

FREECITY

INTERNATIONAL

Refugee Mentor Handbook



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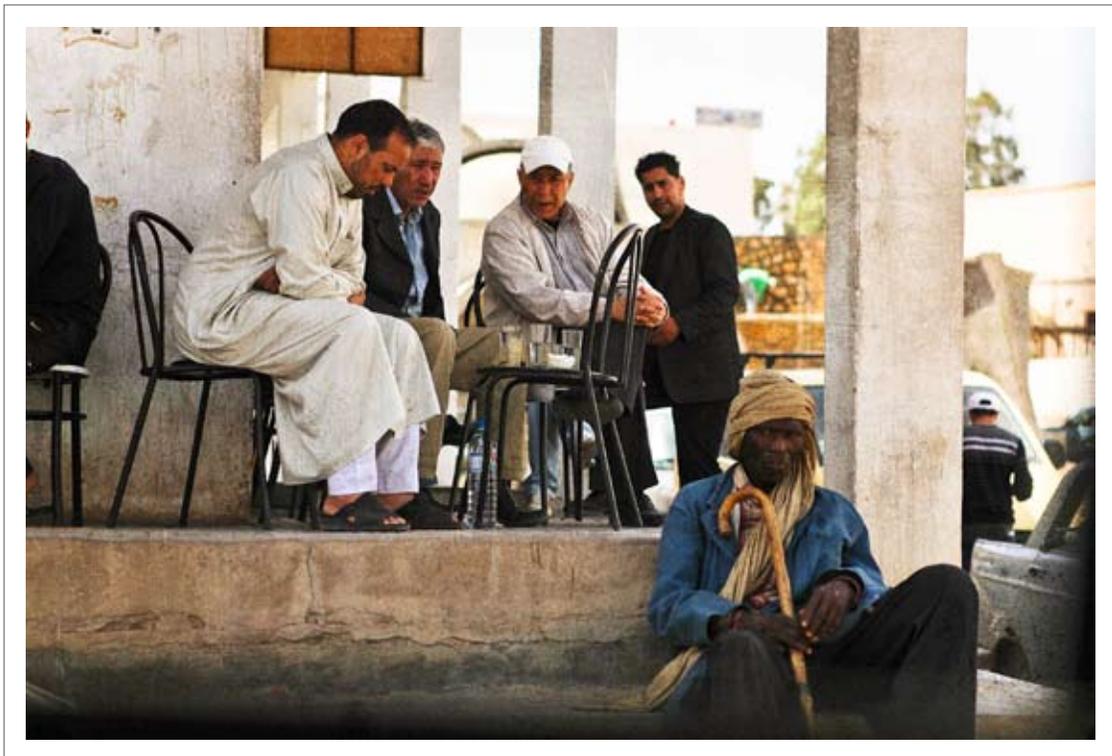
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FREE CITY INTERNATIONAL

Free City International (FCI) is a grass-roots, humanitarian organization working to bring relief and restoration to refugee communities.

T*he vision of FCI is to see refugee communities living in a holistically* healthy and sustainable way. We engage this vision by equipping people and communities to be able to access the knowledge and resources needed to improve the well-being of their lives and overcome the issues and obstacles that lead to poverty, oppression, and at times, famine and war. FCI provides a range of interventions, engaged through a community-focus, tailored to the context and centered on the mentor relationship.

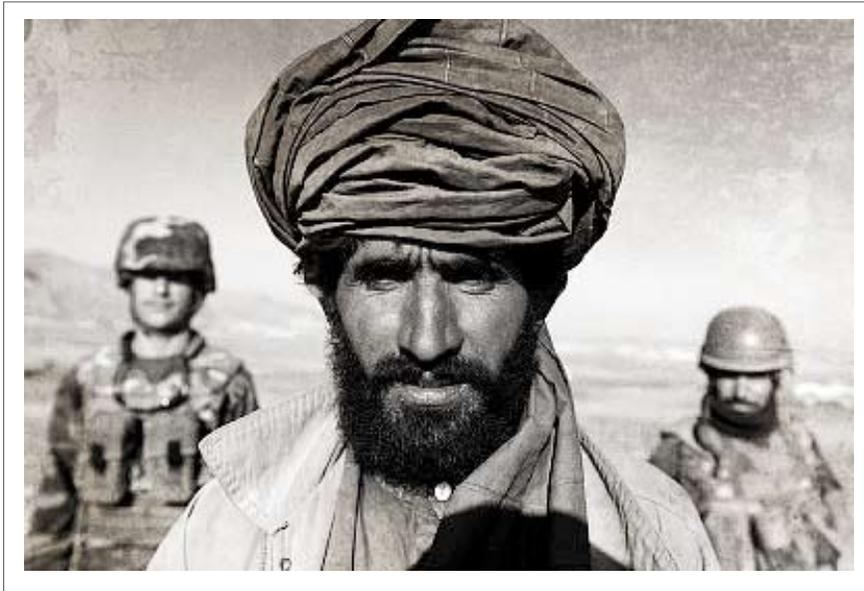
FCI works with people regardless of their religion, ethnicity, or gender.



— *Refugees* —



REFUGEES



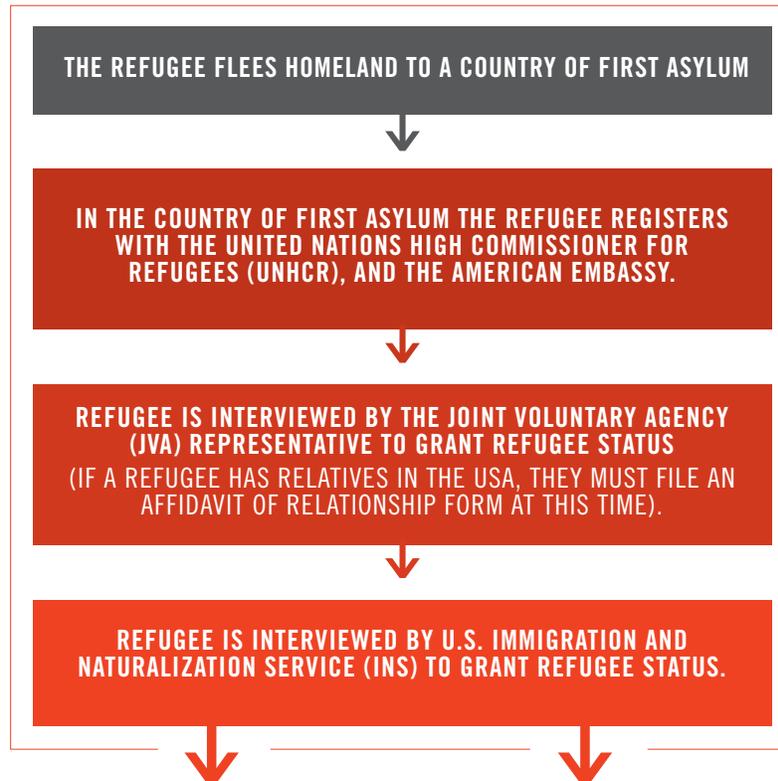
I *Imagine living in constant fear. Fear so pervasive and intense that* you would leave your home, suffer the loss of your possessions, and travel miles to a foreign land to live in a slum, ghetto, or shantytown. For some this nightmare is a part of their story—the first leg on the journey of a refugee.

The United Nations Refugee Convention of 1951 defines a refugee as anyone who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”

Refugees are forced to live as strangers—unable to return home and often unwanted in the country to which they’ve fled. They find themselves in crowded camps with limited access to food, education, and healthcare. There are no jobs, no opportunity, and very little hope of leaving. Years may pass in such conditions, as they slowly forget what it means to live a normal life.

If they are lucky enough to make it to the U.S. a new phase of the journey begins, no less bewildering and scarcely less frightening. After years of being in fear for their lives, treated like an unwanted guest, they arrive in a place wholly unlike their homeland where they must try to recover the community, dignity, and purpose with which they once lived. Another leg of their journey has begun.

HOW A REFUGEE RESETTLES IN THE U.S.



IF APPROVED

- BIOGRAPHICAL DATA IS SENT TO THE REFUGEE DATA CENTER IN NEW YORK.
- REFUGEE IS NOW ALLOCATED TO ONE OF SEVERAL RESETTLEMENT AGENCIES, SUCH AS THE IRC, RST OR CATHOLIC CHARITIES, AT A WEEKLY MEETING OF ALL JOINT VOLUNTARY AGENCIES.
- REFUGEE'S BIOGRAPHICAL DATA IS SENT TO THE RESETTLEMENT AGENCIES.
- THAT AGENCY ALLOCATES THE REFUGEE TO ONE OF THEIR REGIONAL OFFICES TO BEGIN THE RESETTLEMENT PROCESS
- THE REFUGEE FLIES TO THEIR NEW CITY AND AT THE AIRPORT MEETS WITH THE RA STAFF AND IF POSSIBLE THEIR MENTOR.

IF REJECTED:

- REFUGEE MUST FILE REQUEST FOR RECONSIDERATION; SECOND INTERVIEW WITH JVA, IF APPROVED; SECOND INTERVIEW WITH INS, IF APPROVED.
- IF NOT APPROVED: REFUGEE MUST STAY IN COUNTRY OF FIRST ASYLUM OR IF APPROVED BY JVA BUT NOT BY INS, THEY MAY APPLY TO ANOTHER COUNTRY.

THE REFUGEE EXPERIENCE

Refugees face the same difficulties that are common to all immigrants to the United States. The feelings of culture shock pervade every aspect of life. Food, clothing, social norms, language, ways of thinking, even the way houses and cities are constructed; all are new. The things about life in America that provide familiarity and comfort to those born into this culture can be foreign, frustrating, and intimidating to the refugee. Moreover everything about life that was familiar or comforting has disappeared. The sights, smells, sounds, the favorite foods, the holidays, the social gatherings. All gone. Though many refugee communities come together to recreate these things, it will never be like it was before.

Even more devastating are the personal losses they suffer—loss of their dignity through torture or abuse, loss of innocence through witnessing the horrors of war or persecution, even the loss of family members, some who may have died in the violence, disease, or hunger others that simply have been left behind in camps or their country of origin.

The emotions refugees must go through are intense and complicated. There will be grief over all that has been suffered, anger at the injustice that made the journey necessary, gratitude that they have made it through so many dangers, excitement at a chance to make a new life in America, and disillusionment as it becomes clear that the streets are not paved with gold. How they respond is unique to each refugee, but the emotions themselves are common to all humanity.

Free City International seeks to help refugees navigate this phase of their journey. Through partnership with a mentor, FCI wants to see refugees empowered to work their way through this transition. By helping to increase their capacity to participate in and contribute to this new and complex society the mentor will help them attain a sense of normalcy and wellbeing.

The average wait **7 YEARS**
IN A REFUGEE CAMP IS

MANY REFUGEES HAVE LIVED IN CAMPS FOR **18+ YEARS**

FCI focuses on the two key aspects of education and employment, to develop this capacity. Education paves the way to gainful and sustainable employment and employment provides financial independence, and a chance of upward mobility. Both will provide the opportunity for accelerated language learning and acculturation as well as a sense of personal achievement.

In all of this the goal of the mentor should be to enhance the ability of the refugee to successfully take part in American life and culture. Rather than merely handing them all of the things they want and need, the mentor should equip them with the tools that will enable them to attain those things for themselves.

Education & Employment

ARE TWO FOUNDATIONAL KEYS TO FCI'S PHILOSOPHY OF **PERSONAL RESPONSIBILITY.**

EDUCATION PROVIDES:

- ACCELERATED LANGUAGE LEARNING
- VITAL CULTURAL AND INTELLECTUAL INFORMATION
- A PATH TOWARD SUSTAINABLE EMPLOYMENT
- EXPOSURE TO A VARIETY OF PEOPLE AND SITUATIONS
- ACCULTURATION TO THEIR NEW COUNTRY

EMPLOYMENT PROVIDES:

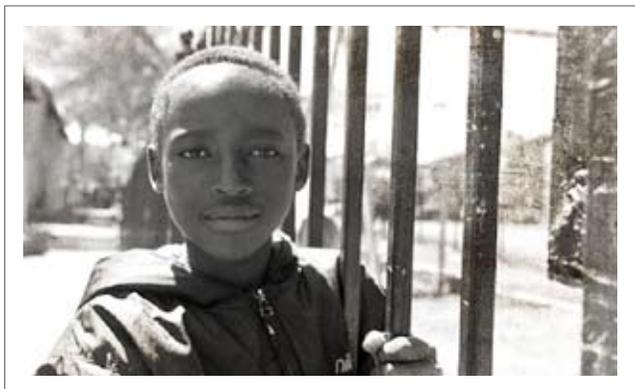
- FINANCIAL CONTROL
- ACCELERATED LANGUAGE LEARNING
- MEANS OF TAKING PERSONAL RESPONSIBILITY
- EARLIER CHANCE FOR UPWARD MOBILITY
- ACCULTURATION TO THEIR NEW COUNTRY
- EXPOSURE TO A VARIETY OF PEOPLE AND SITUATIONS

Instead of fostering dependence, the mentor should foster dignity and a positive attitude that affirms the abilities of the refugee and the opportunities available to them. Instead of telling the refugee what life in America should look like and how to get there, the mentor should help them figure out what kind of life they'd like to live and then work with them to determine what steps it will take to get there.

Ultimately the goal of mentorship is not to assimilate the refugee into American culture but to help them to be able to live bi-culturally—to effectively participate in American culture while still maintaining those unique aspects of their home culture that give them a sense of identity and self-worth. For this reason it is important for the mentor to come to understand and appreciate the culture of the refugee. The deeper the mentor understands the culture of their refugee the more they will be able to help them find points of connection between the two. Such cultural understanding will deepen their friendship, make communication easier and more fluid, as well as enrich the life of the mentor as their understanding of the world and human experience expands.

RESETTLEMENT

Prior to a refugee's arrival in America the resettlement agency is responsible for ensuring the crucial elements of housing, food, and basic furnishings are ready. Resettlement agencies try to find housing that is affordable on the small stipend given to refugees. They will also furnish it with necessities like beds, cookware, toiletries, and dishes as well as stock it with a week's worth of food.



Upon arrival, a representative of the resettlement agency meets the refugee at the airport. Many RA staff are former refugees, so frequently the caseworker assigned to the refugee comes from a similar cultural background, sometimes even being able to act as translator. The caseworker, or other representative, will take the refugee to their apartment and give them a basic orientation to their new home.

Within 24 hours the caseworker will make their first home visit to make sure the family is adjusting well, answer any questions, and make sure they have everything they need for the immediate future. Over the next week the RA will provide a more thorough orientation and a resettlement plan will be drafted for each refugee. This will outline their professional abilities, skills, education level, linguistic proficiency, and goals for employment and education. This will be the outline the caseworker will use in their follow-up with the refugee and to help tailor the search for employment.

Caseworkers will have additional follow up meetings with the refugees to discuss any questions that have arisen since resettlement. Over the course of these meetings the caseworker will discuss issues of safety, finances, health, employment, education, and children.

After three months the caseworker will perform a second home visit to assess the refugee's employment and financial status. After six months the RA will interview the family to assess whether or not they are self-sufficient. If so, they will close out the case file. If not, they will connect them with other social services like welfare and social security.

ONLY 10 *countries worldwide*
HAVE RESETTLEMENT PROGRAMS:

AUSTRALIA, CANADA, DENMARK, FINLAND, THE NETHERLANDS, NEW ZEALAND, NORWAY, SWEDEN, SWITZERLAND, AND THE UNITED STATES.

Depending on the financial assistance the refugee qualifies for the RA will provide service for up to 120 days. The main focus is to ensure that the refugee has connected to all the assistance they are entitled to and have as good a start to their journey in America as possible. Mentors come alongside the RA and continue after their work with the refugee is done. Mentors provide a personal connection and continued assistance that RAs are unable to. Most caseworkers have dozens of refugees they are trying to serve, whereas mentors are partnered with a single family. FCI also asks that mentors commit to a year with each family, and encourage the relationship to continue as long as there is interest and enjoyment on both ends.

MOST REFUGEES ARRIVE WITH *just one suitcase.*

SOME REFUGEES ARRIVE WITH
JUST THE CLOTHES ON THEIR BACKS.



RESETTLEMENT AGENCY & CASE WORKER RESPONSIBILITY

The goal is to enable each refugee to achieve social and economic self-sufficiency and to build a new life in freedom.

BEFORE A REFUGEE ARRIVES: The Resettlement Agency staff ensures that housing, food, and basic furnishings are provided.

AFTER A REFUGEE ARRIVES: The caseworker becomes actively involved in the following areas of responsibility:

1) Arrival

- a. Meeting clients at the airport and providing community transportation to their new home.
- b. Providing pocket money within 24 hours.
- c. Taking clients grocery shopping within their first two days in the country

2) Orientation

- a. Refugee Rights/Responsibilities
- b. Agency Responsibilities/Goals
- c. Various community information (safety, health, employment)
- d. Issuing cash assistance for food and basic needs
- e. Immigration Orientation (filing for relatives, adjustment of status, AR-11's, citizenship)
- f. Housing and Utilities – review of lease, rent payment, tenant and landlord responsibilities
- g. International Organization of Migrations (IOM) Loan Repayment
- h. Apartment Overview – how to use the stove, air conditioner, phone, etc. This takes place during the 24-hour home visit.

3) Social Security Card

- a. Obtaining a Social Security Card

4) Human Services

- a. Applying for Medicaid, food stamps and Women's, Infants & Children (WIC)
- b. Applying for supplemental security income
- c. Referring clients to other social services and resources (RSS, DARS, etc)
- d. Referring and helping clients to enroll in ESL classes
- e. Obtaining Texas ID card

5) Health Appointments

- a. Health screening at the Department of Health

6) Enroll Children in School

- a. Enroll children in school
- b. Provide information for Higher Education and ESL Classes

7) Employment

- a. Caseworkers and employment staff collaborate to find positions for refugees
- b. Goal is to secure employment within 120 days
- c. Have weekly workshops on topics such as: public transportation, financial literacy, etc.

8) Case Files and Documentation

- a. Caseworkers document pertinent information in refugee files up to 120 days for most cases, but up to 180 days and beyond if necessary. The caseworker works closely with clients until they are employed (usually within the first 90 – 120 days). Caseworkers work with clients for an indefinite period of time depending on individual needs and may refer to long-term case management programs in needed.

9) Cash Assistance

- a. Enrollment into TANF, RCS or Match Grant for the first 120 days

TIMELINE OF RESETTLEMENT AGENCY SERVICES



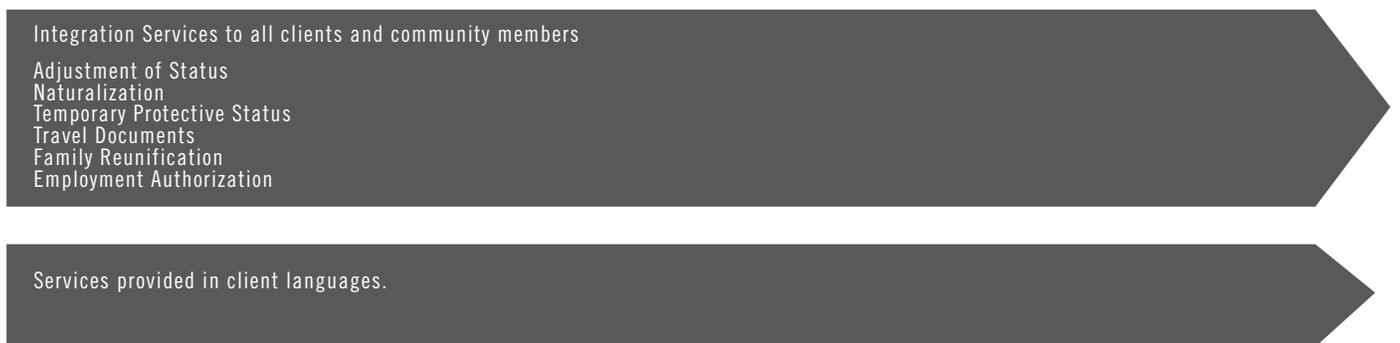
FINANCIAL ASSISTANCE



SUPPORT SERVICES



VOLUNTEERS AND MENTORS



— *Mentors* —



MENTORS & MENTOR TEAMS

To be a Free City International Mentor or Mentor Team member is to be a friend and guide to a refugee individual or family.



EFFECTIVE MENTORS REFLECT AN ATTITUDE OF OPENNESS AND ACCESSIBILITY. YOU WANT THE REFUGEE TO FEEL THEY CAN ASK YOU QUESTIONS AND THAT YOU WILL TREAT THEIR BELIEFS AND CONCERNS WITH RESPECT. THIS RELATIONSHIP BUILDING BETWEEN YOU AND THE REFUGEE IS ESPECIALLY SIGNIFICANT BECAUSE YOU PROVIDE THE INVALUABLE FRIENDSHIP AND TRUSTWORTHY MORAL SUPPORT THAT A NEWCOMER NEEDS.

Some of the things you will do as a mentor/mentor team member are:

- Attend the Mentor Training Workshop
- Complete the application process
- Attend additional equipping/training classes
- Determine the amount of time you can commit to your refugee family each week
- Learn about and respect the home culture of your refugee
- Take the time to learn a “travel-amount” of the heart language of your refugee family
- Be a friend, teacher, agent of peace, and advocate for justice.

HOW TO GET STARTED

CHOOSE AN AREA OF SERVICE

Areas of service are divided into Pre-Arrival and Post-Arrival categories:

Pre-Arrival:

Welcoming Team Committee and/or Mentor Team Volunteers

Post-Arrival:

Refugee Mentor, ESL Mentor and/or Mentor Team

APPLICATION

The first step in getting started is to complete the Free City International application. If you already have a relationship with a refugee family you can request to be placed with them. Other preferences will be taken into consideration such as originating country, people groups, and apartment complexes.

Once the volunteer application and background check has been received and approved, FCI will contact you with information on your family. Material is available on the majority of countries represented in FCI's client population. FCI will provide you with cultural background information on the clients' countries of origin, but you will learn the most from the refugees themselves.

FIRST MEETING

A mentor's introduction to a refugee can be an intimidating time for both parties. A staff member from the refugee's Resettlement Agency will be present to introduce you to your refugee and help break the ice. It is important to take the first meeting slowly. Try to establish common ground with the refugee and to make them feel at ease. Introduce yourself, talk about your family, your siblings, favorite foods. Ask simple straight-forward questions about family, work, hobbies, sports, etc. Try to focus on positive aspects of life, not the difficult experiences that necessitated leaving their homes. Let them know that you want to be their friend.

Some things to consider when meeting your refugee:

- Introductions are important, it may be more comfortable for your refugee if this process is formal and goes rather slowly.
- Consider bringing a photo of yourself and your family or friends.
- It may be that your initial focus has to be breaking down walls of fear and distrust. Remember they have suffered much to arrive in a strange and frightening place, it may take more time than expected for your refugee to trust you.
- Ask questions that show your interest in who they are and their life experiences, show them that you are not just there to teach them, but to be their friend.
- If possible, establish a few tangible things you can do to help your refugee family (i.e. English tutoring, job hunting, trips to the doctor). This might help the refugee see value in the relationship and get them invested as well as provide a framework for future meetings.
- Make sure you communicate clearly about your preferred mode and amount of communication. Some refugees come from cultures where social interaction is constant and may think calling their mentor several times a day is normal.
- Determine the time and place of future meetings, most meetings will be held at the refugees apartment. It is helpful to give the refugees a wall calendar so they can have a visual representation of when they can next expect a visit.
- Be patient with the refugee and with yourself. There is no step-by-step method of building a strong cross-cultural relationship, each one is different and they all take time.
- Be sure to clearly communicate expectations concerning timeliness. If you have agreed that you will meet them at their apartment at 5:00 pm make sure they know that means it is expected that they will actually be there at 5:00 pm, not sometime after lunch and before sunset.
- Work to build the refugee's self-esteem. Set reasonable expectations for yourself and the refugee. Offer frequent encouragement and acknowledge even the smallest achievements.
- Whenever possible use positive language rather than negative. It is better, even in little things, to affirm what the refugee can do as opposed to prohibit things that they can't. (I.e. "Please call before 10 pm", is preferred to "Please don't call after 10 pm")
- Show respect for your refugee's opinion, ideas, values, and culture. You don't have to agree with them, but listening carefully and suspending judgment will help build trust.
- Remember you cannot solve every problem.

GUIDELINES FOR MENTORS, MENTOR TEAMS & ESL MENTORS



Refugees arriving to the United States can have widely divergent needs. Some will be highly educated, have professional training, and speak fluent English. Others will have no formal education, speak a tribal dialect, and have only worked in subsistence farming. Obviously no one program will meet every refugee's needs. The following list is meant to offer helpful suggestions and spark creativity on the part of the mentor on ways a mentor may be able to build a relationship and offer support to their refugee friends.

- Host the family for a holiday dinner, use the time spent to educate them about American culture.
- Perform minor household repairs for the refugee, show them what you are doing and explain why.
- Take the refugees clothes shopping at a clothes closet or thrift store.
- Explain household safety hazards, and help childproof their home.
- Talk about career opportunities that interest them and help them write a résumé. Visit a job fair together and help them fill out any applications they picked up.
- Cook together. Have them teach you how to prepare traditional cuisine from their culture and show them how to cook some of your favorite recipes.
- Play board games or sports together.
- Go over finances together. Help them create a budget and teach them about bills, banking, and credit.
- Visit a museum, library, park, sporting event, movie, concert or any other culturally interesting public space or event.
- Take them on a tour of your workplace (with your supervisor's approval!). Talk about what you do and any differences in the workplace environment between their culture and America.
- Read a book out loud together. Let the mentee choose a book that interests them and is appropriate to their level of English. Talk about any vocabulary they don't understand.

**As with any relationship it is important to spend time together and to talk.
Depth of relationship will follow time spent together.**

SOME THINGS REFUGEES MAY SAY

Below are examples of different things your mentee may say and how to deal with these kinds of situations:

“I can’t afford my rent.”

REALITY: Refugee Agencies *always* place refugees in apartments where they can afford the rent. RA case managers know in advance what monthly income refugees will have here (cash assistance programs, employment programs) and rent accordingly.

WHY REFUGEES SAY THAT: Refugees almost always feel that the rent is too high (they may come from places where a person can live on \$500 per year) and they may also be confused and insecure about where their money comes from. Case managers spend a lot of time educating refugees about rent payments, budgeting, and other basic financial issues, but the learning curve can be steep.

BEST RESPONSE: *“I am sure it seems high, but you have enough money to pay it every month. If you are worried about it, you should talk to your caseworker.”*

“I don’t have any money.”

REALITY: RA’s pay refugees’ first month’s rent, provides basic furniture and supplies, and gives them money for food and small personal items. Case managers either enroll them in our employment programs or apply for welfare programs if necessary.

WHY REFUGEES SAY THAT: Their entire financial situation seems precarious to them. Everything seems very expensive. In the case of food stamps, money comes on a card once a month and they have to learn how to access and budget that money over the course of a month.

BEST RESPONSE: *Listen and be sympathetic. Offer help shopping for bargains and planning a budget. Refer refugees to case managers if the question is about their particular financial assistance or food stamps case. Through long and painful experience, we have become experts on these issues.*

WORST RESPONSE: *“I’ll lend/give you some money.”*

“I’m getting all these medical bills.”

REALITY: Yes, they are probably getting a lot of medical bills. RA caseworkers refer refugees for health appointments immediately upon arrival. They are referred to a refugee clinic that is able to see refugees before they

get there Medicaid approval. RA’s apply for Medicaid for them ASAP, but it can take up to 45 days for a case to be approved. In the meantime, medical bills may start to arrive. Medicaid coverage is retroactive to the refugee’s day of arrival, so these bills are covered.

WHY REFUGEES SAY THAT: Because it is true!

BEST RESPONSE: *“It’s ok. Medicaid will pay for that.”*

WORST RESPONSE: *“Well, don’t go to anymore medical appointments!”*

“It has been three weeks and my children aren’t enrolled in school! They need to start right away!”

REALITY: Refugee children always need additional vaccinations, a TB test, and a doctor’s evaluation before they can enroll in school. They must wait for their initial health screening (mentioned above) which should occur within the first few weeks.

WHY REFUGEES SAY THAT: Refugee’s tend to place a high value on their children’s education. They often view it as their best hope for the future here and the one positive outcome of all they have gone through.

BEST RESPONSE: *“Unfortunately, they cannot start until they get their shots and TB test. They will go to school. You have to be patient a little longer. Maybe we could check some children’s books out of the library, go over numbers and letters with them, go to a science museum, go for a hike, etc.”*

WORST RESPONSE: *Taking them to another medical provider for immunizations. These bills will NOT be covered by Medicaid. Their children will still need to go to their appointments at the refugee clinic.*

Note: Caseworkers do appreciate a volunteer’s help with school enrollment, but only if the volunteer wants to take on the task.

“Please call my caseworker and talk to him/her about X.”

REALITY: Refugees know how to contact their case manager and we communicate with them frequently, either on the phone or in person. They have the RA office number and they know how to get to the office. Besides their case manager, they know everyone else in the office and have talked to them all. Why refugees say that: They are

(cont’d)

SOME THINGS REFUGEES MAY SAY

case manager, they know everyone else in the office and have talked to them all.

WHY REFUGEES SAY THAT: They are trying to get as much help as possible. Maybe they didn't understand the case manager's answer or maybe they didn't like the answer. Maybe they had to wait to see their case manager. They may feel that the volunteer cares about them more than the case manager and that the volunteer is in a better position to advocate for them.

BEST RESPONSE: *If you feel you can give advice or help with the problem, do so. If you don't feel you can be helpful, remind them that they can and should contact their case manager directly. If you are having doubts about how to handle the situation, call the volunteer coordinator.*

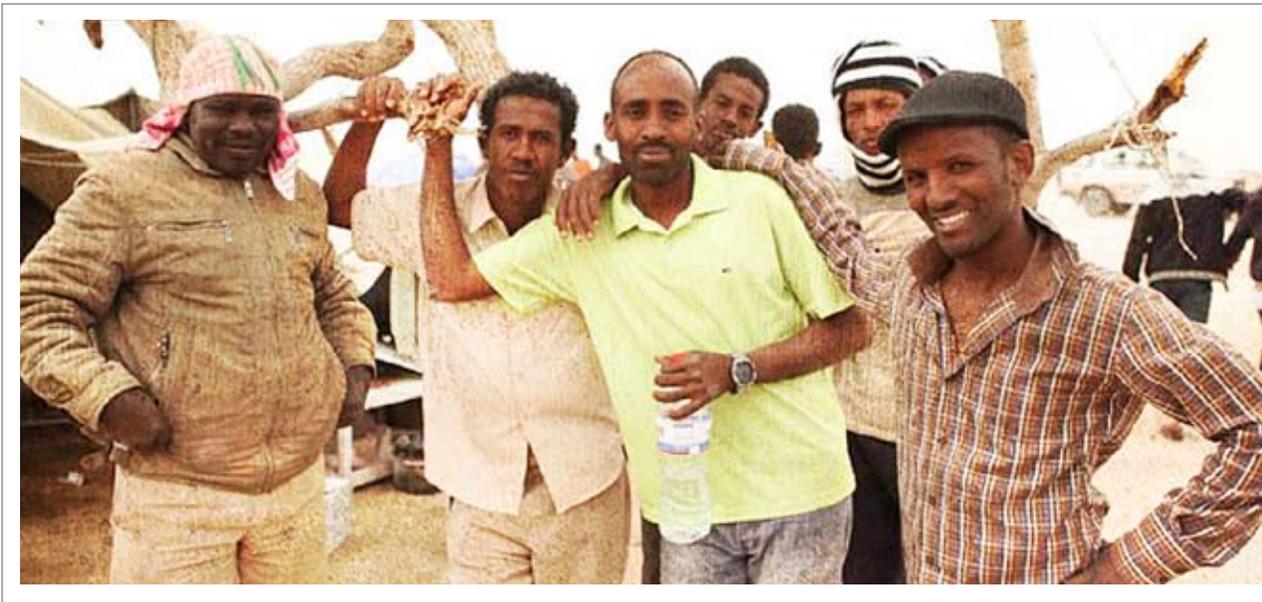
"I need a television, CD player, sewing machine, computer, etc."

REALITY: Refugees may want these and many other things as well. As we all do, refugees want the things that make life easier and more interesting: TV's, toys, small appliances, radios, etc. RA development staff solicits donations of these types of items. Volunteers can, if they want, communicate refugees' wishes to the volunteer coordinator. FCI cannot guarantee that every refugee will receive desired items, so please don't make any promises. It may also take time to provide them with the items. If a volunteer wants to give something to their refugee mentee or solicit donations from friends, that is fine. We strongly advise against buying things for refugees as that can lead them to have unrealistic expectations. Also, if you lend something to a refugee, you may not get it back. We have seen some serious misunderstandings over such "loans."

WHY REFUGEES SAY THAT: RA's can only provide the basics, e.g. beds, cooking pots, dishes, towels, sheets, toothbrushes, etc.

BEST RESPONSE: *Contact volunteer coordinator.*

WORST RESPONSE: *"Let's go to the mall!"*



IMMIGRATION & LEGAL ISSUES

Refugees resettling in the United States are required to fill out large amounts of paperwork. Immigration law can be fairly complicated, so do not hesitate to contact the Volunteer Coordinator if your mentee is having legal questions that you are not able to answer. Furthermore, encourage your mentee to talk to their case manager.

As a mentor there are some basic immigration topics you should be familiar with:

I-94'S: An I-94 card is given to all individuals when they first enter the United States. For a refugee, the I-94 card is incredibly important. The I-94 is proof that they are legally in the country. I-94's should be carried at all times until a green card is received.

ID CARDS: Refugees must apply for and receive ID cards in order to maintain access to government services. Prior to arriving in Dallas, an application for an Employment Authorization Document (EAD) has been completed for each individual and should arrive within a few weeks. The RA also helps clients apply to Texas ID's. It is very important that these documents are kept safe; if they are lost or stolen a police report should be filed.

GREEN CARDS: Refugees are eligible to apply for their green card after being in the United States for one year. The law states that they must apply after one year, so it is important to encourage your family to do so. When applying, help should be sought from an immigration attorney or an organization like the RA.

FAMILY PETITIONS: Not all families come to the United States together. There is a special application for refugees to help reunite families. The principal applicant can apply for his/her spouse and unmarried children under the age of 21. If your mentee has left a spouse or children behind, have him/her talk to the Immigration Department about ways to have their family members come to the United States.

Mistakes you should urge your mentee to avoid:

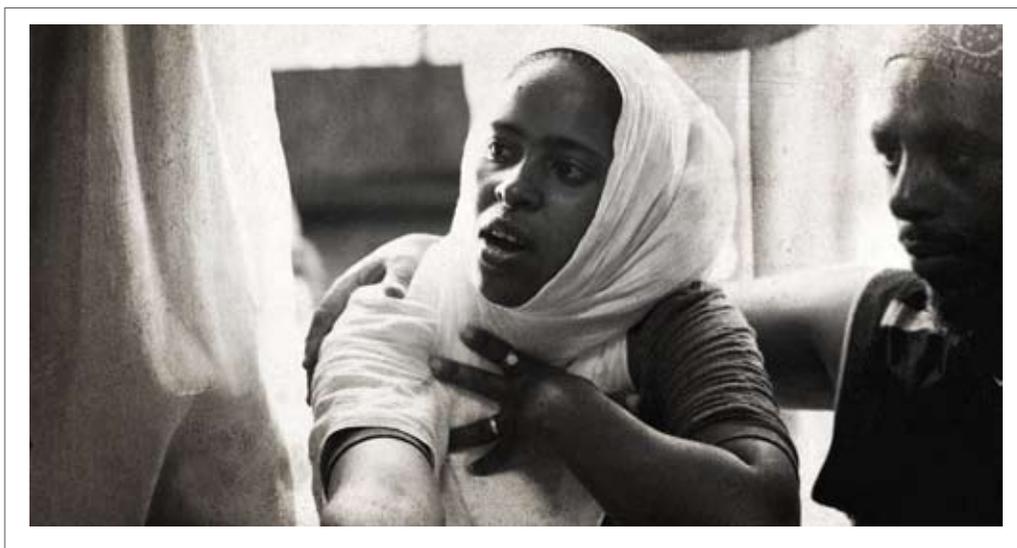
- Remind your mentee not to drive without a Driver's License, current insurance, and the title of the vehicle
- DO NOT under any circumstances fill out legal paperwork for your refugee friend. It is illegal for anyone other than the refugee or a licensed attorney to fill out these forms.
- Remind your mentee that their signature must be consistent on all forms.
- Urge your mentee to have their legal work done by a licensed immigration attorney or BIA accredited representative.
- Make sure your mentee knows that it is illegal to show copies of government documents (such as their social security card, I-94, etc.) If a government official asks to see a document, it must be the original or the refugee will be charged with a misdemeanor.
- If your mentee mentions a second or third spouse, tell the Volunteer Coordinator, Case Manager, or Immigration Department immediately. Refugees can be deported for illegal actions. If your mentee tells you he is considering taking a second wife, you can explain that this practice is illegal in the United States and can affect their legal status.
- Make sure your mentee family knows that our laws treat domestic violence very differently from their home country. Let them know that any violation can lead to legal action and deportation. If you suspect domestic violence, inform the Volunteer Coordinator at the RA immediately.

CHARACTERISTICS OF A GOOD RELATIONSHIP

CONTRIBUTIONS <i>of the</i> MENTOR	<i>The</i> MENTEE EXPERIENCE
<ul style="list-style-type: none"> • Reassurance • Confidentiality • Protective Measures • Calmness 	<ul style="list-style-type: none"> • <i>Feeling safe and secure</i>
<ul style="list-style-type: none"> • Friendliness and warmth • Attention and interest • Concern/Compassion/Sympathy • Sensitivity 	<ul style="list-style-type: none"> • <i>Feeling nourished, nurtured and supported.</i> • <i>Confident that needs will be met.</i>
<ul style="list-style-type: none"> • Not judging/preaching/lecturing/chiding • Reassuring about 'normality' • Respecting concerns and taking them seriously • Showing acceptance and unconditional positive regard • Validating/appreciating 	<ul style="list-style-type: none"> • <i>Feeling valued/valuable</i>
<ul style="list-style-type: none"> • Empathetic understanding and reflective learning • Openness • Matching • Support for person's goals • Responsiveness to the person's experience 	<ul style="list-style-type: none"> • <i>Feeling a sense of connection/rapport</i>
<ul style="list-style-type: none"> • Making clear what is being offered • Clarity about goals, process, and roles • Providing a basis for informed choice 	<ul style="list-style-type: none"> • <i>Having a sense of control over the communication process</i>
<ul style="list-style-type: none"> • A collaborative, rather than a one-up/one-down relationship • Not interrogating • Affirming the person's resources • Encouraging the person to take some risks and make choices • Honesty 	<ul style="list-style-type: none"> • <i>Feeling empowered</i>
<ul style="list-style-type: none"> • Humor and playfulness • Focusing on the desired future and on solutions • Strengthening a sense of direction 	<ul style="list-style-type: none"> • <i>Enjoyment and pleasure</i> • <i>Feeling hope for a positive future</i>
<ul style="list-style-type: none"> • Most of the above 	<ul style="list-style-type: none"> • <i>Trust</i>

CARING FOR YOURSELF

As with most relationships in life, most problems in mentorship are caused by miscommunication. It is especially important that the expectations of both the mentor and the mentee are clearly communicated and understood. Language and cultural barriers will make maintaining healthy avenues of communication all the more difficult and important. That is why it is best to address any tension or strain in the relationship as openly and directly as you can.



As the mentor relationship develops there may be an increase in demand on your time. It is crucial to the healthy longevity of the relationship that you define and maintain boundaries on your time, resources, and emotional reserves. It is better in the long term to occasionally say “No” to a request that infringes on the boundaries you have decided upon than it is to say “Yes” to everything and emotionally burn out in a few months.

While setting good boundaries is important it can be difficult. Before starting your mentorship determine how much time you actually have to commit, how much you are willing to communicate with your family and the times that such communication should take place, as well as in what areas you are and are not willing to offer service. Communicate these boundaries in a manner that is both clear and gentle. Do this early on and don’t be afraid to enforce them. Your mentee may initially feel hurt or that you are withholding from them. If this happens take time to communicate with your refugee that you value them and your friendship but that you have other responsibilities as well in your life.

As the relationship progresses be aware of signs of burn out. Be mindful of feeling overwhelmed or worn down with the responsibility of mentorship. If you find yourself dreading to meet with your mentee and feeling drained after every interaction it is probably healthy to review your boundaries and assess how well you are following them and if they need to be revised.

CROSS-CULTURAL BASICS

One of the most rewarding aspects of mentorship is the development of a cross-cultural friendship. Culture is a dynamic and often amorphous entity. It is a set of values, beliefs, assumptions, language, aesthetics, ideas, and expectations that is shared between people that share a similar geographical and historical space. It is formed by the collective experience of many and it informs the experience of each participant. While each of us is in part a product of our cultural heritage no one is a cultural paradigm perfectly embodying every aspect of a given culture. Each of us stands both in and in contrast to our own culture.

Even still, most of us spend the majority of our time relatively oblivious to our own culture. It is our the framework for our social lives as important and unconsciously accepted as the air we breath. This unconscious acceptance is one of the contributing factors to tension in cross-cultural situations. During these interactions the framework of cultural is shifted and input A no longer results in the expected output B. If we are unaware of cultural differences the usual response will be frustration, impatience, perhaps even anger and being offended.

For this reason it is important to develop cultural awareness. This can exist independently of any specific

knowledge of another culture. This is merely an active awareness of one's own enculturation, and the enculturation of others. It is a mode of self-aware critique, seeing oneself as well as those around you as cultural actors. It is a lens that can give color and shape to those invisible aspects of one's own culture and reveal those places of commonality upon which a deep and lasting friendship can be built.

As the faculty of awareness develops so too will one's cultural intelligence. This refers to the specific understanding of a culture, the particular values, sensibilities, language, and artifacts that make that culture unique. A well-developed cultural awareness will enable easier acquisition of the information that makes up one's cultural intelligence.

The following table may be useful as you begin to explore the areas of cultural awareness and intelligence. The chief weakness in any such list is that the world is not divided up into American culture and everyone else, and each person from a society will express their culture in a unique way. As such it is important to remember that you may not encounter each of these differences with someone from another culture and you almost certainly experience others not listed here.

Anglo-American Cultural Values

Time-orientation
Progress
Informality
Directness and honesty
Pragmatism and efficiency
Scientific materialism
Individualism
Personal control of circumstance
Egalitarianism
Doing

Possible Contrasting Cultural Values

Human interaction orientation
Tradition
Formality
Saving face and maintaining honor
Idealism and ritual
Spiritualism
Group welfare
Fate
Hierarchy and status
Being

The more interaction you have with people of other cultures the more you may find beauty and worth in values that contrast with your own. This is where cross-cultural friendships really begin to be rewarding and valuable. They can challenge us to view our own cultural framework in a way that is refining and enriching. Even those aspects of our own culture that we ultimately maintain will be enriched through the process of examination and reassertion.

COMMUNICATING ACROSS CULTURES

While certainly enriching, cross-cultural relationships can also be very difficult. The greater the difference in foundational assumptions about how the world works and what is valuable the more difficult it will be to communicate in meaningful ways. The following guidelines may help in breaking through misunderstanding and allow you to communicate more easily and develop a friendship more quickly

PAY ATTENTION: Try to clear your mind of preoccupation so you can concentrate on what is being said. Try hard to listen and HEAR what is being said.

SET YOUR ASSUMPTIONS AND VALUES ASIDE: Try to hear not only what the other people are saying, but also what they mean by what they say. It is easier to understand if you set aside your ideas and try to explore theirs thoroughly.

WITHHOLD JUDGMENT: Remember that other people do not have to agree with your ideas and you do not have to agree with theirs. You will have more success in communicating with them if they know you are trying to understand rather than judge them.

BE COMPLETE AND EXPLICIT: Be ready to explain your point in more than one way, and even be ready to explain why you are trying to make a particular point in the first place. Communication is more successful when all involved know the context of the conversation.

PAY ATTENTION TO THE RESPONSE OF OTHERS: You can usually tell whether you have blundered or been unclear by noting the verbal and nonverbal reactions to what you have said. If you don't understand a gesture or response, ask them to explain what they mean.

PARAPHRASE: After someone has spoken and before you respond, restate what you heard that person say and what you thought was meant: e.g. "As I understand it, you are saying ... is that correct?" Add your comments only after the person has assured you that you have understood correctly. This helps prevent situations in which you and the other person are assigning different meanings to the same word or phrase.

ASK FOR VERIFICATION: After you have spoken, try to confirm that you have been understood. Ask the person to restate what you have said: e.g. "I want to be sure I made myself clear, so would you tell me what you understood me to say?" It does not usually work to ask the other person "do you understand?" Most people will say "yes" whether they understood or not.

BE ALERT FOR DIFFERENT MEANING BEING ASSIGNED TO CERTAIN WORDS, PHRASES OR ACTIONS. Sometimes you will think you understand what the other person is saying, when suddenly you realize you do not. When this happens, stop your conversation and discuss the point of misunderstanding.

— *Resources* —



LIFE SKILLS CHECK LIST

This check list is a helpful starting point for when you begin meeting with your mentee family. It can help you to assess which areas they need the most assistance in.

FAMILY'S NAME: _____

VOLUNTEER: _____

As you enter

- keys
- personal safety
- lock your door behind you, keep your doors locked
- do not invite anyone you do not know into your home

Inside

- lights
- opening/closing doors and windows
- electrical outlets
- adjusting the AC/Heat (keep it LOW!)
- smoke detectors/batteries

Bedroom

- closets / hangers
- under bed storage
- alarm clocks / time
- plastic mattress pads (as appropriate)

Kitchen

- refrigerator / freezer – cold foods
- plastic wrap
- cupboards – canned foods/can openers
- dishes
- pots / pans
- stove
- oven
- sink (disposal)
- dish soap
- washing dishes
- trash can / trash bags
- trash stickers / taking the trash out

Bathroom

- shower / tub
- soap / shampoo in the shower
- towels
- toilet / toilet paper (what NOT to flush)
- diapers (as appropriate)
- sink / soap / hand washing
- toothbrush / toothpaste
- deodorant
- feminine hygiene products (as appropriate)

Cleaning

- cleanliness
- cleaning supplies
- laundry / laundry detergent

The Bus

- closest stop to their home
- tickets – how much they cost
- where/how to buy additional tickets
- the bus driver is your friend / don't be afraid to ask questions
- routes / schedules
- how to get to:
 - the RA
 - the Health Department
 - Parkland
 - the grocery store
 - the Laundromat
 - how to get home

The Laundromat

- frequency of washing clothes
- sorting the clothes
- laundry baskets
- need for quarters (can get change at most Laundromats) OR
- need for laundry card (purchase at apartment complex office)
- laundry detergent
- washing machines (how they work, how much to fill, water temp)
- dryers

The Post Office

- what mail is
- mail sent to a person vs. "junk mail"
- point out that important bills come in the mail
- where their mailbox is, how it works, don't lose the key
- visit the post office
- purchasing and using stamps
- how to mail something at the post office
- blue mail boxes

The Grocery Store

- Tom Thumb, Super Target and Fiesta
- membership cards
- store brands vs. name brands
- general overview of what kinds of food is there
- Lone Star Cards (food stamps)
- WIC

ESL GUIDE-BASIC LIFE SKILLS ESL

The Following are basic life skills that are crucial for the families to know. Having this knowledge and the confidence to use it will make their transition much easier.

PERSONAL INFORMATION

Name: Understands correct name order and married names

Address: Reads and writes name, complete address, and telephone number. Understands concepts of city, state, and country.

Birth Date: able to read and write

LIFE APPLICATION:

- Address an envelope.
 - Fill out a library card.
-

BASIC CONVERSATION SKILLS

Greeting: Vocabulary needed for introductions

Telephone: Vocabulary needed for communication on the telephone with friends, doctors' offices, employers, etc.

Answering Machine: Leaving messages on an answering machine; phone etiquette.

LIFE APPLICATION:

- Help clients call Medicaid transportation to arrange transportation for their next doctor's appointment.
 - Call the FCI office after hours and practice leaving a message on voicemail.
-

FOOD/GROCERY

Food: Names of common foods/staples, storing food safely, nutrition, reading expiration dates.

Cooking: Following recipes, safety in cooking

Grocery Shopping: Basic vocabulary with cashiers and workers, Understanding how to find foods in a store, food stamps, coupons, taxes, making change with money, shopping within your budget, comparing process.

LIFE APPLICATION:

- Go to the supermarket and grocery shop together.
 - Go to their kitchen and explain food storage, how to use cooking appliances, etc.
-

MONEY MANAGEMENT

Cash: counting, understanding the value of bills, making change, when to use it

Checks: how to write a check, balancing a check book

Credit Cards: purposes and dangers of using one

At the Bank: opening a checking and/or savings account, reading a bank statement, understanding the services of a bank.

Budget: living on a monthly budget

Paying bills: reading the information on a bill (due dates, late fees, etc.)

LIFE APPLICATION:

- Go to the bank and open up an account.
 - Pay one month of bills.
-

HEALTH CARE

Taking Care of Self: proper nutrition and cleanliness

Children & Infant Care: caring for illnesses, nutrition, vaccinations, safety

At the Doctor: how to make an appointment on the telephone, when to visit the doctor, the importance of being on time to your appointment, how to describe basic illnesses

Emergencies: what defines an emergency and when to

911

Medicine: the difference between over the counter and prescription medicines, how to read labels and directions for usage.

LIFE APPLICATION:

- Read various medicine labels and discuss when to take them.
-

CITY ORIENTATION

Goal: To find their way to common places such as the bank, post office, shopping centers, etc.



Vocabulary:

- Places such as post office, bank, supermarkets, ATM's, mall, playgrounds, library, theatres, gas stations, laundromat, barber, churches, mosque, etc.
- Items such as stamps, letter, library card, etc.
- Prepositional phrases such as: in the bank, at the supermarket, on Pineland, at the corner of Fair Oaks and Park Lane.

Life Application:

- Take them on a tour of the city and show them places of interest like post offices, banks, ATM's, playgrounds, the mall, the Dollar stores, thrift stores, etc.
- Give them a map of the area and ask them to mark certain locations.
- Explain what various warning signs mean (don't walk, no littering, no smoking). Ask them to identify as signs you see them.

Comprehension Questions:

- Where do you go to buy food?
- Where do you go to buy stamps and mail letters?
- Where can you take your family for a picnic?
- Where do you wash clothes?
- Where do you buy clothes?

EMPLOYMENT

Goals: Develop the skills necessary for obtaining employment.

Vocabulary:

- Occupations such as: waiter, janitor, housekeeper, cook, secretary, carpenter, maid, hairdresser, driver
- Work places such as: hotels, factory, restaurant, library, office, construction site, cafeteria
- Skill, experience, education, interview, application form, references, insurance, vacation, benefits, taxes, supervisor, manager, overtime
- Verbs such as: apply, work, learn, start, stop, need call

Life Application:

- Conduct mock interviews
- Teach clients how to look for jobs using the newspaper, public job boards, etc.
- Teach them to ask for a job application and fill it out.
- Present hypothetical work situations and ask the client how they would respond, (for example: You need a day off to take your child to the doctor, how do you ask?)



COMPREHENSION QUESTIONS:

Employer Questions

- What hours are you available to work?
- What are your skills?
- Do you have work experience?
- What kind of job did you have in your country?

Employee Questions

- Is this a part-time or full-time job?
- What days would I work?

HEALTHCARE



Goals: Become familiar with the healthcare system.

Vocabulary

- **Adjectives:** sore, broken, tired, sick, dizzy, weak, healthy
- **Nouns:** hospital, nurse, doctor, dentist, clinic, vaccination, medicine, pharmacy, ambulance, pills, appointment, insurance, prescription, ache, allergy, temperature, thermometer, shot
- **Verbs:** hurt, buy, call, break, take, open, close, visit, make an appointment
- **Common illnesses:** fever, cold, flu, headache, stomachache, toothache, earache, backache, cut, bruise, burn

Life Application

- Practice using a thermometer and reading temperatures. Make sure they understand what a normal temperature is and understand low, mid-grade, and high fevers.
- Talk about following written/oral prescriptions for medication.
- Show clients how to make appointments with a doctor.
- Practice calling in sick to work.
- Practice calling a child's school or writing a note to the child's teacher to report illness/absence.
- Identify parts of the body.

Comprehension Questions

- How do you feel?
- What's the matter? What's wrong?
- Do you have a fever? Do you have a temperature?
- Where does it hurt?
- Would you like to make an appointment?

EDUCATION

Goals: To become familiar with the education system.

Vocabulary:

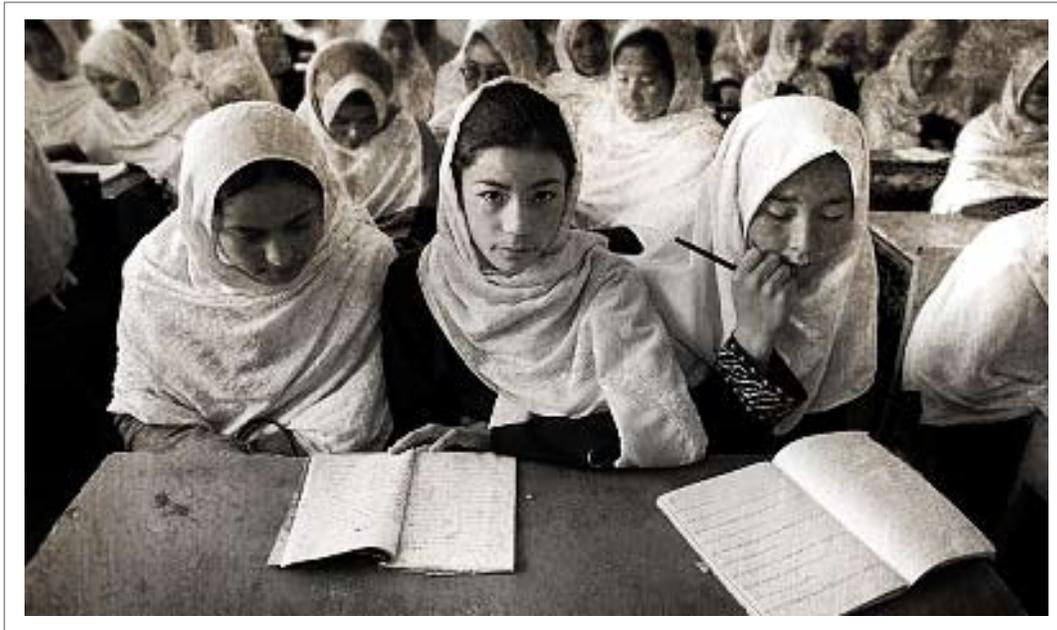
- Nouns: bus, school, cafeteria, classroom, teacher, grade, homeroom, homework, principal, immunization, test, class, report card, progress report, teacher conference.
- Verbs: study, learn, communicate, teach, do homework, be tardy, be absent.
- School Subjects: math, science, social studies, English, language arts, music, gym.

Life Application:

- Discuss the American school system (elementary through high school, community college and universities.)
- Find out names of the students' teachers and what the policy is for communicating.
- Practice reading a report card or progress report.
- Explain the school's attendance policy.
- Help the clients practice writing notes to teachers.
- Explain the PTA and the importance of involvement in their child's education.
- Discuss the importance of responding to notes from the school.
- Discuss their schedule of vaccinations from the health department.

Comprehension Questions:

- What is the name of your child's school?
- What is the name of your child's teacher(s)?
- When is your parent/teacher conference?
- What time does school start/end?



OPENING A BANK ACCOUNT

Goals: To be able to open and maintain a checking and/or savings account. To know how to deposit and withdraw money from their bank account.

Vocabulary:

- Nouns: bank, check, account, statement, fee, interest rate, budget, income, expenses, savings, etc.
- Verbs: wait, order, give, open, lend, apply, deposit, withdraw, charge, balance, etc.

Life Application:

- Take the clients to the bank to open a bank account.
- Teach the client how to fill out a deposit and withdrawal slip.
- Teach the client how to write and endorse a check.
- Help clients read a bank statement.
- If they have an ATM or debit card, make sure they know how to use it properly.

Comprehension Questions:

- What is your account number?
- May I see your I.D. card please?
- What is my account balance?
- I need to withdraw money from my check account please.
- Can I have a deposit slip?

LIVING ON A BUDGET

Goals: Create a monthly budget and learn how to live by it. Understand how to read and pay bills.

Vocabulary:

- Budget, expenses, minimum wage, hourly pay, taxes, bills, income, payment, envelope, stamp, letter, mail, savings.

Life Application:

- Set up a monthly budget plan and see it through the month with the client.
- Go shopping and place a limit on how much the client can spend.
- Pay one month of bills together.

Comprehension Questions:

- How much money do I have at the end of the month?
- How much money do I make every month?
- When is this bill due?

MENTOR RESPONSIBILITIES



Recording Your Time

IT IS IMPORTANT TO MAINTAIN RECORDS OF YOUR TIME.

This is a requirement of the Mentor Program. A report should be submitted at the end of the month in which the time you spend with your mentee is officially recorded.

To record your time each month go to: www.FreeCity.org/report or simply visit the FCI homepage (FreeCity.org) and click “REPORT” at the top right hand corner.

“Off-Site” Activities with Children

FCI does not permit “off-site” activities with children when the parent(s) are not present.

RESOURCE LIST

Child Care

Contact Free City International and/or their RA.

Department of Public Safety

Dallas Downtown Office

1500 Marilla 1B South

City of Dallas Building

Phone number: 214.651.1859

Hours: Monday – Friday from 8:00 AM – 5:00 PM

*No written or driving examinations are administered at this location!

Dallas East

11411 E Northwest Highway Ste 111

Dallas, TX 75218

Phone number: 214.553.0033

Hours: Monday – Friday from 7:00 AM – 5:00 PM

Dallas Southwest

5610 Red Bird Center Ste 500

Dallas, TX 75237

Phone number: 214.330.3958

Hours: Monday – Thursday from 7:30 AM – 5:00 PM

Hospitals

Parkland Health and Hospital System

5201 Harry Hines Blvd

Dallas, TX 75235

Phone number: 214.590.8000

Hours: Open 24 hours everyday

Presbyterian Hospital of Dallas

8200 Walnut Hill Lane

Dallas, TX 75231

Phone number: 214.345.6789

Hours: Open 24 hours everyday

Post Office

Vickery Station

6640 Abrams Road

Dallas, TX 75231

Phone number: 214.553.1842 or 800.ASK.USPS

Hours: Open Monday – Friday 8:30 AM – 5:00 PM

Open Saturday from 8:30 AM – 3:00 PM

State Programs

Texas Department of Human Services

Food Stamps and Temporary Assistance to Needy Families (TANF)

5455 Blair Road

Dallas, TX 75231

Phone number: 214.750.4619

Hours: Open Monday – Friday from 8:00 AM – 5:00 PM

Women's, Infant and Children (WIC)

10260 North Central Expwy, Suite 220

Dallas, TX 75231

Phone number: 214.939.2275 or 800.942.3678

Hours: Open Tuesday – Friday from 7:30 AM – 4:45 PM

Social Security Office

10824 North Central Expwy

Dallas, TX 75231

Phone number: 800-772-1213

Hours: Open Monday – Friday from 9:00 AM – 4:00 PM

Libraries

There are numerous libraries located in Dallas. Below are a few libraries located nearby. A complete list of locations and other information relevant to Dallas libraries is available online at <http://dallaslibrary.org> or by calling the main Dallas Public Library at **214.670.1740**.

Forest Green Branch Library

9015 Forest Lane

Dallas, TX 75243

Phone number: 214.670.1335

Hours: Monday, Tuesday, and Thursday from 10:00 AM – 9:00 PM

PM

Wednesday and Saturday from 10:00 AM – 5:00 PM

Closed Friday and Sunday

Skillman Southwestern Branch Library

5707 Skillman Street

Dallas, TX 75206

Phone number: 214.670.06078

Hours: Monday, Tuesday, and Thursday from 10:00 AM – 9:00 PM

PM

Wednesday and Saturday from 10:00 AM – 5:00 PM

Closed Friday and Sunday

Local City Parks

Harry S Moss Park

On the corner of Greenville and Royal

Fair Oaks Park

Between Pineland and Walnut Hill

RESOURCE LIST

Grocery Stores

Fiesta

6401 Abrams Rd (Corner of Abrams and Skillman)
Dallas, TX 75231
Phone number: 214.221.6554
Hours: Open seven days a week from 7:00 AM – 11:00 PM

Super Target

Dallas Northeast
6419 Skillman Street (Intersection of Skillman and Abrams)
Dallas, TX 75231
Phone number: 214.348.0240
Hours: Open Monday – Saturday from 8:00 AM – 10:00 PM
Open Sunday from 8:00 AM – 9:00 PM

WalMart

9301 Forest Lane
Dallas, TX 75243
Phone number: 972.437.9146
Hours: Open seven days a week from 8:00 AM – 10:00 PM

Ethnic Grocery Stores

West African Foods

7015 Greenville Ave
Dallas, TX 75231
Phone number: 214.750.0828
Hours: Open Monday – Thursday from 9:30 AM – 9:00 PM
Open Friday – Saturday from 9:30 AM – 10:00 PM
Closed Sundays

Mediterranean/Middle Eastern/S. Asian Foods

13434 Floyd Circle
Dallas, TX 75243
Phone number: 972.480.9911
Hours: Open seven days a week from 10:00 AM – 8:00 PM
*Muslims that need Halal food can purchase it here.

Multi-Purpose Stores

Super Target

Dallas Northeast
6419 Skillman Street (Intersection of Skillman and Abrams)
Dallas, TX 75231
Phone number: 214.348.0240
Hours: Open Monday – Saturday from 8:00 AM – 10:00 PM
Open Sunday from 8:00 AM – 9:00 PM

WalMart

9301 Forest Lane
Dallas, TX 75243
Phone number: 972.437.9146
Hours: Open seven days a week from 8:00 AM – 10:00 PM

Big Lots!

6500 Skillman Street
Dallas, TX 75231
Phone number: 214.343.4323
Hours: Open Monday – Saturday from 9:00 AM – 9:00 PM
Open Sunday from 10:00 AM – 7:00 PM

Dollar Store – Sam's \$1.00

6300 Skillman Ste 150
Dallas, TX 75231
Phone number: 214.503.7779
Hours: Monday – Sunday from 10:00 AM – 8:00 PM

Thrift Stores

Thrift Shop

6300 Skillman Street, Ste 147A
Dallas, TX 75231
Phone number: 469.364.9185
Hours: Open Monday – Sunday from 9:00 AM – 8:30 PM

Catholic Charities Thrift Store

9850 Kingsley Road, Ste 405 (at the corner of Kingsley and Audelia)
Dallas, TX 75238
Phone number: 214.342.8231
Hours: Open Monday – Saturday from 10:00 AM – 6:00 PM

Halal Meat Stores

Holy Land Bakery (Hand Made Bread)

850 S. Greenville Ave. Suite 110, Richardson, TX 75081
TEL: 972-744-9599

Zaytuna World Food Market

907 N. Coit Rd, Richardson, Tx 75080

Indo Pak & India Imports Supermarket

323 East Polk Street, Richardson, Tx 75081

Sara Bakery Mediterranean Foods

750 S Sherman St, Richardson, TX 75081
www.sarafood.com

World Food Warehouse

13434 Floyd Cir, Dallas, TX 75243

Zabiha Halal Meat Market

4550 B W. Buckingham Rd, Garland, Tx 75042

Shandiz Mediterranean Grill and Market

4013 W. Parker Rd, #230, plano, tx 75093

International Food Market

909 W. Spring Creek Pkwy, #225, Plano, Tx 75023

New World of Spices

13340 Audelia Rd, #136, Dallas, Tx 75240

RESOURCE LIST

Halal Meat Restaurants

Shish Kabob's Cafe

1498 W. Spring Valley Rd, Richardson, Tx 75080

Oasis Palace Mediterranean Cuisine

327 W. Spring Valley Rd, Richardson, Tx 75081

www.oasispalace.com

Ali Baba Mediterranean Grill

1901 Abrams Rd, Dallas, Tx 75214

www.alibabacafe.com

Fadi's Mediterranean Grill

3001 Knox St, #110, Dallas, TX 75205

www.fadiscuisine.com

Chilli Pepper

1820 Valley View Ln, #134, Irving, Tx 75061

Afrah restaurant and Pastries

314 E. Main St, Richardson, Tx 75081

www.afrah.com

TOVI Mediterranean Cafe and Bakery

100 South Central Expy, Suite 49, Richardson, Tx 75080

TAWA CAFE Restaurant and Party Hall

13340 Audelia Rd, #135, DallasTx 75243

Siedos Mediterranean Grill

3758 S. Carrier Pkwy, Grand Prairie

Chameli Restaurant

201 S. Greenville, #203, Richardson, Tx 75081

Noodle Wave

1490 W. Spring Valley, Richardson, Tx 75080

Taste of Galilee

2301 N. Central Expy, #165, plano, Tx75075

www.galileecuisine.com

Sultan Cafe

201 S. Greenville Ave, #211, richardson, Tx 75081

www.sultantexas.com

Busy Boy Sandwiches

5722 Hillcroft St, Dallas, TX 75227

www.busyboysubs.com

Paradise Mediterranean Cuisine

107 E. Polk, Richardson, Tx

7-Spices of Indo Pak Grill

909 W. Spring Creek Pkwy, #450, Plano, Tx 75023

Grand Cafe

1887 N. Plano Rd, Richardson, Tx 75081

We owe much credit to the International Rescue Committee (IRC), Catholic Charities, and Rescue Services of Texas (RST), as much of the information and data compiled in this handbook was derived from the work, experience, and research of these fellow agencies.

PHOTOGRAPHY COURTESY OF:

*N Barrett Photography
nbarrettphotography.com*

Corbis Images

FREECITY

I N T E R N A T I O N A L

FREE CITY INTERNATIONAL DALLAS OFFICE

12121 AUDELIA ROAD, APT. 2103G

DALLAS, TX 75243

214.295.5504

WEB: FREECITY.ORG

EMAIL: CONTACT@FREECITY.ORG

