



# Outreach Newsletter

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*From right: Jibril Mohamed, editor of Outreach, former Mayor of Mogadishu and Governor of Banadir Abdullahi Salad, former Prime Minister of Somalia Mohamed Abdullahi Farmajo and former Somalia Minister of Education Dr. Abdinur Mohamud.*

## Educating African Immigrants in US Schools

### Waxbarashada Ardayda Afrikaanka ah ee Maraykanka

#### **Tacliiminta Ardayda Afrikaanka ah ee Maraykanka**

##### **Isku Tashiga**

Qoyska iyo bulshadu waxay kaalin weyn ka qaataan waxbarashada iyo dhaqanka carruurta Afrika. Tusaale ahaan, qoyska Soomaaliyeed wuxuu ilmihiisa geeyaa dugsi ay qoysas kale wanaag ka soo sheegeen ee lama eego in dugsi martabad sare ka galay natiijada degmada iyo in kale. Sidaas awgeed, baahida qoyska iyo tan bulshada ayaa ka horreeya tan qofka. Qoys walba wuxuu jecelyahay in ilmihiisu la tartamo kana horreeyo ardayda kale bulshaduna waxay ku guubaabisaa dhammaan ardaydu in ay aflaxaan.

##### **Talooyinka Macallinka**

Macallimiintu waxay hanan karaan waalidka waxayna aad sare ugu qaadi karaan tacliinta ardayda haddii ay billaabaan tartan iyo kedis xisaabta, higaadda iyo maaddooyinka kale oo shacabku ka soo qaybgalaan. Waaliddiinta Afrikaanku waxay jecelyihiin in arday walba si wanaagsan wax u barto iyada oo si gaar ah loo tixgeliyo kuwa guushu raacdo. Tartanka waxaa loo qaban karaa arday fasallo kala duwan ama dugsiyo kala duwan dhigata. Barnaamijyada caynkan ahi waxay abuuri karaan jawi waxbarasho oo wanaagsan.

Caddadka wargeyskan ee bisha Luulyo waxaa ku jira Afrika waa qaarad ballaaran oo 20% ka ah bedka dunida waxaana ku yaalla 54 dal. Dalalka Afrika qaarkood, sida Soomaaliya, waxay leeyihiin dad isku mid ah dhanka afka, dhaqanka, diinta iyo muuqaalka. Dalal kale oo Afrika ah waxaa ku nool dadyow kala af iyo dhaqan duwan.

Afafka Afrika ugu horumarsan ee aadka loo daraasadeeyay waxaa ka mid ah Soomaaliga iyo Sawaaxiliga. Soomaaliga waxaa looga hadlaa dalalka Soomaaliya, Kenya, Itoobiya iyo Jabuuti. Dadka Soomaaliyeed waxay ku noolyihiin daafaha Afrika iyo caalamka kalaba. Marka laga reebo dhowr af oo dedaal la geliyay, dalalka Afrika badanaa waxaa dugsiyada wax looga bartaa Carabi, Ingiriis, ama Faransiis. Daraasad dhowaan la sameeyay waxay muujisay in ku dhowaad kala bar dalalka Afrika ay qaateen afka Ingiriiska in dugsiyada lagu barto. Daraasad dhowaan la sameeyay waxay muujisay in ku dhowaad kala bar dalalka Afrika ay qaateen afka Ingiriiska in dugsiyada lagu barto.

## ... Educating African Immigrants in US Schools Waxbarashada Ardayda Afrikaanka ah ee Maraykanka

In the August edition of Outreach, we offered an introduction to the African immigrant communities in the United States. This edition will offer some cultural insights and tips for educators to successfully work with African students in U.S. Schools.

### **Punctuality and Attendance**

The concept of time in Africa is different from the US. About 70% of Africans live in rural areas and many more cannot afford to send their children to school. Many schools in Africa would not hold back a student because of tardiness. Sometimes, students will travel to their village during school breaks and return a few weeks late because of poor transportation.

Islam is one of the largest religions in the African continent. As such, many African English learner (EL) families are Muslim. Along with weekly worship on Fridays, Muslims observe two religious holidays called Eid days. A school with a large number of Muslim students may notice significant reductions in attendance on Eid days.

Many African households in the US, particularly Somalis, have larger than average families. For example, a single mother with six children may juggle dropping off children in multiple schools and going to work every morning. If one of her children is suspended due to tardiness, the mother may see this as an ineffective policy because the child does not like to go to school in the first place and telling him to stay home is actually a reward for him, even though his tardiness was not his fault.

### **Tips for Educators**

Because of weekly worship, Muslim families may not be available for appointments on Friday afternoons or not attend school at all on Eid days. These holidays are equivalent to Christmas for Christians and school districts should try to make accommodations if possible. For example, the City of New York has recognized these Eid days as official holidays.

Before distributing punishment for tardiness or absenteeism, educators should discuss the situation through an interpreter with the African family. An understanding of the underlying circumstances may help educators provide alternatives for the family or a sustainable way to address the issue that works for everyone involved.

## ... Educating African Immigrants in US Schools Waxbarashada Ardayda Afrikaanka ah ee Maraykanka

### **Economic Value of Education**

Some African communities have other means of joining an upper class without formal education, such as a focus on entrepreneurial endeavors. Regardless, education is generally highly regarded in Africa but many recent African immigrants lack guidance in their academic and career journey. Although there are many successful educated Africans in the US, there is a disconnect between this class and the new immigrants. This gap may be filled by Africans who found other ways to success outside of the educational system such as working odd jobs for long hours to start their own business.

### **Tips for Educators**

Educators should continually reiterate the value of an education in the US educational system. Though it may take time and hard work, an education is the strongest indicator of future economic success in the US.

### **Safety and Security in School**

African communities vary in practices of child discipline. African children are raised to respect adults and consider the opinions of an adult ...

...more valid than their own views. Teachers are particularly seen as authority figures and “second parents.” In this way, the teacher is expected to teach and meet all the educational needs of a student. Many African English learner parents may not feel they can help their children with schoolwork.

### **Tips for Educators**

Educators should communicate expectations with African parents through an interpreter. Some African parents may overreact if they discover their children are underperforming by enrolling in expensive tutoring services. Educators should familiarize themselves with existing free educational resources such as tutors and reading clubs at their local libraries, community centers or within the school itself.

### **Parental/Family Involvement**

In many African countries, parents are very involved in their children’s education because it is an expensive investment. The cost of sending a child to school would include school fees, supplies, transportation, and loss of labor as the child would otherwise contribute to the family income. In some communities, education is a communal affair.

## ... The Somali Graduation and Scholarship Program Barnaamijka Qalinjebinta iyo Deeqaha Waxbarashada Ohio

African countries have different ways of structuring the names of people and religious or cultural practices may influence greetings and interactions. For example, in Somalia, the names are structured in such a way that the first name belongs to the student, the middle name to the father, and the last name to the paternal grandfather.

### **Tips for Educators**

To promote parental/family involvement, educators should never use a child as an interpreter. Instead, a professional interpreter should be scheduled for all important meetings. Hiring teaching assistants who are able to double as interpreters is another effective approach.

Educators can ensure African parents understand the availability of free services in the US education system, but also emphasize the value of an education even though it is offered without cost. African families may also be very interested in attending competitive events at the school and educators can utilize this interest to welcome the family into the school community.

Educators should learn how to best address children and family members based on the naming structure in their country of origin. Other factors may influence interactions between educators and African parents based on religious and cultural traditions. For example, educators may allow an African parent to first offer a handshake and not assume the decline of a handshake greeting is intended as an insult.

If you have questions or story ideas for making our schools, hospitals or other community resource centers more effective in meeting the needs of special populations including new Americans and people with developmental disabilities, please do not hesitate to contact the SomaliCAN Outreach Newsletter editorial team. We can be reached by phone at 614-439-3034 or e-mail us at [somalican@gmail.com](mailto:somalican@gmail.com).

###

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## Job Opportunity of the Month

### CRIS Work Readiness Specialist

**Description:** TBD Part-Time (20 hours/week) to Full-time (40 hours/week)

**Benefits:** Competitive hourly pay rate, medical/dental/vision insurance eligibility and paid time off/paid holidays (for permanent full-time staff with a schedule of 25+ hour/wk), flexible spending account (FSA) program, 403b tax-deferred retirement savings option

**Essential Job Functions:**

Assess work readiness skills of participants

Conducts activities to enhance motivation and improve communication skills

Assists with computer lab, workshops, and teaching of job readiness skills and the life skills related to attainment of pre-employment competencies

Administers tests to measure participant competency of program components

Assists all participants in job search, barrier resolution, and work-life balance management

Maintains time and attendance records for all participants

Ensures that all participants adhere to all center guidelines and regulations

Maintain relationship with college and trade school representatives

Communicate the "Work First" message to participants, illustrating the advantages of working financially and philosophically

Meet with each participant for the Intake and Assessment process

Collaborate with CRIS colleagues, working as an Engagement Team to best serve participants

Assists OWF Site Supervisor as needed

Other duties as assigned

**Education Requirements**

Bachelor's degree in a related field

**Work Experience and Education Preferences:**

Prefer professional experience working with immigrants and refugees

Prefer fluency in a second language spoken by our clients (Somali and/or Arabic language)

*For more information on how to apply for this position, please contact:*

Community Refugee and Immigration Services

1925 E Dublin-Granville Rd. Suite 102

Columbus, OH 43229

Ph: 614-235-5747

[www.crisohio.com](http://www.crisohio.com)

## Central Ohio Community Resources

### Police:

Emergency: 9-1-1

Non-emergency: 614-645-4545

Sheriff: 614-462-3333

### Mental Health Crisis:

Netcare Access: 614-276-2273

### Poison Control: 1-800-222-1222

Columbus Health Department

Free Clinic: 614-240-7430

### Legal Matters:

Legal Aid Society: 614-241-2001

### Child Abuse and Neglect:

FCCS: 614-229-7000

### Housing:

CMHA: 614-421-6000

### Information and Referral:

HandsOn: 614-221-2555 or 211

### Somali Services

#### SomaliCAN

614-489-9226

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

The Omoleky Law Firm

614-441-5305

## SOMALICAN SERVICES:

### Health Communication and Literacy:

- Patient education
- Prescription access
- Cultural competency training
- Information & Referral

### Community Education:

- Youth engagement
- Services in Schools
- Advocacy and Support
- Scholarships
- Annual Graduation
- Crime Prevention
- Disaster Preparedness

### SomaliCAN Outreach Newsletter:

- Monthly bilingual newsletter
- Advertisements
- Articles
- Cultural Competency
- Research
- Legislation
- Developmental Disabilities

### Immigration Services:

- Green card applications
- Citizenship applications
- Citizenship education

### Somali Interpretation & Translation:

Do you require highly qualified legal interpreters and translators in an Ohio court, law office, federal agency or other venues? SomaliCAN is the most reliable source of highly competent professional Somali court /legal interpreters and translators in Ohio and around the United States and globally.

Please contact a SomaliCAN specialist today. SomaliCAN provides interpretation and translation in social services, medical, legal, academic and financial settings.

## SomaliCAN

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