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Refugee Resettlement: Is Pittsburgh A Model?

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*This paper was written with the cooperation of the Mesites Foundation and Mediators
Without Borders

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Refugee Resettlement: Is Pittsburgh A Model?

Rachel Lunsford¹

Introduction

Pittsburgh has a long history of immigration. A hundred years ago, Poles, Slavs, Czechs, Germans, Italians, and many other Eastern Europeans made Pittsburgh their home. Their hard work in the steel mills can still be observed throughout the city from the row houses to the large steel structures². Though the steel mills have come and gone, different groups of immigrants, like Asians and Hispanics, are coming to Pittsburgh.

On the other side of the world, conflict, civil war and extreme natural disasters have gripped several countries over the last few years. Conflicts in Sudan, Congo, and Rwanda, as well as natural disasters in countries like Indonesia³, have caused people to become refugees. By chance rather than choice, these individuals become the next group of immigrants. They were accepted by the U.S. government as refugees and resettled throughout the country. In some major U.S. cities, refugees and other immigrants are settled in with ease. In other cities, like Pittsburgh, there is some sort of economic, social, or political breakdown that causes resettlement to be a bumpy ride.

Exploration of the successes and problems for resettlement agencies and other related stakeholders in Pittsburgh will give insight into what problems can be fixed and how to fix them. It is the hope that out of this project a model for resettlement in Pittsburgh can be established so that future refugees and other immigrants can be settled in through a much smoother and welcoming process.

¹ Ms. Lunsford is a 2006 graduate of Chatham College and a 2nd year graduate student at the H. John Heinz School of Public Policy at Carnegie-Mellon University.

² Lorant, Stefan. Pittsburgh: The Story of an American City. Jostens, State College, PA, 5th Ed: 1999.

³ Associated Press. "World refugee population certain to rise." Thursday, June 21, 2007. Online Edition. http://news.yahoo.com/s/ap/20070621/ap_on_re_eu/un_world_refugees

Background⁴

Mediators without Borders is a non-profit organization formed to bring together mediators “to collaborate and participate in mitigating violent conflict and organizing alternative approaches to expressing, acknowledging, and addressing political, economic, social, ethnic, and religious differences.” Each board member of MWOB puts forth a project to meet this mission. A board member in Pittsburgh decided that a relevant area to this mission was the cultural tensions in Pittsburgh between refugee populations and other groups, like the hospitals, in the city.

The project is broken down into four initiatives: access to adequate healthcare, access to education, social integration/community mediation, and the Kakuma Camp Reconciliation. The Kakuma Camp Reconciliation part is isolated from the rest of the project and will not be involved in research. The other three initiatives are integrated; for example: refugee children often accompany parents to medical appointments and act as translators, therefore those children have a higher rate of absenteeism than children from stable populations ; refugee families utilize the emergency room services as primary care services because of lack of integration into the community.

Healthcare is a large part of Pittsburgh due to the presence of UPMC and a few other larger hospitals. Navigating these places can be difficult for native English speakers, so refugees coming to the United States may have an even more difficult time. It is important to work with stakeholders in hospitals to recognize the needs of both the doctors, nurses, administrators and other staff in addition to the needs of the patients. Once both sides of the equation are taken care of, the process can work a little smoother.

⁴ Based on Proposal for The Refugee Resettlement Project- Pittsburgh, PA found in Appendix B.

Education is a slightly different problem. Some school districts are able to adapt to the needs of the students, including English as a Second Language classes and streamlining students into traditional classes, while other school districts have struggled. It appears that suburban districts are able to respond better than urban districts. Discovering the differences between these school districts may shed some light on the successes and problems in education. Individual stakeholders include teachers, administrators and ESL providers.

The last initiative is social integration and community mediation. Pittsburgh is an old city. With its age come long standing neighborhoods and traditions. Bringing a differently cultured group of people into the neighborhood and asking them to blend in or to assimilate is difficult. The surrounding community needs to be informed and be able to take care of problems that do arise within the community.

These areas combined with the mixed results throughout Pittsburgh lead to a question. Due to the parochial nature of Pittsburgh, is it possible to develop a model of successful resettlement? It seems the best approach to developing a model is to interview current stakeholders in resettlement.

Methodology

In order to discover successes and problems within Pittsburgh's resettlement process, there are many possible ways to gather information. It is important that each stakeholder is consulted and their concerns are addressed for a model to be useful. Otherwise, a model of refugee resettlement would be useless.

Before a method can be explained, a definition of a stakeholder is in order. Simply put, a stakeholder is anyone who is involved in the resettlement process. These

are Voluntary Resettlement Agencies (VOLAGS) like Jewish Children and Family Services or Catholic Charities to the doctors and nurses at the hospital to potential employers. Stakeholders are selected by organization. Organizations with known involvement in refugee resettlement will be contacted. Participants will be whoever works with refugee resettlement. A tentative list of potential stakeholders can be found in Appendix A.

These stakeholders will be interviewed as a way of finding information. This method is termed as elite interviewing by academics⁵. There are a few reasons to use this technique. First, there is considerable interest in the stakeholder's interpretation of the issues or events surrounding refugee resettlement. A less structured format allows stakeholders to freely answer and give their opinions without fear of repercussion. Second, other methods, like surveys, may not be as effective in eliciting unique responses needed to evaluate the current situation or to make a model.

Interviewing "elites" in the field will give the perspective of the individuals that can make the most difference in the helping refugee resettlement. This perspective will be instrumental in developing a best practice model for future refugee resettlement in Pittsburgh. The questions will vary depending on who is being interviewed. However, the basic questions include what does the organization provide, how does it provide those services, is it successful in providing those services, and what resources would better enable you to complete this services. A list of potential questions can be found in Appendix C.

⁵ Johnson, Janet Buttolph and H.T. Reynolds. "Chapter 10: Elite Interviewing and Survey Research." Political Science Research Methods. CQ Press, Washington D.C., 5th Ed.: 2005.

Appendix A

Potential Stakeholders

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AJAPO is an organization that promotes empowerment, education, and civic engagement among refugees from Africa and the Caribbean

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Appendix B

The Refugee Resettlement Project – Pittsburgh, PA

Project Initiators (Pittsburgh): Robert A. Creo and Sandi DiMola

1. Prospective Community Stakeholders (General):

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2. Prospective MWB Project Members:

Robert A. Creo: Project Co-Director
Sandi DiMola: Project Co-Director
Bernard Behrend: Project Principal

TBA: Project Principal – Refugee Health Initiative
TBA: Project Principal – Refugee Education Initiative
TBA: Project Principal – Community Relations Initiative
Project Consultants: Dr. J.J. Sene (Assistant Professor, Chatham College)
Dr. Josuha Kivuva (Consultant to Somali Bantu refugees)
Project Interns: Paige Creo – Kakuma Reconciliation Initiative
Barbora Batakova – Health/Education/Community Initiatives

3. Background: The United Nations High Commission on Refugees (UNHCR)

A. General Information

The Office of the United Nations High Commissioner for Refugees (UNHCR) was established on December 14, 1950 by the United Nations General Assembly. The UNHCR is the United Nation's refugee agency. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country.

In more than five decades, the agency has helped an estimated 50 million people restart their lives. Today, a staff of around 6,689 people in 116 countries continues to help 20.8 million persons. Mr. Antonio Guterres is the High Commissioner for refugees.

The protection of 20.8 million uprooted people is the core mandate of UNHCR. The agency does this in several ways. Using the 1951 Geneva Refugee Convention as its major tool, it ensures the basic human rights of vulnerable persons and that refugees will not be returned involuntarily to a country where they face persecution. Longer term, the organization helps civilians repatriate to their homeland, integrate in countries of asylum or resettle in third countries. Using a world wide field network, it also seeks to provide at least a minimum of shelter, food, water and medical care in the immediate aftermath of any refugee exodus.

Source: www.unhcr.org

➤ Important Resources

For background information on coordination of NGO efforts at refugee camps, see:

Buzard, Nan. "Information-sharing and Coordination among NGOs Working in the Refugee Camps of Ngara and Kibondo, Tanzania, 1994 – 1998"
Source: http://web.mit.edu/CIS/www/migration/pubs/mellon/2_infoshare.html

B. Establishing Refugee Camps

Refugees arriving in any specific area tend to settle down in different ways: often, they concentrate on an unoccupied site and create a 'camp'; at other times, they spread out over a wide area and establish rural settlements; and sometimes they are hosted by local communities (rural or urban). The latter two situations, also called 'open situations', occur less frequently than the first (see below and the Introduction to Part II).

A poorly planned refugee settlement is one of the most pathogenic environments possible. Overcrowding and poor hygiene are major factors in the transmission of diseases with epidemic potential (measles, meningitis, cholera, etc.). The lack of adequate shelter means that the population is deprived of all privacy and constantly exposed to the elements (rain, cold, wind, etc.). In addition, the surrounding environment may have a pronounced effect on refugee health, particularly if it is very different from the environment from which they have come (e.g. presence of vectors carrying diseases not previously encountered).

Camps usually present a higher risk than refugee settlements in open situations as there is more severe overcrowding, and less likelihood that basic facilities, such as water supply and health care services, will be available when refugees first arrive^{2,7}. Relief work is more difficult to organize for very large camp populations, such as some of the Rwandan refugee camps in Zaire (Goma, 1994) which contained more than 100,000 refugees.

In order to reduce health risks, it is essential that site planning and organization takes place as early as possible so that overcrowding is minimized and efficient relief services are provided. Shelters must be provided as rapidly as possible to protect refugees from the environment, and infrastructure installed for the necessary health and nutrition facilities, water supply installations, latrines, etc. All this must be initiated within the first week of intervention³.

Relief agencies are usually faced with one of two possible situations: either the camp is already established with a refugee population that has spontaneously settled on a site prior to the arrival of relief agencies, or site planning is possible prior to their arrival, for example, when they are being transferred to a new camp.

Source: <http://www.refugeecamp.org/learnmore/shelter/>

C. The Refugee Admissions Process – General Information for PA Project

Individuals are admitted to the United States as refugees pursuant to the terms of the Refugee Act of 1980.

The federal government mandated each state to establish a Refugee Resettlement Program and to designate agencies or organizations to serve as "Voluntary Resettlement Agencies" (VOLAGS). In Pittsburgh, the VOLAGS are Catholic Charities and Jewish Family & Children's Services.

VOLAGS are responsible for, among other details, coordinating applications for federally funded assistance under the Refugee Cash Assistance (RCA) program and the Refugee Medical Assistance (RMA) program.

Refugees are eligible for RMA and RCA benefits for up to five (5) years from their admission to the United States; those over the age of 60 years are eligible without limitation as to length of residence in the United States.

Individuals granted political asylum or admitted as asylees under a humanitarian or public interest parole are ineligible for federally funded assistance.

Source: www.refugeesinpa.org

4. The Pittsburgh Refugee Resettlement Project: Project Outline

The Pittsburgh Refugee Resettlement Project (hereinafter, RRP-Pgh) has four project initiatives: Refugee Health Initiative (RHI); Refugee Education Initiative (REI); Social Integration/Community Mediation Initiative SI/CMI); and Camp Kakuma Dialogue Facilitation Initiative (KRI).

The Refugee Health Initiative (RHI)

A. RHI: Goals

The goals of the RHI are as follows: increase access and awareness of health care services within the refugee communities; create a best practices model to increase the cultural competency of health care providers in Pittsburgh; initiate and moderate dialogues between health care providers and stakeholders within the refugee communities.

B. RHI: Initiation

The RHI will be commenced by conducting requirements analyses of immigrant health care needs. The Principal is expected to meet with individuals involved in the health care field, specifically interacting with UPMC, and with individuals working with the refugee communities, to determine the following: What are the barriers to health care awareness and access within the refugee communities? Specifically, the Principal is to probe answers to questions such as:

- How does language competence of the health care provider and his/her patient affect care?

- What cultural obstacles exist among refugee groups that impact health care?
- What role does access to transportation have in health care decisions?
- Does language competence affect the ability of the refugee patient to comply with treatment? To obtain and consume prescription drugs?
- How can the University of Pittsburgh's School of Public Health be engaged to provide community outreach?

The RHI Principal and his/her team will be expected to use the results of their research as foundation for the following: the creation of a series of dialogues between health care providers and the refugee communities to be moderated by the RHI Principal; and the creation of a cultural competency model to be used as a best practices paradigm by health care providers.

Note: Cultural Competency

Cultural competence has been defined as a "set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and which enables the system, agency, or professionals to work effectively in cross-cultural situations."

Source: <http://www.med.nyu.edu/cih/cultural/index.html>.

Cultural competence is an outgrowth of the globalization of Pittsburgh's population and will play a seminal role in all spheres of health care, including: access to care; community outreach and communication; effective diagnosis and treatment; and health care planning. Health care providers and public health practitioners need to prepare for and respond to cultural needs as they address an increasingly diverse population.

A best practices model will speak to the roles that cultural and linguistic competence play in the elimination of health disparities among ethnic communities and communities of color. Specifically, the model will propose project ideas to enhance the provision of culturally competent health care services such as:

- Research into the impact of cultural beliefs and practices on health care delivery;
- Engaging parties in discussions leading to the creation of a comprehensive cultural competence curriculum directed to health care providers;
- Engaging parties in dialogue leading to the execution of cultural competence trainings for health care providers;
- Moderating the review and analysis of evaluative tools to assess cultural competence.

Suggestions for specific proposals to be implemented within the cultural competency model include:

- Creation and maintenance of a database of interpreters to assist physicians during patient in-takes and interviews;
- Transcribing post-procedure medical orders and orders for follow-up care in the patient's first language;

- o Engaging health care providers across racial and ethnic groups to work with specific refugee communities;
- o Creation of health care pamphlets and education programs in-language.

The Magee Womancare International (MWI) Program

General Information:

Magee Womancare International (MWI), the international outreach arm of Magee-Womens Hospital and Magee-Womens Research Institute & Foundation, was established in 1992 to improve health care conditions for women and infants in the former Soviet Union. MWI now brings educational programs and technical assistance to Albania, Belarus, Estonia, Hungary, Kazakhstan, Russia, and Ukraine.

MWI is dedicated to promoting safe, modern, and dignified health care for women and their families around the world through women's wellness clinics, obstetrics reform, training programs, and clinical outreach.

A belief in good health through good information is a driving force behind the work of MWI. Its Eastern European network of more than 30 women's health education centers offers programs in preventive health to more than 100,000 women and girls annually, supplemented by original educational health brochures, instructional videos, leadership training for health professionals, and a nonprofit management training curriculum.

Magee's prepared childbirth curriculum national protocol is published and taught in continuing education programs for Russian physicians and nurses. To foster community networking and personal growth in countries undergoing health care reform, MWI encourages and supports coordination of women's health festivals and events.

All of this serves to carry Magee's expertise around the world and bring better health to women and their families.

Source: <http://international.mwrif.org/viewcontent.asp?sectionID=35435>

❖ MWI Work with Young Somali Women: The Somali Bantu Teen Girl Project:

The Problem: Over the past two years, Pittsburgh has become home for more than 200 Somali Bantu refugees. This community, consisting primarily of women and children, continues to face daily challenges as members adapt to life in a large, modern city.

The Bantus are Africans without a nation. They descended from slaves taken to Somalia from Tanzania and Mozambique in the late 19th Century, and became targets for attack when Somalia disintegrated into civil war in 1991 and 12,000 Somali Bantu fled to Kenya to avoid death and extreme persecution.

Many of the refugees are illiterate in the Somali language and, while in refugee camps in Kenya for nearly 15 years, had minimal opportunities to

learn basic education. Acculturation has challenges that range from minor bumps to extreme danger. Prior to their arrival in Pittsburgh, they had lived only in huts in rural settings. They had never had regular access to health care, touched snow, used a washing machine, shopped in a grocery store, or handled a bank account until arriving in Pittsburgh.

Today, two years later, most still don't know how their bodies function, how to administer medications, the difference between types of infection, nutrition standards, or how to access health care and other critical services. In addition to language, literacy, employment, and housing, these newcomers also face issues of malnutrition and trauma from the camps; making the transition from a polygamous culture that practices female circumcision to a society where both practices are banned; moving from an agrarian way of life to a post-industrial economy.

An Opportunity for Change: With parents who cannot read or write, it is many times up to resettled Somali teens to guide their families through financial, employment and housing opportunities. Since arriving, the students have concentrated not only on learning new systems and learning English, but also on learning about concepts — from pie charts to the existence of dinosaurs to the facts of World War II — they had never heard of in the refugee camps, where the girls in particular were expected to fetch firewood, lug water, and tend young children rather than spend time in school. Even those who attended several years of school in the camps found classes of 100 or more students, and arrived here with only rudimentary skills in math and reading and writing in English.

The Plan: Magee-Womancare International's Healthy Girls/Healthy Families (HGHF) project will target the estimated 15 Somali high school girls, almost all of whom were born and raised in the refugee camps of Kenya, to explore critical themes identified by the group through experiential learning. The program will help each girl to get to know more about herself and her health, understand community resources and how to access them, and facilitate her undefined leadership role within the household. The project is designed to encourage healthy attitudes and lifestyles that will enable this special group of adolescent girls to make healthy choices and decisions and better manager their mental, social, and physical well-being.

Source:

<http://international.mwrif.org/viewcontent.asp?sectionID=35452&subsectionID=355085&subsubsectionID=521832>

C. RHI: Prospective Stakeholders

Chaton Turner, Assist. General Counsel: UPMC

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Judith Cohen, M.D.

Anthony Mannarino, Ph.D.

The Center for Traumatic Stress in Children and Adolescents

E-mail: www.pittsburghchildtrauma.org

**This Center received federal grant money to study trauma among refugee children.
It is an important contact for mental health issues related to refugees.

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**Dr. Ali is the author of "Building a Global Health Program at the Univ. of Pittsburgh Graduate School of Public Health." *EcoHealth*. September 2004.

D. RHI: General Resources in the Pittsburgh Area

Physicians in Community

Bilingual Pediatric Clinic at Children's Hospital; Tele: 412-692-6000 (press 3)

Family Resources in East Liberty holds classes for foreign language medical interpreters and advocates for patients with limited English skills. Contact: International Outreach Program at 412-363-1702.

The Allegheny County Medical Society maintains a list of physicians who speak foreign languages. Contact: 412-321-3050.

The Refugee Education Initiative (REI)

A. REI: Goals

The goals of the REI are as follows: increase acceptance and access to education across schools within the City of Pittsburgh; create a best practices model to increase the cultural competency of educators and those staff working with students in the Pittsburgh School District; initiate and moderate dialogues between educators and staff in the Pittsburgh School District and stakeholders within the refugee communities.

B. REI: Initiation

The REI will be commenced by conducting requirements analyses of refugee children's educational needs within the pre-K to Grade 12 group. The REI Principal is expected to meet with individuals involved in the education field, specifically interacting with individuals in the City of Pittsburgh School District, the Pennsylvania Education Law Center (ELC), and with individuals working with the refugee communities, to determine: What are the factors that influence the placement and success of refugee children within a particular school district? Specifically, the Principal is to probe answers to questions such as:

- What is the relationship between housing and educational placement?
- What cultural obstacles exist among refugee groups that impact education?
- What role does access to transportation have in educational placement?
- How does language competence affect the ability of the refugee parent to participate in the child's school activities or to interact with the child's teachers?
- What is the willingness of the particular school to participate in cultural competency training of educational professionals and staff?
- How can the University of Pittsburgh's Schools of Education and Social Work be engaged to provide community outreach?

The REI Principal and his/her team will be expected to use the results of their research as foundation for the following: the creation of a series of dialogues between educators and the refugee communities to be moderated by the RHI Principal; and the creation of a cultural competency model to be used as a best practices paradigm by the Pittsburgh School District.

C. Research Notes

The U.S. Department of Health & Human Services' Office of Refugee Resettlement provides federal funding to State Departments of Education to disburse among school districts that are highly impacted by the presence of refugee children. The PA Department of Education provided aid to the Baldwin-Whitehall School District for the purpose of training professionals and staff on issues affecting the education of refugee children.

Source: http://www.pde.state.pa.us/svcs_students/cwp/view.asp?a=175&q=97674

For examples of the problems refugee school children face and cultural sensitivity training, see:

http://www.postgazette.com/neigh_south/20011017srefugees1017p2.asp

For information concerning the settlement of a lawsuit filed by the Education Law Center (U.S. Department of Education's Office of Civil Rights) on behalf of Somali Bantu children in an ESL class, including a copy of the complaint and settlement agreement, see: <http://www.elc-pa.org/litigation/litigation.html>

For information concerning the work of the Greater Pittsburgh Literacy Council with refugee communities, see:

www.able.state.pa.us/able/lib/able/fieldnotes07/fn07frefugees.pdf

D. REI: Prospective Stakeholders

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Note: The Collegiate YMCA administers tutoring programs for Somali children

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AJAPO is an organization that promotes empowerment, education, and civic engagement among refugees from Africa and the Caribbean

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The Social Integration/Community Mediation Initiative (SI/CMI)

A. SI/CMI: Goals

The goals of the SI/CMI are as follows: increase acceptance and integration of refugees into the social fabric of their community; to raise community awareness of the cultural contributions of refugees; to increase community activism among refugee groups.

B. SI/CMI: Initiation

The SI/CMI will be a functional initiative; that is, the Principal will liaise with other project Principals to determine how social acculturation affects the refugee's access to health care and education and to develop a best practices model for promoting the refugee's acceptance and integration into the community while preserving his/her cultural identity. A seminal component of this initiative is to create a community mediation training program where leaders from among the refugee communities will be trained as community mediators. The Principal is encouraged to engage the resources of Chatham College's Continuing Education Program and specifically the Center for Conflict Management and Resolution in this endeavor.

The SI/CMI Principal is expected to meet with community leaders within the refugee communities to determine the following⁶:

- What is the level of resistance to integration among the established community?
- What are the barriers to integration among the refugee groups within the established community?
- What racial or ethnic tensions have been exacerbated by the introduction of the refugee group? Do the tensions cross age or gender boundaries?
- What are the attitudes of public and private sector community service providers (e.g. police, EMT, shop owners) towards the refugee groups?

The SI/CMI Principal is expected to use this research as the foundation for the creation of a community mediation training module that will engage members of the refugee communities with members of the established community.

The SI/CMI Principal is expected to identify prospective stakeholders for this initiative.

C. CRI: Prospective Stakeholders

Khadra Mohammed, Executive Director
Pittsburgh Refugee Center

Ibrahim Muya, Leader Somali Bantu Community
Lawrenceville

The Camp Kakuma Reconciliation Initiative (KRI)

A. KRI: Goals

The goal of the KRI is to create a database of information culled from written and transcribed accounts of the refugees living at Camp Kakuma, Kenya. The purpose of this initiative is to provide documentary, uncensored evidence of the living conditions at the Camp which will be used to advocate for refugee rights and reform. It is hoped that this documentation will provide the foundation for commencement of a mediated dialogue between refugee advocates and members of the U.N. High Commission for Refugees.

B. KRI: Initiation

The KRI will be staffed with a Principal and student interns. The Principal will serve as an academic advisor to the interns who will work under the auspices of the Pittsburgh Refugee Center. The Principal will guide the students on the proper assembly of documentary evidence, advise on research methodology, coding of documents, the use of other primary and secondary sources to support the reports from the correspondences, and writing and editing of a comprehensive report.

⁶ For the purpose of SI/CMI, "established community" is defined to include those residents who are U.S. citizens and U.S. permanent residents.

C. Research Notes

For information concerning the conditions in the Kakuma refugee camp, see:
"Kakuma: A Troubled Refugee Camp in Kenya"

Source: <http://www.refugeesinternational.org/content/article/detail/910/>

For a comprehensive report on the conditions at Camp Kakuma by two civilian observers, see:

Source: www.crr.unsw.edu.au/documents/Kakuma%20reportShort.pdf

D. KRI: Prospective Stakeholders

Pittsburgh Refugee Center
Khadra Mohammed, Executive Director

Dr. Jean-Jacques Sene
Chatham College
E-mail: jsene@chatham.edu

Appendix – A: Settlement Statistics

Source: www.churchworldservice.org/Immigration/stats.html

Total Number of Refugees and Asylum Seekers 12 million

Total Number of Internally Displaced Persons 21 million

New Refugees and Asylum Seekers 1.04 million*

New Internally Displaced Persons 2.1 million*

Refugees Warehoused Five Years or More 7.89 million**

CWS/IRP resettled 4,765 refugees in Fiscal Year 2006 (Oct. 1, 2005-Sept. 30, 2006).

All statistics are as of Dec. 21, 2005.

* Represents persons who fled their homes during 2005, including those who fled and returned within the year.

** including:

- 2,411,300 Palestinians in Gaza, West Bank, Lebanon, Saudi Arabia, Jordan, Egypt, and Kuwait; 2,156,400 Afghans in Pakistan, Iran, the Russian Federation, and India;
- 697,500 Burmese in Thailand, India, Malaysia, and Bangladesh;
- 412,700 Burundians in Tanzania and the Democratic Republic of Congo (DRC);
- 409,300 Sudanese in Uganda, Kenya, Ethiopia, et al, and
- 397,900 Congolese (DRC) in Tanzania, Congo-Brazzaville, Zambia, Burundi, et al.
- 7,132,200 of all warehoused refugees have been warehoused for 10 years or more.

Appendix B: Internet Resources on Somalia (General)

Source: http://www.africa.upenn.edu/Country_Specific/Somalia.html

- [Country Map](#) of Somalia
- U.S. State Department Consular Information Sheet for [Somalia](#)
- [Somalia Embassy in the U.S.](#)
- World Factbook entry for [Somalia](#)

Other On-Line Resources Related to Somalia

- [Somalia](#)

The index has been created by The Norwegian Council for Africa, as part of its comprehensive effort to strengthen the knowledge of Africa and African affairs. The projects has been developed in cooperation with the information company Gazette, and with financial support from the Norwegian Ministry of Foreign Affairs.

- [Somalia](#) (Karen Fung)

Resources represent part of Karen Fung's "Africa South of the Sahara Electronic Guide". It covers: news, history, geography, etc..

- [Somalia @ Wikipedia](#)

Comprehensive resources on Somalia provided by Wikipedia, the Free Encyclopedia.

- [UN Somalia](#)

This website provides news about latest developments on Somalia and the wider Horn of Africa region, UN comment, detailed geographical and population maps, online information databases - including the Somalia Telephone directory, and links to other Somalia resources.

- [Languages of Somalia](#)

The Ethnologue is a catalog of the world's languages including information on alternate names, number of speakers, location, dialects, linguistic affiliation, and other sociolinguistic and demographic information. This database represents the 12th edition of the Ethnologue, published in 1992.

- [Greater Horn Information Exchange](#)

The GHIE, a no-fee resource accessible via email, telnet, gopher, and the WWW, is catalyzing the sharing of site reports, fact sheets, activity summaries, data sets, scientific papers and analyses. Field operations guides, disaster histories, and activity summaries are being added. Through an exciting tool called Interactive Data Rendering, GHIE users can select data to create application.

- [Post-US, Somalia Finds Many Cash In on Chaos](#)

October 20, 1997 article about Somalia in "The Christian Science Monitor"

- [Somalia - A Country Study](#)

Country study done by the Library of Congress, covers history, geography, politics, culture, etc.

- [SomaliNet](#)

Extensive resources on different aspect of Somali life at home and the diaspora.

- [ReliefWeb: Somalia](#)

News on war and peace from various news agencies.

- [HRW: Somalia](#)

Human rights situation in Somalia, documented by Human Rights Watch.

- [Somalia Watch](#)

Currents news about Somalia, and links to different resources related to Somalia.

- [Removing Barricades in Somalia - Options for Peace and Rehabilitation](#)

A publication conducted by the United States Institute of Peace by Hussein Adam, Richard Ford, Ali Jimale Ahmed, Abdinasir Osman Isse, Nur Weheliye, and David Smock (1997)
- [Banadir.Com](#)

News and web links to information about Somalia, in Somali and English
- [Somalia Photos](#)

Pictures taken in Somalia by Mark Jackson, a US veteran of the conflict in Somalia. who served as a medic in Mogadishu with 1st Platoon, Charlie Company, 41st Engineer battalion as part of Task Force 2-14.
- [Black Hawk Down](#)

In May 1997, Mark Bowden and Peter Tobia journeyed to Mogadishu to chronicle what had become of the city since the American troop pullout in 1993.
- [Banknotes of Somalia](#)

Photographs of Somali banknotes, 1962-1991
- [Bird Stamps of Somalia](#)

Photographs of bird stamps of Somalia, 1950-2001
- [USAID: Somalia](#)

USAID Somalia strives to improve local governance and conflict mitigation and to increase opportunities for more productive livelihoods.
- [ABYZ News Links: Somalia](#)

News about Somalia, from various news agencies, worldwide.
- [Somalia: Images of Dry Tropical Habitat](#)

Most of these images were taken by plant collector Frank Horwood, who visited Somalia several times.

Appendix C

Interview questions

- What is this organization's mission?
- What are the goals?
- How does the organization obtain those goals?
- What does the organization need to obtain the goals?
- What does the organization feel it does well?
- What could it improve upon?
- Do you think a community dialogue could help with understanding refugee resettlement and problems associated with it?