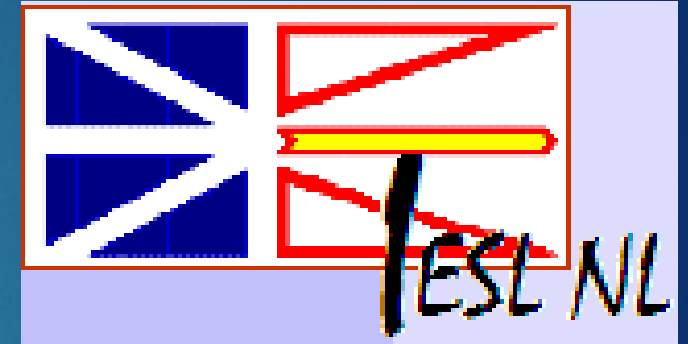


TESL NL October 19, 2021



PL Resources for ESL:

Resources on Afghan Culture

Many of the resources outlining Afghan culture, such as the two from USA Hello referenced here, were written based on the influx of Afghan refugees that occurred in the late 1990s. The first source, Cultural Atlas, comes from Australia and gives a comprehensive overview of Afghan culture, as well as information on the Afghan population in Australia.

▶ Cultural Atlas: Afghanistan

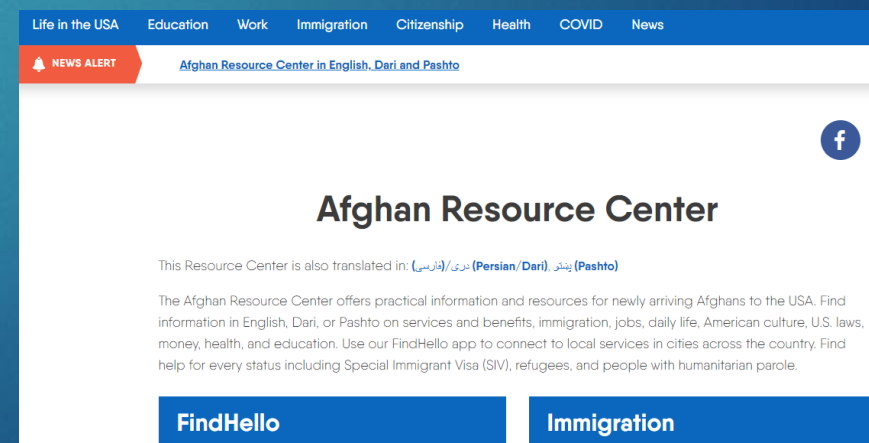
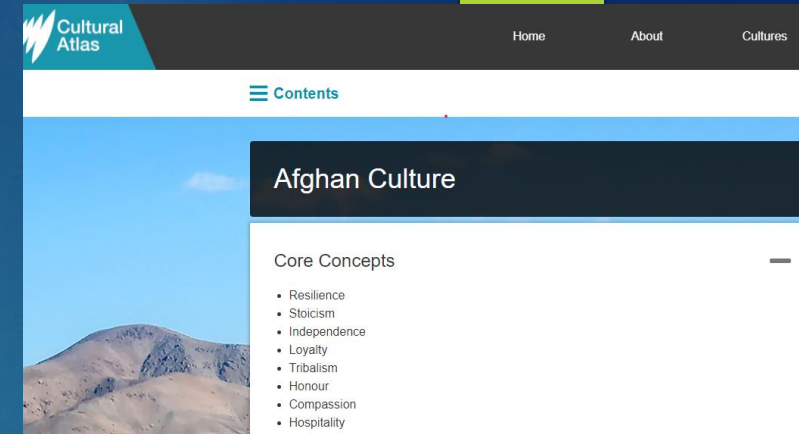
- ▶ <https://culturalatlas.sbs.com.au/afghan-culture/afghan-culture-core-concepts#afghan-culture-core-concepts>

▶ Afghan Students

- ▶ <https://usahello.org/how-to-help-for-teachers/cultural-background-resources/afghan-students/#gref>

▶ Afghan Resource Centre

- ▶ <https://usahello.org/afghan-resource-center/>

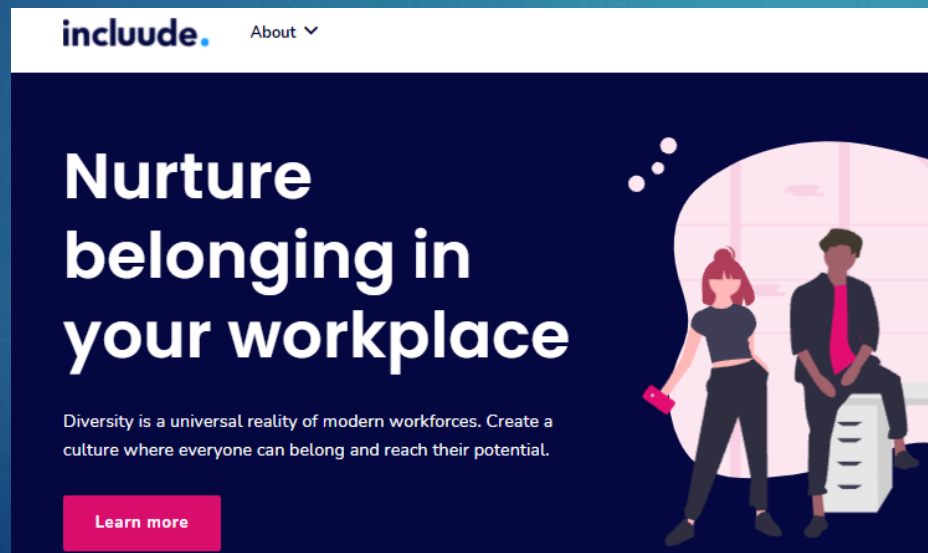


Cultural Atlas

<https://culturalatlas.sbs.com.au/afghan-culture/afghan-culture-core-concepts#afghan-culture-core-concepts>

Some of the topics covered in the Cultural Atlas are listed at right. They are available on the website, as a downloadable PDF and in a free companion website called Include.

<https://include.com/?cta=include-side-banner-2>



Afghan Culture	
Core Concepts	+
Greetings	+
Religion	+
Family	+
Naming	+
Dates of Significance	+
Etiquette	+
Do's and Don'ts	+
Communication	+
Other Considerations	+

Afghanistan

Population

34,124,811

[July 2017 est.]

Note: Statistical estimates on the population of Afghanistan may be unreliable.

The Cultural Atlas also gives background information on statistics and facts about Afghanistan, such as those presented here.

Religion

Sunni Islam (85%)

Shi'a Islam (14%)

Other (0.3%)

[Department of Foreign Affairs and Trade, 2017]

Ethnicity

Pashtun

Tajik

Hazara

Uzbek

Language

There are over 30 distinct languages spoken across the country. The most widely spoken are:

Dari - including other Persian variants (80%)

Pashto (47%)

Uzbek (11%)

English (5%)

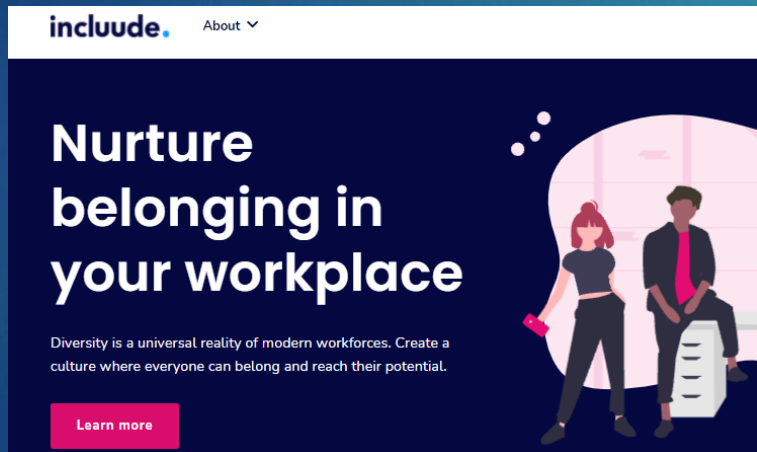
Turkmen (2%)

Urdu (2%)

[2017 est.]

Note: Data represents more than 100% because many Afghans speak more than one language.

The Include website, for which you must create a free account, presents the same information as Cultural Atlas, in tab format.



The screenshot shows the top of the Include website. The header includes the 'include.' logo and an 'About' dropdown menu. The main banner features the title 'Nurture belonging in your workplace' in large white text on a dark background. Below the title is a sub-headline: 'Diversity is a universal reality of modern workforces. Create a culture where everyone can belong and reach their potential.' At the bottom of the banner is a pink 'Learn more' button. To the right of the text is an illustration of two people, a woman and a man, standing in a modern office setting.

<https://include.com/?cta=include-side-banner-2>

Afghanistan



Core Concepts

Learn about the cultural concepts, history, demographics and social structures informing society



Greetings

Advice on how to greet people, including common phrases and appropriate gestures



Religion

Learn about the religious make-up of society and how religion influences daily life and culture



Family

Understand family dynamics, household structures, gender roles and marriage customs



Naming

Information on naming conventions and practices, as well as how to address others



Dates of Significance

A list of key national, religious or cultural dates of significance



Etiquette

Common cultural etiquette and polite behaviour when visiting a home, eating or giving gifts



Do's and Don'ts

Quick go-to advice on how to sensitively interact with someone from a different culture



Communication

Verbal communication patterns and non-verbal customs, including body language and gestures



Other Considerations

Additional cultural considerations to be aware of in interactions



Business Culture

Cultural norms and etiquette in professional settings and business meetings



Afghans in Australia

Learn about the history of migration to Australia and current community demographics

Online resources: Afghan refugees

- ▶ <https://larryferlazzo.edublogs.org/2021/08/26/a-collection-of-the-best-advice-to-teachers-about-supporting-afghan-refugee-students/>

This posting by Larry Ferlazzo put together a list of resources relating to the education of refugee students, and Afghan refugees in particular. Go to the posting to find clickable links



The screenshot shows the top of a blog post on Larry Ferlazzo's website. The header includes a profile picture of Larry Ferlazzo and the text "Larry Ferlazzo's Websites Of The Day". Navigation links for "ABOUT", "CONTACT ME", "MY FAVORITE POSTS", "MY BEST OF SERIES", and "MY BEST OF" are visible. The main title of the post is "A COLLECTION OF THE BEST ADVICE TO TEACHERS ABOUT SUPPORTING AFGHAN REFUGEE STUDENTS". Below the title, it says "Posted by Larry Ferlazzo | Aug 26, 2021 | best of the year, ESL Web | 0 | *****". There is a search bar and a "MY AMAZON AUTHOR'S PICK" section with a small image of Larry Ferlazzo. A "SUBSCRIBE BY EMAIL" section is also present, with a text input field for "Enter your Email" and a "SUBSCRIBE ME!" button. Below that is a "RECENT POSTS" section. The main content area shows a silhouette of a woman and a child.

With the crisis happening in Afghanistan, and with the large numbers of refugees arriving in the U.S., here are some useful resources:

[12 Ways to Support Afghan Refugee Students](#) is the headline of one of my Ed Week columns.

[Helping Refugee Students Thrive: Best Practices from Milken Educators](#) is from The Milken Educator Awards.

[Perspective | What Afghan students need from educators](#) is from EdNC.

[Afghan students](#) is from USA Hello.

[Helping Refugee Students Feel Safe](#) is from Edutopia.

[How are school districts easing transitions for Afghan students?](#) is from K-Dive.

["EDUCATORS MUST 'WALK ALONGSIDE AFGHANS AND SUPPORT THEM'"](#)

President Obama and many others have just created [Welcome.us](#) to provide support to Afghan refugees.

You can learn about a new effort being initiated by President Biden here: [Biden plots private help for refugee crisis](#)

[California schools prepare for thousands of Afghan refugee students](#) is a good Ed Source article.

[Here's How Schools Are Helping Afghan Refugee Students](#) is from Ed Week.

[Afghan Resource Center](#) is from USA Hello.


Ferlazzo's resources of interest

One interesting resource he mentions relates to the languages of Afghanistan, including an app for Pashto-speaking learners of English.

I have not been successful in finding many Pashto-language resources, but have recently heard some good things about this [free ESL app](#) designed to support Pashto speakers learning English.


What's the difference between Dari and Farsi?

<https://translatorswithoutborders.org/wp-content/uploads/2017/07/Farsi-and-Dari-Factsheet-English.pdf>




LANGUAGE FACTSHEET 

Farsi & Dari

Farsi and Dari are two dialects of the same language, mutually intelligible in written format, but very different when spoken.



Tajik too has diverged from Farsi in both script and vocabulary and they are often mutually intelligible when spoken but not when written.

-  Only 38% of Afghans can read and write. Written communication targeted at Dari speaking refugees is often not well understood.
-  Formal Farsi and Dari are very similar, but differences in pronunciation and the use of certain words are more noticeable when they are spoken informally.
-  Pashto is a different language than Dari and Farsi. Native Pashto speakers often learn Dari, but few Dari speakers have a good command of Pashto.

<http://www.pashtoenglishlessons.org/>

وریا انگلیسی لوست

HOME

FAQ

SUPPORT

په بس کې ...
د لوبڼو لوبڼې ...
موټر چلول ... په هر حال.

Free English lessons
for Pashto speakers



LANGUAGE COURSE

With language course speakers

LISTEN ANYTIME

On the bus, driving, doing the dishes... no book needed.

SHARE WITH FRIENDS

Tell all the Pashto speakers you know so they can use it too.

Ferlazzo's resources of interest

<https://larryferlazzo.edublogs.org/2021/10/02/heres-a-short-interview-i-did-on-supporting-afghan-refugees-all-ells/>

Ferlazzo also makes reference to a short seven-minute interview he completed on welcoming refugee students, which is worth a listen. Some of the more striking quotes from the interview are in this slide.

- ▶ LF: “We should not be trauma detectives...but we can build relationships...We shouldn't be the people to help process traumatic memories.”
- ▶ Interviewer: “Trauma-informed teaching does not replace trauma-informed therapy.”
- ▶ Interviewer: “What are the areas that marginalize them the most? What makes them feel like they don't belong? MS: **Language.**”

Three Things We All Need to Know to Teach the New Immigrants Coming to Our Classrooms



Jorge Valenzuela with Larry Ferlazzo and Morsal Sayar As the country prepares for a new influx of immigrants, we pause to consider the impact on schools and teachers around the nation. Join us for a practical discussion about teaching new immigrant students and what we'll need to know (and do) to successfully manage their transition ... Continue reading

5:08 / 6:51

Webinar Opportunity: November 9 and 10, 2021

Calgary Centre for Newcomers: Support Afghan Refugees

Check website for later November dates.

There are several webinar opportunities starting now to come online. This one is from the Calgary Centre for Refugees on Afghan culture. Registration is free. The embedded video (at right) is also informative. Go to the site for clickable links.

- ▶ <https://www.centrefornewcomers.ca/support-afghan-refugees>
- ▶ Afghanistan Culture and People – a Presentation

Afghanistan Culture & People - a Presentation

CFN Invites you Afghanistan Culture & People, an important presentation that will introduce people who support, work with, or who are potentially sponsoring Afghan refugees to important elements of Afghanistan culture. Click below to register today:

[November 2nd, 2:00 pm - 4:00 pm](#)

[November 9th, 10:00 am - 12:00 pm](#)

[November 10th, 2:00 pm - 4:00 pm](#)

An overview of the country within the context of refugee arrivals, the presentation will review what might be expected in an Afghanistan family, the religions followed, subcultural groups and the values associated with such groups. The presentation will encourage discussion of cultural expectation, clashes of cultures for arrivals, and areas where newcomers may require Canadian cultural knowledge. The idea behind the workshop is to maximize the successful transition and resettlement.



Webinar **RECORDING NOW AVAILABLE**

Educational Experiences of Afghans: Learning from Afghan Refugee Students and Families

[Online Professional Development | Immigrant Connections
\(immigrantsrefugeesandschools.org\)](https://immigrantsrefugeesandschools.org)

A second webinar in the same week, from an American organization, is on the educational experience of Afghans. The recording and PPT are available through the link and below.

[Educational Experiences of Afghans: Learning from Afghan Refugee Students & Families on Vimeo](#)

[Afghan Presentation 11-10-21 - Handout.pdf - Google Drive](#)



**IMMIGRANT
CONNECTIONS**
SUPPORTING EDUCATORS
AND ORGANIZATIONS

Webinar Registration

[f](#) [t](#) [in](#) [✉](#)

Topic Educational Experiences of Afghans: Learning from Afghan Refugee Students & Families

Time Nov 10, 2021 07:00 PM in Eastern Time (US and Canada)

Although American, this article (one of three free articles you can access on the site) gives an excellent overview of the issues and challenges facing Afghan students and their teachers and schools, which is also applicable in Canada.

<https://medium.com/lifelong-learning-defined-for-peak-performance-in/important-items-to-consider-for-supporting-afghan-refugee-students-9dbaeabd6a63>

An American article with great descriptions and links.

Important Items to Consider for Supporting Afghan Refugee Students



Jorge Valenzuela

Follow



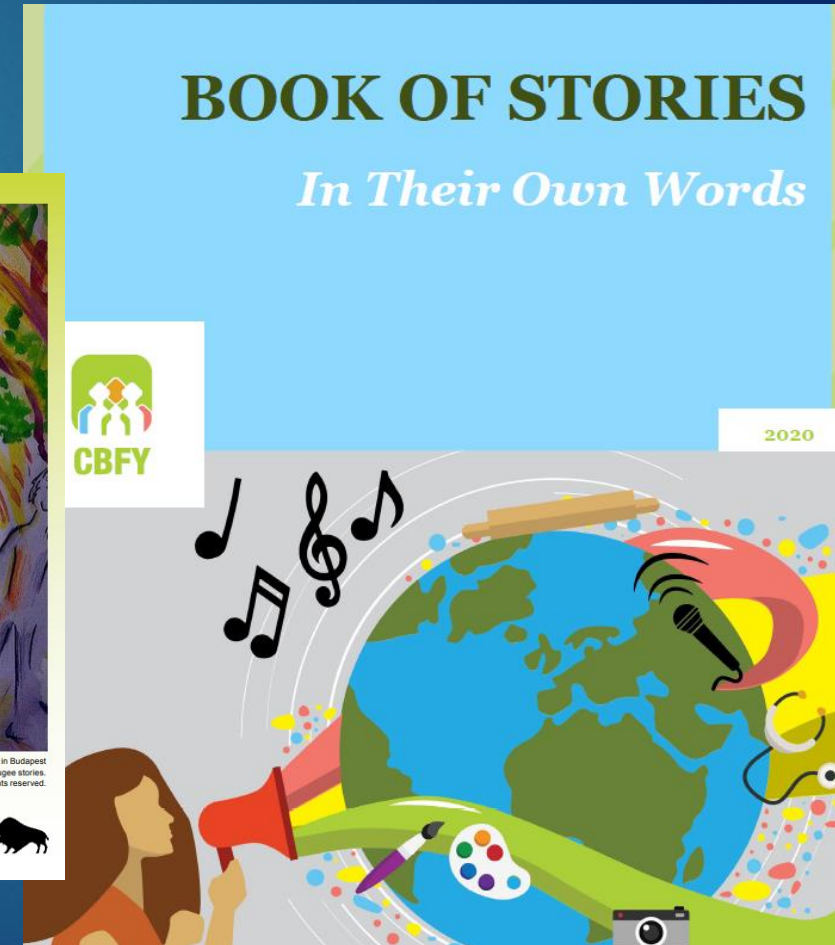
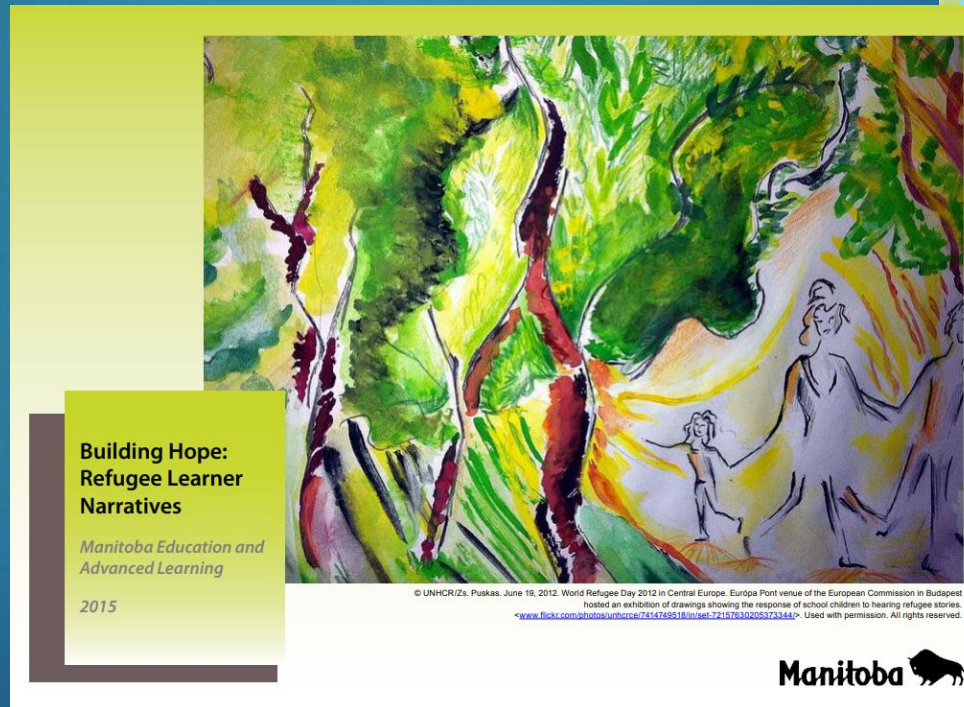
Sep 27 · 3 min read ★



Student Voices:

- ▶ *Building Hope*, (2015) Government of Manitoba
- ▶ *Book of Stories*, (2020) Calgary Bridge Foundation for Youth

Two recent books published in Canada documenting student voices include the voices of students of Afghan origin in Canada. The first is *Building Hope* published by the Government of Manitoba and the second is *Book of Stories* published by the Calgary Bridge Foundation for Youth. Both resources are available free for download.



Building Hope: Afghanistan

https://www.edu.gov.mb.ca/k12/docs/support/building_hope/index.html

This story from *Building Hope* is about a student from Afghanistan named Tanya. The story also provides a list of web resources related to Afghanistan.

TANYA * (AFGHANISTAN)

“...I still have one foot in Afghanistan and the other foot in Canada.”

Life before Canada

Birthplace and Family

I was born in Kabul, Afghanistan, on January 1, 1989. Prior to coming to Canada, I lived in Peshawar, Pakistan. I am a Muslim. My family speaks Farsi. I speak Farsi, Urdu, Pashtu, and English. I have two brothers (Atash and Babur), one sister (Azin), and my mother (Afshan) and father (Asa). I had a very good relationship with all my family.

My father died before we moved to Pakistan. Prior to my father's death, my mother, Afshan, worked as a nurse. My father was an Afghani government employee. He died in a fire of a government building where he worked. We believe that the fire was set by the Taliban. I was almost 12 when Father passed away and brother Atash had just been born.

We left Afghanistan because of the war with the Taliban rebels, who caused my father's death. After he died, there was no one to support us. My mother couldn't work in Afghanistan and she wasn't allowed to be outside her home without a male accompanying her. It was hard for my mother because one of my uncles was giving her a hard time. He wouldn't help her.



VIDEO RESOURCES

See [Caution Concerning the Use of Resources about War and Refugee Experiences](#).

History of the Conflict in Afghanistan

Afghanistan: The New Forgotten War by CISAC Stanford (2013): Stanford scholars and military experts talk about the history of the war, lessons learned, the gains and losses, and what to expect after the war formally comes to an end. <https://www.youtube.com/watch?v=IM51bRWSEdY>

Afghanistan: Outside The Wire by Scott Taylor: CPAC presents an exclusive one-hour documentary that takes you inside the heart of Afghanistan to places rarely seen by the outside world. Canadian journalist Scott Taylor travels without military protection into the deadly back roads of Taliban country, coming face-to-face with warlords and would-be suicide bombers. <https://www.youtube.com/watch?v=YJMvbyDbREw>

Women's Education

Women's Literacy Classes at the Baghe Daoud Refugee Camp, Kabul Afghanistan (2011) by PARS A in Afghanistan: This video features the literacy program developed by PARS A, a small NGO based out of Kabul, Afghanistan, with the support of The Nooristan Foundation. www.youtube.com/watch?v=mpu58EOyuAo

Girl's education in Afghanistan—Nazifa's story by Oxfam International (2011): Millions of girls have entered school in Afghanistan, since the fall of the Taliban in 2001. It is one of the few good news stories of the last nine years. But the progress is in danger of slipping away and Afghan girls, like Nazifa, still face many barriers to receiving an education. www.youtube.com/watch?v=UPoYhE0MUow

Educating the Next Generation of Girls in Afghanistan by The I Files (2012): Millions of girls have entered school in Afghanistan since the fall of the Taliban in 2001. However, education reformers still face an uphill battle. www.youtube.com/watch?v=kzUj99sPuTB

Women in Afghanistan by CBC's The National (2011): (Warning: graphic content) Susan Ormiston looks at life in Afghanistan today through the eyes of two women who have seen some change, but wonder whether it's enough. <https://www.youtube.com/watch?v=rVgCjIAJyog>

Afghan Refugees

Shamshatoo Refugee Camp—"In This World" by faraway1001: The Opening Sequence of "In This World" (2002), a documentary drama movie depicting one of the largest refugee camps in the world. www.youtube.com/watch?v=p9hqjS8SleQ

Pakistan: Helping the Hosts by UNHCR: Tens of thousands of Afghan refugees in Pakistan's Balochistan province have access to schools and basic services, but the cost is not easy to bear. www.unhcr.org/v-4fb0b0336

Afghanistan: Mariam's Story by UNHCR: Mariam was a refugee in Iran for six years. The widow and mother returned in 2002 and has been internally displaced ever since. Her situation is very uncertain. www.unhcr.org/v-4e9fe8356

Afghan Refugees in Pakistan Anxious As Year-End Deadline Looms by VOA Video (2012): One out of every four refugees in the world is from Afghanistan, and 95 percent of them live either in Iran or Pakistan. In Islamabad where Afghan refugees are to lose their legal residency at the end of the year,

many are not ready to return. www.youtube.com/watch?v=RqVpknKDIDY

Memoirs of the Afghan War, "Them Afghans" by omermureshi: This short story about Afghan war children in Islamabad, Pakistan was presented at the World Youth Forum "Right to Dialogue" meeting in Trieste, Italy in October 2010. www.youtube.com/watch?v=W4ZwBTNZ_IY

After Refuge (Afghanistan) Australian Refugee Film Festival 2010: An Afghani refugee shares their story of escape and life after. www.youtube.com/watch?v=z2J5ob5C4Dl

Afghani's in North America

Refugee Stories: Selay Ghaffar, Afghanistan by USA for UNHCR: A former refugee's story. www.youtube.com/watch?v=GfnLe4ZL2Tk&list=PLiSpdG6NHD01zB_qfP6t_oSa_6B7KhJL

Fatima—Journey to Canada: Stories of Refugees by Citizenship and Immigration Canada: Fatima, a former Afghani refugee and now proud Canadian citizen, shares her inspirational journey. <https://www.youtube.com/watch?v=91MYG6N6StM>



Diversity Education Website



Life After War: Education as a Healing Process for Refugee and War-Affected Children



War-Affected Children A Comprehensive Bibliography



Professional Learning, Agencies, and Community Supports



Print Version

Table of Contents

Book of Stories: Afghanistan

Calgary Bridge Foundation for Youth <https://www.cbfy.ca/wp-content/uploads/2020/11/Book-of-Stories-2020.pdf>

The *Book of Stories* includes a story about an Afghan student named Eno.

BOOK OF STORIES In Their Own Words



2020



Eno Ashory

Nelson Mandela High School, Gr. 11
Jivanya Reddy Scholarship

My Journey



I was born in the winter of 2002 to a loving Muslim family in Afghanistan. I have a big family with 3 brothers and 2 sisters.

My country has been in war for several years, with a lot of racism, bullying, and fights between the people based on this, religion and thanks to a deeply corrupted political system. Because of this my father decided to send my 3rd brother to Germany; he went there illegally but was able to spend about 6 years living there away from us. I missed him a lot, as my family and I have always been really close.

My oldest brother married a nice lady who lives here in Canada, so his wife sponsored him to come here as a permanent resident. As soon as he got here and saw how good life could be, he found a job and asked my family to move away somewhere safe. My country's situation was becoming increasingly violent, so my family and I went to Tajikistan as refugees.

While we wanted to move I was in 8th grade so I did not have a choice except leaving my childhood memories, my best friends, the house I grew up in, and life as I knew it. Moving to Tajikistan was not easy. My dad had owned a business which he sold before we moved, my brother had been studying his master's degree at the time and had to halt this as well.

While we wanted to move I was in 8th grade so I did not have a choice except leaving my childhood memories, my best friends, the house I grew up in, and life as I knew it. Moving to Tajikistan was not easy. My dad had owned a business which he sold before we moved, my brother had been studying his master's degree at the time and had to halt this as well.

We lived in Tajikistan for a total of 3 years; as refugees in this country we could not work so my eldest brother living in Canada had to help us financially. This was tough for him as well since he had just started his life in Canada with his new wife and it was hard to support both families. While in Tajikistan I could not go to school because the teachings were in Russian language; I had always enjoyed going to school and loved receiving an education, and had set as a goal to one day move to Canada like my brother did so I focused on learning English. I took small courses when I could and also a bit of French. The teachers were not too great but it helped get me a bit of knowledge in this language as well.

The time in Tajikistan was marked by deep struggle. Mainly because me and my family being refugees experienced a lot of racism and hate from the locals. We couldn't walk in the streets at night, and the government was corrupt as well. We had to bribe police and legal systems to get our home rented, often being threatened with them taking away our legal documents for extortion. The local police would take our legal documents and ask for large sums of money to give them back to us. The cost of rent for apartments was really high for a refugee to afford, especially with a family of 6. When it came to trade and renting they used to ask for USD as currency. Needless to say, it was a lot to take in.

Although it was not easy, I was able to make 2 close friends and we always found a way to hang out and find joy in life. This is the small part of that story that was memorable and fun. Knowing all of these struggles, my brother in Canada did everything he could to sponsor our immigration to this country. He needed 5 people to co-sign the request documents for us, pull in a large sum of money that guaranteed our stability when we landed, and raise funds for our flights. This was the best thing that could happen to us.

We are very grateful that the Government of Canada was able to receive us in the country and gives us time to pay the loans that we needed to get us here. Since my parents are illiterate they are unable to find employment that allows them to make enough income to pay the loans, so it will become my personal responsibility to pay this money back.

I have always been passionate about education and have dreamt of continuing my studies, hoping to have a good impact in society. The reality is that this is no longer in my hands to decide and the priority is and will be to help my parents pay their loans so I can focus on my education after. Sometimes I wish things were different, and I had normal teenager problems. For now my problems seem bigger than myself and it's hard to keep an optimistic outlook.

Mentorship program helped me go through these hard situations. When I registered for school I heard about Mentorship Summer Program; I had no idea how it would be but I decided to join and WOW! I loved it! I made a lot of friends and got to go to places I would not have been able to go to on my own. I met a lot of nice people and it made the transition to Canada a lot easier.

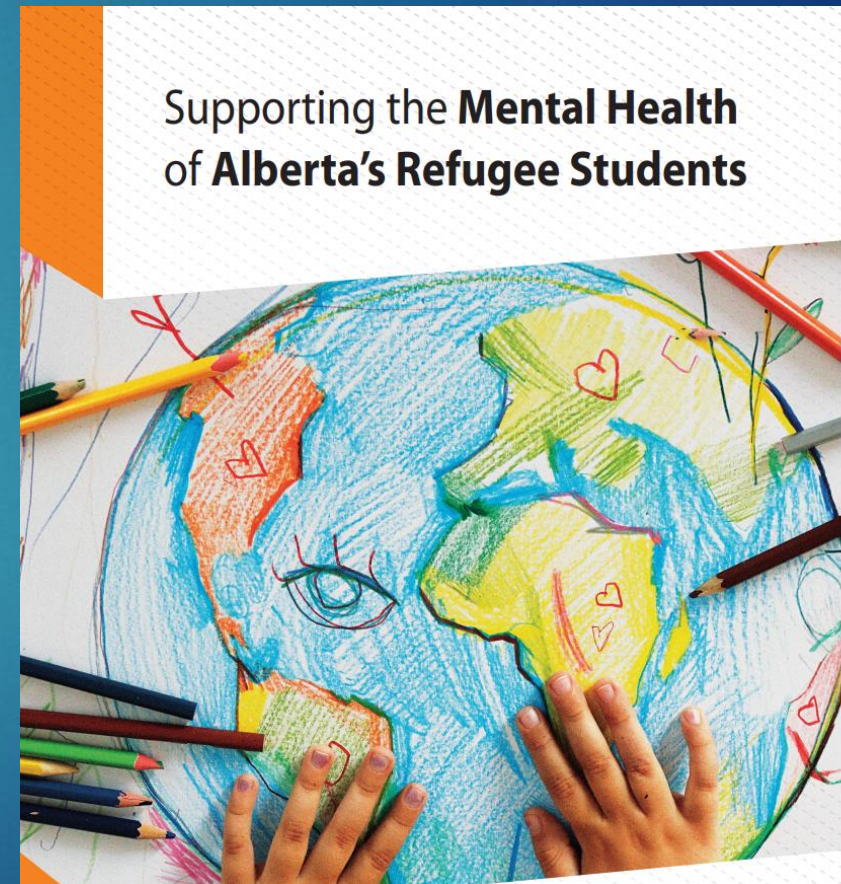
I had a great experience in the summer program and my Counsellor Liu told me there was program at my new school too. She invited me to join and I continued to go during the year. I was given an opportunity to become a Peer Mentor and give support to younger newcomers at the Junior High School. At first I didn't think I would be a good fit for it because I was so new to Canada, but I was given a chance and a challenge to support others who also needed help and I took it. I have been

Resources for supporting all students with refugee backgrounds

This document provides concise information on supporting refugee student from all cultural backgrounds.

Resource from Alberta Teachers' Association (2020)

[PD-80-50 Mental-Health-RefugeeStudents-Web.pdf \(teachers.ab.ca\)](#)





THANK YOU

**HOPING SOME OF THESE RESOURCES MAY PROVE USEFUL TO YOU AND
FEEL FREE TO SHARE OTHERS YOU MAY KNOW ABOUT OR ENCOUNTER.**