A Cultural Orientation Program is a pre-departure and post-arrival education program designed for refugees and asylum seekers resettling in a new country. The program helps refugees acquire the knowledge, skills, and attitudes needed to adapt to their new lives and become productive citizens who are fully integrated into their communities. It can be delivered in a number of different modalities including through the provision of information sessions, group trainings, online and print resources and multimedia materials.

3 Stages of a Cultural Orientation Program

Use this assessment tool to identify the current stage (Nascent, Emerging, Mature) of your program.

NASCENT > EMERGING > MATURE

In the Nascent stage, the program is just coming into existence and beginning to display signs of future potential. In the Emerging stage, the program is becoming more prominent and established. In the Mature stage, the program has reached the most advanced point of development.

All orientation programs begin somewhere.
The organization does not recruit orientation trainer(s) and there is no orientation trainer(s) job description.

Orientation is not provided, or is provided on an ad hoc basis by whichever staff member is available.

If provided, orientation is lecture based and does not take into account the principles of adult learning and student-centered instruction techniques.

Individual(s) providing orientation does not receive feedback on his or her performance.

Individual(s) providing orientation is not trained in the principles of adult learning or student-centered learning.

A dedicated staff member is assigned to deliver orientation as part of his or her job duties, but some of their time is spent on other assignments.

The organization has an orientation trainer training program to provide an overview of the curriculum, but does not address adult learning principles and student-centered instruction techniques.

Orientation trainer(s) does not consistently apply the principles of adult learning and student-centered instruction techniques during orientation class.

Orientation trainer(s) does not consistently receive feedback or direct observation.

Orientation trainer(s) rarely receives professional development opportunities.

The organization recruits orientation trainer(s) and has a job description.

There is a dedicated staff member(s) assigned to deliver orientation as part of his or her job duties.

An orientation trainer(s) training program is in place that covers the curriculum, class structure, and adult learning and student-centered instruction techniques. The training program is updated on a regular basis.

Orientation trainer(s) applies the principles of adult learning and student-centered instruction techniques on a consistent basis during orientation classes.

Orientation trainer(s) is given regular feedback from students and supervisors (including via direct observation) on his or her instruction techniques.

Orientation trainer(s) is given professional development opportunities and has a professional development plan in place that is updated annually.
### Class Content & Structure

**Refugees/asylum seekers receive culturally and linguistically appropriate information on:**
- Immigration Status
- Cultural Adjustment
- Education
- Laws and Safety
- New Community
- Employment
- Health
- Budgeting and Personal Finance

### NASCENT
- Orientation is not a priority across the organization. Staff do not encourage clients to attend class nor are they proficient in orientation topics. Clients therefore receive mixed messages. Orientation content objectives and learning indicators are nonexistent.
- There is no orientation curriculum in place. Alternatively, if one exists, it does not include knowledge checks or pre- and post-assessments, nor does it align with content objectives and learning indicators.

### EMERGING
- Most staff members encourage clients to attend class, repeat messaging to clients when relevant, and remain well-versed on orientation topics.
- Orientation content objectives and learning indicators are defined.
- An orientation curriculum is in place, but it is not regularly updated nor designed with a clear program goal in mind.
- The curriculum includes regular knowledge checks, but no pre- or post-assessment.

### MATURE
- Each staff member encourages clients to attend class, repeats messaging to clients when relevant, and remains well-versed on orientation topics.
- Orientation content objectives and learning indicators are defined and regularly updated.
- The orientation curriculum is designed with a clear program goal and is reviewed and updated annually.
- Refugees/asylum seekers receive culturally and linguistically appropriate information on all 8 topics (noted above).

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**TOTAL**

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**TOTAL**

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**TOTAL**

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In some cases, no interpretation is available and staff rely on hand signals or visuals on their computer to relay information. Alternatively, interpreters are rarely available and untrained.

Written orientation materials and culturally appropriate teaching aids are only available in the host country language.

Orientation class is lecture based and conducted on an ad hoc basis when clients are meeting with service providers for another reason.

There is no orientation budget.

Interpreters are available, but untrained and used on an inconsistent basis. The orientation trainer(s) is also untrained on how to effectively work with interpreters.

Only a few language-appropriate written orientation materials are available.

Orientation provider(s) sometimes refers to the content objectives and learning indicators.

Orientation trainer(s) sometimes uses different learning techniques, but predominantly relies on lecture style to relay information.

Orientation trainer(s) sometimes promotes experiential learning and engages clients in a few activities.

Orientation provider(s) is unaware of the strength-based methodology.

Orientation provider(s) sometimes utilizes components of language acquisition.

There is a budget for orientation that allows for an investment in materials and resources, but does not cover experiential learning or for the information to be provided in various formats & languages.

Orientation classes are conducted with the use of trained interpreters and the orientation trainer is trained on how to effectively work with interpreters.

Orientation is conducted through the use of language-appropriate written orientation materials.

Orientation provider(s) uses multiple learning techniques e.g., group activities, discussion, brainstorming, demonstration etc.

Orientation trainer(s) uses multiple mediums, e.g., classroom, family mentor, one-on-one, written materials, use of technology.

Orientation trainer(s) promotes experiential learning, classes are interactive and conducted from a strength-based perspective.

Orientation provider(s) regularly conducts knowledge checks to identify areas for continued training.

Orientation provider(s) uses components of language acquisition.

There is a budget for orientation that allows for an investment in materials and resources as well as experiential learning to ensure that classes meet the needs of all populations and the information is provided in various formats & languages.
Program Monitoring & Evaluation

**NASCENT**
- Client assessments are not administered. Alternatively, they are administered by the same individual that provides the training.
- No procedure exists to document the number of orientation classes or activities offered, or client attendance. If a procedure exists, data is randomly collected.
- The orientation program (inputs, processes, outputs, and outcomes) is never or rarely evaluated and remains out of date.
- Monitoring and evaluation data is not entered, stored or shared.
- No procedure exists to analyze monitoring and evaluation data.
- Participant feedback is not collected to assist in the evaluation of the program.
- Ethical guidelines for testing vulnerable populations are nonexistent.

**EMERGING**
- Client assessments are administered, but no policy exists in regards to who is authorized to administer the assessment.
- A procedure is in place to document the number of orientation classes or activities offered, and client attendance for monitoring purposes, but it is implemented in an inconsistent manner.
- The orientation program (inputs, processes, outputs, and outcomes) is inconsistently evaluated and updated.
- Monitoring and evaluation data is entered into a database and stored online, but not in a timely manner.
- A plan is in place for analyzing monitoring and evaluation data, but no action is taken based on the results.
- Plans or procedures are in place for sharing data with donors or national agencies, staff and appropriate partners, but it is shared in an inconsistent manner.
- Participant feedback is collected to assist in the evaluation of the program, but findings are not incorporated into the delivery of the program.
- Ethical guidelines are in place for testing vulnerable populations, but not consistently adhered to.

**MATURE**
- Assessments are administered for all clients and a clear policy is in place indicating who is authorized to administer the assessment.
- A procedure is well established to document the number of orientation classes or activities, and client attendance for monitoring purposes.
- The orientation program (inputs, processes, outputs, and outcomes) is regularly evaluated and updated as needed.
- Monitoring and evaluation data is entered into a database in a timely manner and stored online.
- A procedure is well established to analyze monitoring and evaluation data and to take appropriate action (i.e., increasing frequency of classes or orientation hours, changing activity type, revising processes, etc.) based on the results.
- Plans or procedures are well established for sharing data with donors or national agencies, staff and appropriate partners, if required.
- Participant feedback is collected after every class to assist in program evaluation, and findings are incorporated into program delivery to ensure it is responsive to the needs of the refugee participants.
- Ethical guidelines are in place for testing vulnerable populations.
**Directions:** Add up your total checkmarks from each column and write them below. The highest number is the stage your program falls under:

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**NASCENT**
If your program is in the Nascent stage, please refer to the Tools and Resources for Cultural Orientation Trainers section of the Information Sharing & Cultural Orientation page on our website. If you have further questions on improving your cultural orientation program, contact EURITA at eurita@rescue.org for technical assistance.

**EMERGING**
If your program is in the Emerging stage, please refer to the Tools and Resources for Cultural Orientation Trainers section of the Information Sharing & Cultural Orientation page on our website. If you have further questions on improving your cultural orientation program, contact EURITA at eurita@rescue.org for technical assistance.

**MATURE**
If your program is in the Mature stage, keep up the good work! For more information on best practices, please refer to the Information Sharing page of our website.

[www.eurita.org](http://www.eurita.org)