

# 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 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"> <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

