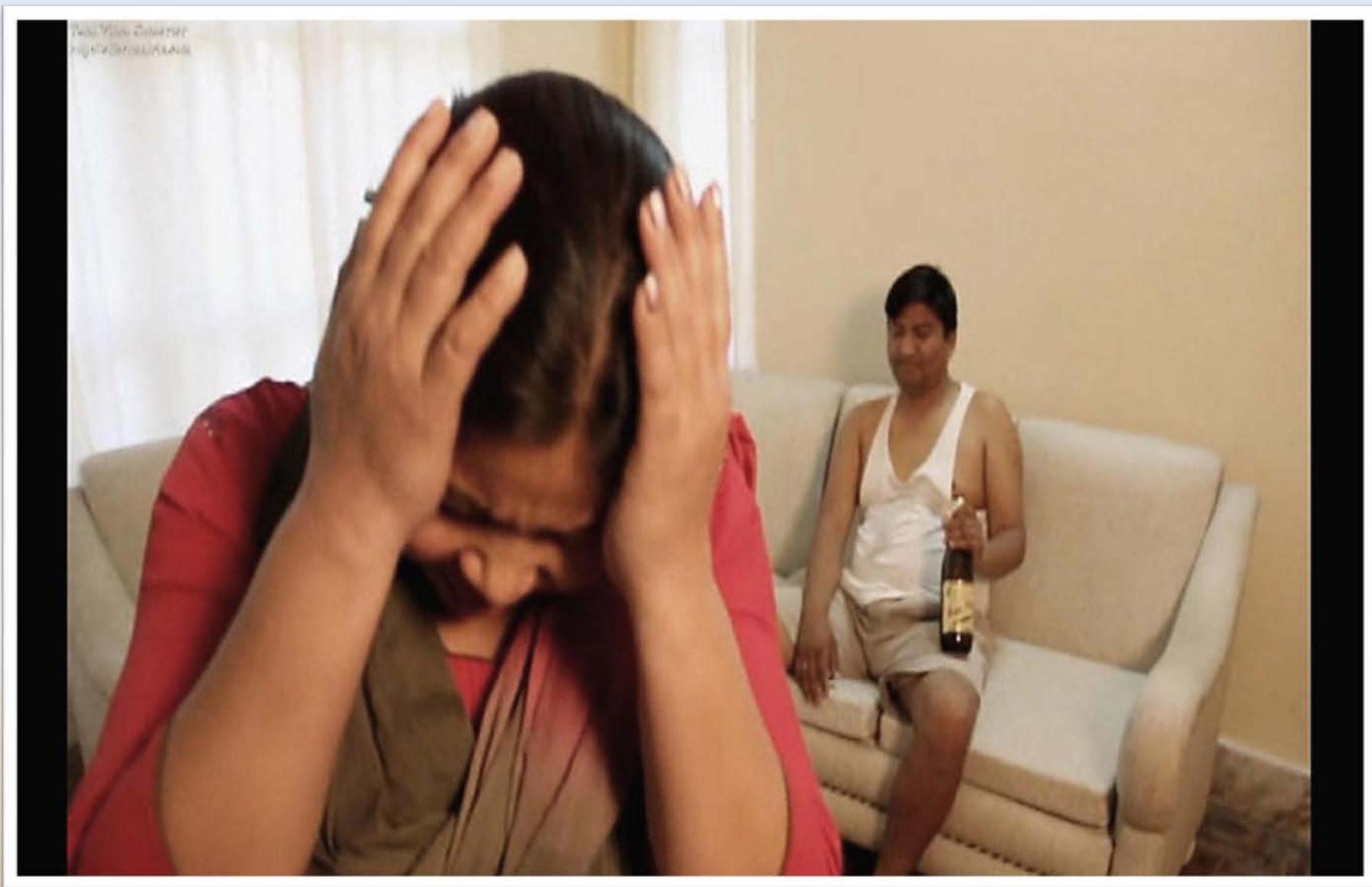
**Creating space and empowering decision making**



**Using a variety of training methodologies**



**The joy of discovery and learning together**



**Addressing important concerns that affect the community**



**Becoming familiar with new facilities (and building confidence!)**



**Promoting healthy hygiene practices**



**Understanding consequences of attitudes and behaviors**



Providing resources for participants to practice “what we preach”



**Promoting participation of all, beginning in CO and beyond**



**Supporting intergenerational dialogue**



**Encouraging reflection and introspection**



**Creating a place for exploration**



**Simulating different steps involved in their travel**



**Obtaining volunteer group monitors to assist**



**Making sure all are prepared for the journey**



**To arrive in the US and eventually become proud Americans!**

# Namaste and thanks!

## Contact details:

**Tracy Vunderink**

Cultural Orientation Coordinator  
Resettlement Support Centre, South Asia  
International Organization for Migration  
Damak, Nepal

Office +977 23 585201 ext: 390

Email: [tvunderink@iom.int](mailto:tvunderink@iom.int)

<http://www.iom.int>

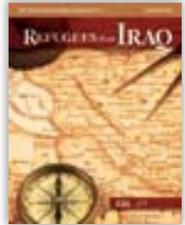


# COR Center: Current Resources

## New website: [www.culturalorientation.net](http://www.culturalorientation.net)

By purpose of site visitor: Learning, Welcoming, Providing Orientation, and Resources for Refugees, plus Resource Library

**Documents, images, videos, lesson plans, etc.**



**Learning:** Resources by population, including Backgrounders and Culture Profiles, videos with related reflection questions, image galleries,...

**Welcoming:** Videos with related questions, sample programs and outreach plans, ....



## **Providing Orientation:**

Information about overseas and domestic orientation; numerous resources on each overseas CO program; an orientation toolkit with the *Welcome to the United States* set, videos with lesson plans, staff training tools,....

**Resources for Refugees:** *Welcome* set, videos, phrasebooks

**For all service providers:**

*Refugee Discussion* group: Q&A, resources

(email [cor@cal.org](mailto:cor@cal.org) to join)



# Closing

Thank you for participating in today's session on *Overseas Cultural Orientation: Updates from CO Coordinators Worldwide!*

For further resources and information, see the Cultural Orientation Resource Center website, at <http://www.culturalorientation.net>

Contact the COR Center at [cor@cal.org](mailto:cor@cal.org)