

Indochina Refugee Training
Talking Papers

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"A University of Oklahoma Model of A Comprehensive
Training Program for Indochina Refugees"

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PART I. Background Information

BACKGROUND INFORMATION

1. The collapse of the Republic of Vietnam and the mass movement of refugees fleeing their homeland has received world-wide attention. The United States involvement in Vietnam has been in the spotlight for more than a decade and has become a major political and emotional issue that is fraught with distortions of the nature of our involvement, and now the frustrations of bitter defeat. Though the conflict has ended, there remains the plight of nearly 200 thousand refugees who create a very visible and volatile problem to be solved. The arrival of the refugees has created three distinct but interrelated dilemmas for the United States.

(a) An economic dilemma is posed by the sudden influx of thousands of job seekers into the labor market. This has created a great deal of apprehension in the United States which is accentuated by the current high unemployment and other woes plaguing the United States economy. The prospect of unemployment for many of the Vietnamese would place an added burden on the already swollen welfare rolls. This is something that neither the American taxpayer nor the Vietnamese refugee wants. This type of introduction into American society could create the spectre of future generations of Vietnamese Americans alienated from the social and economic lives of the United States. The most acceptable solution to the economic threat of the refugee influx is the investment of adequate funds to provide for the proper integration of the Vietnamese into the American economic community.

(b) A government dilemma develops quite beyond the mechanics of providing for the administration of the transporting, housing and feeding of the refugees until they can be relocated somewhere in the United States. The American government is only as effective as its public acceptance allows. The refugee problem is a highly publicized matter with elements of controversy involved. Confidence in the government of the United States will suffer if integration of the refugees is done in such a way as to attract major criticism. The entire process will be subject to close scrutiny from many quarters. The only solution to the threat to governmental confidence and stability is positive and thorough government action in engaging the task of integrating the Vietnamese into American society as productive and supportive citizens. The government can ^{not} afford to handle the refugee resettlement in a manner that will have widespread adverse repercussions.

(c) The human dilemma of the Vietnamese is obvious. As indicated already, their dilemma is ours also. They are undergoing one of the most shaking and traumatic experiences that can befall human beings. They feel the loss of nearly everything familiar; homes, possessions, friends, and country. This¹⁵ compounded by the uncertainties of a future in a strange and potentially hostile environment.

2. Previous mass immigration has tended to congregate the people in or near areas already occupied by substantial numbers of their own nationality or if this was not possible, they moved into an area en masse and created a little model of their home country. This should not happen in the present case nor would it be desirable even if conditions made it possible.
3. Settlement of these new refugees becomes a more complex problem than previous mass refugee settlements or the routine immigration process. Past experience in having refugees absorbed into the American society through the voluntary agency system will not be a satisfactory solution in this instance. It may be for some of the refugees that are more educated and partially westernized, but for the tens of thousands that have neither education, skills, nor cultural familiarity, assuming their smooth integration into society will exceed the capacity and expertise of the voluntary agencies. It would be grossly unfair to a well-meaning sponsor, to the refugee, and to the community to expect them to bear the burden of the long and painful process of full entry into society of such a person who has not been given the opportunity for proper advance preparation. Forcing the refugees into society with hasty or inadequate preparation would be disastrous.
4. We believe that an adequate investment now in money and time that will permit proper preparation of the refugees for movement into the American society is the best approach and will prove to be well worth such an investment as these people become responsible, productive citizens. We also believe that failure to provide adequate resources for proper preparation will have immediate and long-lasting adverse effects leaving scars that will be difficult to erase.
5. This approach may be unpopular to some of those with an inadequate understanding of the magnitude of the problem, but we hope that short-sighted political expediency does not force a hasty solution that will prove to be unsatisfactory and regrettable for the nation in the long run.

PART II. Talking Paper "I"

"Acculturation/Orientation/Counseling Training for
Indochina Refugees To Be Conducted at Fort Chaffee,
Arkansas"

STATEMENT OF THE PROBLEM

The Vietnamese refugees must be prepared for integration into the American society as rapidly as possible with a minimum of adverse effects on the refugee and the communities into which they will settle.

There is no "typical" refugee. They cover a broad spectrum from highly sophisticated western university graduates with advanced degrees to those who may not be literate in their own language and have little if any meaningful understanding of the country to which they have fled.

Given such a broad range of backgrounds, few have had an opportunity to live in the United States in the role of a normal citizen. Those who worked closely with Americans or observed Americans in Vietnam did not see the real American society as it functions in the United States. Many of the refugees have distorted views of the United States thus making a relearning process necessary.

The preparation of the Vietnamese for entry into American society can be accomplished by a well constructed and professionally conducted program of acculturation/orientation/counseling that is flexible and fully considers all the pertinent elements involved.

The University of Oklahoma proposes to draw upon its extensive and varied professional resources and proven experience in the field of acculturation training to create and conduct such a program for the refugees.

OBJECTIVES

(1) The proposed project will conduct a model one/week program designed to accomplish a cultural interface between a selected group of 50 Vietnamese and their adoptive land as preparation for complete integration into American life. (The University of Oklahoma would welcome an alternative approach to conduct simultaneously three such models with 150 Vietnamese instead of 50 Vietnamese)

(2) The program will develop from the participants of the initial cycle, a cadre of Vietnamese trainers skilled and motivated to assist in the more difficult acculturation programs to come, when relative refugee skills and literacy levels drop with the entrance of the non-urban refugee populations. The self-help, self-generating features of this program objective injects reality and credibility into the American acculturation effort.

(3) The proposed program will generate an acculturation/orientation/counseling model capable of replication at Fort Chaffee and such other ports of entry as Camp Pendleton, Eglin Air Force Base and Indiantown Gap.

(4) The program will develop a diagnostic counseling model for anticipating acculturation problems and solutions for target populations yet to come.

(5) Recognizing the large numbers of refugees to be oriented and the need to accomplish the task in as short a time frame as practical, the University of Oklahoma has the capacity to conduct training for many additional groups simultaneously.

PROGRAM RATIONALE

The program proposed recognizes communication as the key to

cultural understanding.

(1) A society is reflected by its communication patterns. It is a basic anthropological tenet that group effort is impossible without communication. Human communication is language. Societies, Vietnamese and American, are synonymous with their patterns of communication, their methods and means for transferring meaning.

(2) Acculturation is interactive, a two-way "shock." A high degree of Vietnamese involvement is required in setting individual program goals and mutual expectations of the participant and the university staff member (the involvement of the staff member is as individual--the Vietnamese interacts more with a team of specially trained Americans, as individuals than with a program).

(3) The interaction must sequence from an acculturation framework to the practical, problem solving needs of the participant, generated by the expressions of the participant in the initial, expectation-setting stages of Program Phase I (listed below).

(4) Though a military base is the locale for this training, valid acculturation cannot take place in a military or government agency context. The integrity of an educational process is best preserved by reserving it to the institutions of education and all such training must remain in the aura of a civil process. The roles of the military and the federal government must be rigidly defined as emergency housekeeping and source of funding, respectively. Government for the people and the subordinate role of the military are primary features of American society, and must be defined and observed in acculturation programs. Otherwise,

credibility will fail along with program integrity.

Four basic assumptions undergird the proposed program.

- (a) Model program participants will be selected from Vietnamese with English language skills at the "S-2" level used in the Peace Corps and other linguistic projects. Preliminary inquiry indicates there are sufficient numbers in this category.
- (b) Model program participants will be selected from Vietnamese expressing the personal objective of integration into American life, with the end acculturation objective as United States citizenship.
- (c) Model program participants are assumed to lack prior practical life experience in the continental United States.
- (d) Model program participants will be selected from age group ranging from young adult (15 years) and older, in an employable configuration.

Phase I - Establishing Communication

- (a) Expectations
- (b) Communications Model

Phase II - Personal Perception

- (a) How information is processed by the human mind
- (b) Human perceptions
- (c) The meaning of meaning
- (d) Comparative attitudes, beliefs and values

Phase III - Interpersonal Perceptions

- (a) Relationships between individuals
- (b) Communicating in small groups of individuals

Phase IV - American Organizational Perceptions

- (a) Status -- meaning, uses and abuses
- (b) Power -- meaning, uses and abuses
- (c) Networks of Communication -- importance, barriers, aids

Phase V - Intercultural Perspectives

- (a) Roles
- (b) Norms
- (c) Communication Roles
- (d) Social Change:
 - (1) How innovations are diffused into the fabric of society.
 - (2) Communication strategies for change and acceptance
- (e) Certification of achievement (awarded to participants)

APPROACH TO PERFORMANCE

(1) This model proposed program uses a team approach, of one staff to interact individually with 15-18 participants. The total group will be engaged, in various subgroups, for the five day period of the program, 8 to 10 hours each day of day and evening involvement in structured and informal sessions. Total group sessions will be scheduled for some activities such as film viewing and cultural activities. The concentrated content requires frequent grouping for counseling interactions.

(2) Program content and sequencing will follow the developing needs of program participants, but will be patterned as indicated below.

Phase I - Establishing Communication between Program and Participant

During this critical initial period of interaction, a

communication model will be established based upon:

- (a) communication patterns of Americans and Vietnamese
- (b) expectations of the program and the program participant

Phase II - Adapting Personal Perceptions

In this phase the participant will be involved in activities which introduce the concept of comparative cultural and individual perceptions and which explore examples drawn broadly from comparative:

- (a) Vietnamese and American jurisprudence
- (b) Vietnamese and American government
- (c) Vietnamese and American economics
- (d) Vietnamese and American monetary systems
- (e) Vietnamese and American social conventions
- (f) Vietnamese and American weights and measures
- (g) Vietnamese and American customs of health, hygiene and nutrition
- (h) Vietnamese and American attitudes toward and the economic role of agriculture.
- (i) Vietnamese and American attitudes toward and the societal role of police
- (j) Vietnamese and American attitudes toward and the civil role of the military
- (k) Vietnamese and American attitudes toward and the societal roles of family units and family members

Phase III - Adapting Perceptions Interpersonally

During this phase the perception adaptations developed in Phase II will be applied to person-to-person and to small group problems in transfer of meaning, the essence of communication. Participants activities will be based upon:

- (a) person-to-person relationships and
- (b) small group communication

Phase IV - Perceptions in American Organized Activity

This crucial phase will engage the career expectations of Vietnamese in the American economy and personal expectations in community/political spheres. Participant activity will be directed toward self-discovery, in a new American context, around perspectives relating to:

- (a) status in organizations, achievement, maintenance and meaningful relationships to
- (b) power in organization, how it is achieved, how it is exerted, limitations in an open society, abuses, and effectiveness; how this and status are achieved, exerted and expressed through
- (c) organizational communication networks; the means, the directions and the importance of information flow in American organized activity, aids and barriers to organizational written and oral communications.

Preceding the participant activities in organizational communication will be explication of American organizational characteristics on models drawn from:

- (a) military organization
- (b) educational institutions
- (c) private enterprise
- (d) social organization
- (e) police organization
- (f) professional organization
- (g) religious organization
- (h) governmental organizations

American work norms will be identified, with emphasis on on-the-job expectations in such matters as productivity and time, and work scheduling.

Phase V - American and Vietnamese Cultural Perspectives

This final phase builds upon the perceptual adaptations of the previous phases. Having participated in activities demonstrating cultural perceptions at personal, interpersonal and group levels, the Vietnamese will apply these skills to comparisons of Vietnamese and American cultures. Roles and norms of citizenship and community membership and strategies for initiating and accepting change in a mobile society will be explored.

Subcultures which impact an American information systems-- the news media, periodicals, non-fictional and imaginative literature -- will be identified as forces in a national life.

Among the cultural norms to be explored are American attitudes toward and uses of leisure time, recreation and entertainment, including motion pictures and television.

Facilities for program activities will be base theaters, churches or other facilities furnished by Commanding Officer, Fort Chaffee, Arkansas. Pre-program preparation will include surveys for suitable facilities on the base in order to provide the most effective program.

Materials needed for the project include:

- a. Handout reproductions
- b. Student Materials -- notebooks, participant and staff biographies, dictionaries
- c. A modest reference library
- d. Motion Picture Film

- e. Video Tape Equipment to support role-playing session
- f. Certificates of completion, an important document in Vietnamese society and a helpful reference for potential employers.

The program model will reinforce the demonstrated resourcefulness, mental agility and adaptability of the Vietnamese through small group seminars. As program content moves from generalities to practical, seminar conduct will urge participants toward group society wherein organized activity supplants (or at least complements) the traditional Vietnamese family unit. That is, there will be no attempt to discourage family units, but adaptability to American group activity will be instilled. At the close of the model program separate group "societies" will attempt to integrate with each other.

Continuous individual participant evaluation will facilitate recruitment of Vietnamese for staff assistant service in future programs as interpreters, instructors, group moderators and counselors. This Vietnamese cadre, working with University staff in subsequent programs will greatly ease the linguistic and acculturation processing of Vietnamese with low skills and literacy levels.

American cultural group activities will be invited on site to provide program participants participative experience with aspects of American culture -- Boy and Girl Scout groups, school musical groups, athletic contests staged for and in competition with Vietnamese, motion pictures, television programming and other such activities as may become available.

Ideally, field trips, regulations allowing, will transport small participant groups to visit and experience American group

and community activities, implementing Vietnamese interaction with American leisure, recreation, culture, economic and social life.

SCHEDULE

(1) The University is prepared to commence program preparation activities immediately upon award of a contract. Developmental effort is underwritten by the University of Oklahoma and will not be charged to the contract.

(2) The University is prepared to begin acculturation program model activities ten working days from award of a contract.

(3) Program scheduling contemplates a five day compression of a two week program, through daytime and evening sessions approximating eight to ten hours of participant involvement, or more if desired by participants. University staff will remain in close and continuing association with Vietnamese participants throughout the life of the program. Scheduling will be planned and revised continuously around the basic model program content and sequence:

Phase I - Establishing Communication

- (a) Expectations
- (b) Communications Model

Phase II - Personal Perception

- (a) How information is processed by the human mind
- (b) Human perceptions
- (c) The meaning of meaning
- (d) Comparative attitudes, beliefs and values

Phase III - Interpersonal Perceptions

- (a) Relationships between individuals
- (b) Communicating in small groups of individuals

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 - (1) How innovations are diffused into the fabric of society.
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EVALUATION

The two dimensions of evaluation of the proposed program are evaluating the model program participants.

- (1) Program evaluation strategy will be developmental, designed to improve programming in anticipation of acculturation problems of subsequent programs with Vietnamese target populations of varied skills and language proficiencies. It is hoped that programs will continue to cycle refugees toward societal integration at the Fort Chaffee site.
- (2) Participant evaluation will serve the dual purpose of

defining individual progress toward societal integration and screening Vietnamese for recruitment as staff assistants for future programs following this model. It is conceivable that a potential Vietnamese staff assistant will participate in more than one program for reasons of

- (a) remedial needs
 - (b) increasing potentials as staff assistant
- (3) Evaluation data will serve to:
- (a) develop program models for replication at Fort Chaffee and other refugee points of entry.
 - (b) Assist D.O.L. and other interested government and private agencies in assessing employment and social potentials of program participants and, by projection, the total refugee population.
- (4) Means can be provided for immediate evaluation of the program by the participants and for follow up evaluations by the participants after a period of time following entry into a community and/or by agencies within the community.

The evaluation system can be as simple or as complex as the directing authority seems necessary for modifications of the ongoing program or for use in future programs.

BACKGROUND AND QUALIFICATIONS OF

THE UNIVERSITY OF OKLAHOMA

Since its establishment in 1890, the University of Oklahoma has become a national leader in higher education and public service.

With a faculty of over 700, many widely known for their scholarly contributions to their respective fields, the University provides a challenging and stimulating environment for over 18,000 full-time undergraduate and graduate students. Several thousands more matriculate on a part-time basis through special degree and non-degree programs.

The University has conferred more than 70,000 degrees upon graduates of its eleven schools and colleges: Arts and Sciences; Business Administration; Continuing Education; Education; Engineering; Fine Arts; Law; Medicine; Nursing; Pharmacy; and the Graduate College.

Included in this modern institution are the nation's largest university owned and operated airport, a research center, a medical center, an excellent library--which contains many rare collections, multiple extension study centers, and one of the nation's finest adult education complexes--the Oklahoma Center for Continuing Education.

The Oklahoma Center for Continuing Education uniquely equips the University of Oklahoma for the development of education-training programs to meet the education-training needs of industry, government and citizens groups. Annually over 40,000 business

executives, public officials, and community leaders participate in specially designed educational and training programs developed by or in conjunction with University faculty and staff.

While the Oklahoma Center for Continuing Education maintains a staff of highly qualified specialists, a close and positive relationship is maintained with the academic faculty to insure that all programs receive the highest level of academic and intellectual input. Consequently, all programs are designed and developed by a well-qualified corps of staff and faculty highly knowledgeable about subject content, methodology, adult education, and the needs of the adult student. These programs include non-credit institutes, conferences and seminars, and fully accredited degree-granting curricula.

Among the various departments that conduct the adult training and education programs are: Business and Industrial Services, Health Studies Department, Continuing Legal Education Center, Civil Defense Training Center, International Training Programs, Independent Study, Office of Advanced Studies, a Human Relations Department that offers a M.A. degree, and numerous other services.

Through the creative and innovative resources available at the Oklahoma Center for Continuing Education, the University of Oklahoma has assisted in the establishment of several federal agency national training academies. Among these are:

1. The Federal Aviation Agency Training Center on the campus of Cameron College, Lawton, Oklahoma. In December, 1970, the U. S. Department of Transportation, Federal Aviation Administration, awarded to the University of Oklahoma's Business and Industrial Services

what is believed to be the largest single contract for management and supervisory training ever let.

This contract required the development of all instructional materials and teaching of a three-week course for supervisors to 3000 persons and a three-week course for middle managers to 600 persons all within a period of eighteen months.

Development of training materials for this major program included approximately 4000 pages of printed matter, together with appropriate audio-visual material, in the form of tests and evaluation criteria, introductional notes, teaching plans, presentation/discussion outlines, guidelines for group applications, and student handout materials.

Subject matter covered in these programs, besides the customary supervisory/management subjects, includes intensive training in Equal Employment Opportunity (EEO), Career Development and Labor Management Relations (LMR) as applied to specific Federal government organizations.

Staffing (36 professional and 8 non-professional) for this program was completed on schedule and FAA personnel training began on April 5, 1971. To date, approximately 5400 supervisors and managers have been trained. Success of the program has been such that the University has been such that the University has been highly commended by the FAA.

2. Oklahoma Postal Training Operations is on the main campus of the University of Oklahoma in Norman. Since

its establishment in July 1969, the Department of Post Office Programs, University of Oklahoma, has assisted the U. S. Postal Service with the training of more than 6000 postmasters, managerial and supervisory personnel as well as more than 1900 security technicians. These U. S. Postal Service employees participated in a wide variety of career development courses ranging from fundamentals of supervision for first-line foreman through postmaster management.

In addition, many specialized career development courses were provided, including Postal Service Officer training, postmaster conference on union recognition, trainers institutes, office management, personnel policies and procedures, and customer relations. Almost all of these courses contained modules describing the U. S. Postal Service Equal Employment Opportunity Programs.

The correspondence course division of Post Office Programs assisted with the design, evaluation and distribution of several self-instructional courses including fundamentals of supervision, customer relations and several technical subject courses.

With the expertise available through Post Office Programs, Oklahoma Postal Training Operations has conducted a massive training mission and has now graduated more than 25,000 participants since 1969.

3. The Department of Short Courses, University of Oklahoma, has helped the Farmers Home Administration establish a national training academy on the campus of the University of Oklahoma in Norman. The Farmers Home Administration

has approximately 1700 employees who require training in order to comply with U. S. Civil Service Commission requirements. The resources of the Department of Short Courses is assisting in this training mission by providing instructional and courses design support. Since its inception in October 1972, the Farmers Home Administration Training Center, with the support of the University of Oklahoma, has provided managerial, supervisory and technical training for more than 400 employees to date. Mr. James Smith, former Director of the Farmers Home Administration, in his speech dedicating the new center, stated the University of Oklahoma was selected because it was the least expensive location available.

4. The Department of Health Studies is presently conducting sixteen two-week training institutes for Health Facility Surveyor Supervisors, Community Health Services, Department of Health, Education and Welfare. This program began as a four-month feasibility study and has now been refunded as an eighteen-month training and development project. The feasibility study approach used by this project is excellent background material for this EEOC proposal.
5. The Department of Advanced Programs conducts national training and educational activities for the Soil Conservation Service. In addition, Advanced Programs provides Master's Degrees educational opportunities to many federal agencies including D.O.D., D.H.E.W., H.U.D., F.A.A., U.S.P.S., and others.
6. The Department of Independent Studies has developed

many self-instructional courses for a wide variety of speciality fields. Current activities include proposals for material development for use in the new U. S. Postal Service Employee Development Center (PEDC). These centers will be strategically located throughout the United States. The PEDC's will also be available to other federal agencies for employee career development activities. Multi-media self-instructional teaching methods will be used in the PEDC. Independent Studies is actively involved in the development of such material.

The Division of Public Responsibility and Community Affairs' function is to assist individuals, groups, institutions and governmental agencies in the solution of problems, particularly in the solution of problems relating to the community and/or to the public responsibility of individuals as citizens and public officials. Sub-elements of the Division hasve conducted national training sessions, educational seminars, and research in each of the units: Child Development, Civil Defense and Survival Center for Emergency Preparedness, Community Personnel and Planning, Evaluation and Testing, Juvenile Personnel Training, Human Relations, and Urban and Community Development.

The Southwest Center for Human Relations Studies conducts national training programs in such areas as labor-management, inter-racial, interreligious, ethnic, school-community, civil rights, human rights, Indian affairs, and equal opportunity in employment, housing, education, health and welfare. It has given priority during the past three years to development and implementation of Equal Employment Opportunity Affirmative

Action Plans. The Center offers national training programs through the following units: Intergroup Relations, Indian Education, Consultative Center for Equal Educational Opportunity, Law-Focused Curriculum, Non-Profit Indian Community Project, Institute for Teachers in Desegregated Schools, and a Title I Talk-Back Television project dealing with Affirmative Action in Employment.

Summary

All the programs mentioned are presently in operation through contractual arrangements with the University of Oklahoma. Each began as an idea. Those ideas were analyzed jointly by the agency and the University of Oklahoma and have now become realities. Each is aimed at career development. Each is designed to meet the unique needs of the federal agency involved. The Division of Public Responsibility and Community Affairs and the Southwest Center for Human Relations Studies has available all the expertise involved in establishing these other training centers. This proposal will make full use of that experience.

The location of the University of Oklahoma, which is in the geographical center of the United States, reduces travel expenses for national training programs. Many federal agencies find this to be a significant advantage.

PART III. Talking Paper "II"

"A University of Oklahoma Model of A Comprehensive
Training Program for Indochina Refugees"

A UNIVERSITY OF OKLAHOMA MODEL OF
A COMPREHENSIVE TRAINING PROGRAM FOR
THE INDOCHINA REFUGEES

The University of Oklahoma is interested in developing a comprehensive program for 5,000 to 8,000 Vietnamese refugees in Oklahoma with the ultimate goal of integrating these refugees into the American society.

The University of Oklahoma would prepare to place approximately 5,000 to 8,000 refugees in available housing spaces within the colleges and universities throughout the State of Oklahoma. This movement of processed/unsponsored refugees from the Fort Chaffee, Arkansas, port of entry would make room for a like number of unprocessed refugees from Guam to be moved to the port of entry on the mainland.

Its proximity to Oklahoma (7 miles) makes Fort Chaffee an ideal port of entry from which to draw these thousands of processed/unsponsored refugees.

Administratively, the institutions of higher education in Oklahoma might be designated by the appropriate Federal Authority as a Training Branch auxiliary to the Fort Chaffee port of entry. The refugees would remain under the responsibility and control of the Task Force officials at Fort Chaffee. The full implications of "responsibility and control" would be more specifically delineated by detailed discussion among the agencies involved. The sponsor identification and placement of refugees would remain within the scope of the contracted volunteer relief organizations. The institutions for higher education in Oklahoma, under contract, would be responsible for:

- (1) Housing and food service

- (2) Medical care
- (3) English as a Second-Language training for elementary and secondary school age children.
- (4) English as a Second-Language training for those over elementary and secondary school age with emphasis on individuals who will be entering the job market.
- (5) Acculturation training for all individuals between the age of 15 and 60, (i.e. Initial integration of Vietnamese refugees into American society).
- (6) Upgrading of skills for those with minimum marketable skills.
- (7) Counseling in the selection of a career field for those without a marketable skill and skill training in the field selected.
- (8) Refresher training for refugees possessing a professional background (doctor, dentist, engineer, etc.)
- (9) Remedial education (where required)
- (10) Any other training that might be necessary for the refugee to function as a productive self-supporting member of our society.
- (11) Counseling in all appropriate areas as the need arises.

All services by Oklahoma's colleges and universities could be coordinated by the Public Responsibility and Community Affairs Division of Continuing Education and Public Service, The University of Oklahoma.

Training and services will be provided^{by} the thirty public and private colleges and universities in the State of Oklahoma.

Vocational and skill training will be provided by the thirty public and private colleges and universities in the State of

Oklahoma.

Vocational and skill training will be provided by Oklahoma's twenty-five vocational training centers located in the state, and are either adjacent to the colleges and universities or within a thirty minute bus ride.

RATIONALE

- (1) Refugees entering the training program in Oklahoma will have been processed with security checks completed.
- (2) The dispersal of the processed refugee to the training site will provide valuable space at Fort Chaffee for unprocessed refugees entering the continental United States.
- (3) Rather than concentrating 24,000 refugees in one location during training, this program would assemble no more than 1,000 refugees at any one college or university. Normally, there would be only 150 to 200. These numbers allow the refugees to function in an educational community of 1,000 to 20,000 students; therefore, receiving a more realistic perception of American culture.
- (4) Fort Chaffee lacks the facilities to conduct the varied training sessions which must be conducted simultaneously.
- (5) The atmosphere and morale at the ports of entry are not conducive to learning.
- (6) For skills training at Fort Chaffee, all training equipment and personnel must be physically moved and

a training center established on a site which is already experiencing space problems.

- (7) Training expense at the Training Branches would be diminished. Most trainers will be employed in existing schools and living at home, thus eliminating travel and per diem expense that would be incurred if the hundreds of trainers and staff were to conduct this volume of training at Fort Chaffee.
- (8) Refugees at the Training Branch will enjoy direct and immediate participation in the American society in which they are being prepared to enter.
- (9) As the refugees are certified by the Training Branch, Task Force and the Department of Health, Education and Welfare as ready to take their place in American society and are placed with sponsors, the cycle will be repeated, (i.e., new processed refugees from Fort Chaffee will enter the Training Branch, complete training, become certified, and will be placed with a sponsor and a new job.)
- (10) Coordinate with the Voluntary Organizations and the National Computerized Job Bank in Oklahoma City in identifying skill needs and job availability. The placement process could begin sufficiently in advance of the expected date of completion of skill training to permit the placement of graduates with a minimum period of unproductive holding time.

Qualified Vietnamese would be employed to the full extent possible in support staff positions. An initial estimate would

be 50 to 75 persons plus their families who would be sponsored by the universities involved and would be considered as self-supporting.

There are many rationales we could advance for our concept of a Training Branch to the port of entry, Fort Chaffee, but the important benefit we suggest for the U.S. State Department and Department of Health, Education and Welfare is a model that could be replicated for a Training Branch for each port of entry which allows a more flexible approach to refugee training.

This paper contains much of the material, though in revised form, that was presented in a briefing to some members of the Refugee Task Force in Washington on May 5. Our initial conviction that there is a definite need for this type of program has been reinforced in the interim by further study, consultation with experts in various appropriate fields and a visit to Fort Chaffee. We continue to feel that the Federal Authorities are interested in the most productive refugee resettlement approach and would consider a training program that has been carefully conceived and would be professionally implemented to the full benefit of the United States government, the American society and the Vietnamese refugee.