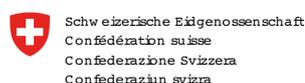


# Guiding Note around Pre-departure Orientation Topics

EU-FRANK Tool 9

The EU-FRANK project is co-financed by the Asylum, Migration and Integration Fund (AMIF)

Led by Sweden. In partnership and consultation with:



# Introduction to this tool

**This tool has been developed within the framework of the EU-FRANK project in 2018-2019 with funding from the European Asylum Migration and Integration Fund. Information presented in this tool is by no means exhaustive, but represents a compilation of guidance and practical tips. The objective has been to support EU Member States in their operational work with resettlement. For more information about this project, visit [www.eu-frank.eu](http://www.eu-frank.eu).**

## What is the purpose of this tool?

This tool is aimed to provide trainers of Cultural Orientation (CO) courses or sessions with an overview of topics that provide consistent and accurate information about life in the resettlement country. This in order to assist refugees to a) develop the knowledge, skills, and attitudes necessary to successfully adapt to life in the new country, b) address questions and concerns, c) develop realistic expectations prior to arrival, and d) make an informed decision on resettlement. This tool focuses on trainings delivered prior to refugees' departure, but can also apply to orientation after arrival.

## Why was it created?

Countries wishing to develop or strengthen their CO programs can use this index as a tool to guide them as they plan the scope and content of their CO programs. Trainers can choose which topics and sub-topics are most relevant for their specific CO, giving due consideration to the target group's specificities and the timing of the CO (pre- or post-arrival). Things to take into account, for instance, are if the refugees are literate/illiterate, from rural/urban settings, from different religious/cultural backgrounds, and with different exposures to multicultural societies.

## What is in this tool?

This document is a suggested index of contents for a CO program that runs over three full days, but it can be adapted to different course durations. This index can also be adapted to provide CO specific to the municipality level or in any other way reflecting the characteristics of

the area where the refugees will be residing.

The content is presented in units, which are in turn split into topics that can be easily tailored to each CO course. Where possible, sub-topics or additional aspects of topics are spelled out. Unit 12 is dedicated to social and personal skills, and this unit can be covered either at the beginning or at the end of the CO (if not split up and incorporated into various other units). For every unit there is a list of suggested activities, games, and exercises. These are based on a methodology that encourages refugees' participation. The index is accompanied by a concise methodological guideline.

## Who should use this tool?

This tool is meant to be used by resettlement officers/trainers who will design and/or provide CO trainings.

## Which other training tools and sources to use?

For ease of reference, this index presents topics and sub-topics in a practical and simplified version. Hence, this tool offers only essential content headings and definitions. Most topics and sub-topics are in fact intended to be broken down into multiple components. For further inspiration on specific topics or content, references are available at the end of this document. The suggested activities are for the most part self-intuitive; however, practical examples and support material are easy to find on the Internet through a keyword search with any browser.

# Overview of Topics in Pre-departure Orientation

Units	Topics	Sub-topics	Suggested activities
<b>Unit 1. Introduction to Cultural Orientation</b>	Outline of the pre- departure Cultural Orientation training		<ul style="list-style-type: none"> <li>• Get acquainted with each other (for instance, by using the energizer “Find someone who...”)</li> <li>• Introduction energizer/game</li> </ul>
	<b>or</b> Outline of the post- arrival Cultural Orientation training		
	Developing rules for the group together with the participants		

<b>Unit 2. Preparing for your journey</b>	Presentation of the steps of the resettlement program	• Role of the Resettlement Agency/Office [especially in case of Post-arrival CO]	<ul style="list-style-type: none"> <li>• Brainstorm session: What do you know about (country)? What do you want to know? What did you learn? What are your expectations?</li> <li>• Discussion how you got to this point in the resettlement process or</li> <li>• “Who am I?” exercise</li> </ul>
	Documents necessary to travel to <b>[name of resettlement country]</b> .	• Visa • Travel documents	
	Health assessment		
	Exit formalities/security clearance		
	Cultural Orientation: Why we do it		

<b>Unit 3.</b> <b>The journey to ...</b> <b>[name of resettlement country]</b>	At the airport	<ul style="list-style-type: none"> <li>• Luggage</li> <li>• Boarding pass</li> </ul>	<ul style="list-style-type: none"> <li>• Packing (with real exercises)</li> <li>• Mock airport procedures/boarding/ flight exercise</li> </ul>
	During the flight	<ul style="list-style-type: none"> <li>• In the airplane: do's and don'ts</li> <li>• Safety regulations</li> </ul>	

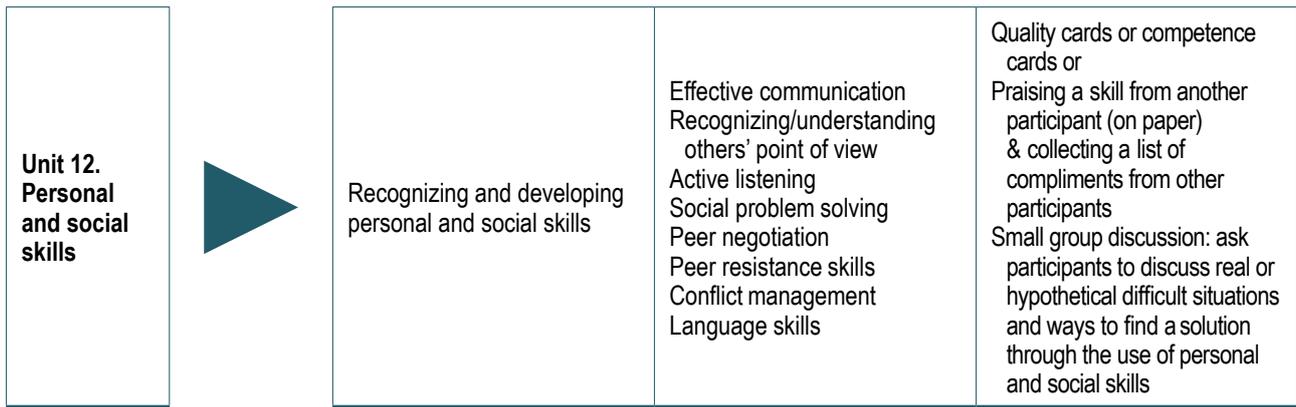
<b>Unit 4.</b> <b>Arrival and reception services</b>	Reception and identification		Familiarization with various kinds of lodging (video if available)
	Housing and transportation to the final destination		
	Long term accommodation: renting a house	<ul style="list-style-type: none"> <li>• General aspects of renting a house</li> <li>• Landlord responsibilities</li> <li>• Tenant responsibilities</li> <li>• Public housing</li> </ul>	

<b>Unit 5.</b> <b>General overview of resettlement country</b>	Geography and climate Language and culture History of resettlement country Political structure Public institutions and services Transportation	<ul style="list-style-type: none"> <li>• Norms and habits</li> <li>• Social diversity</li> <li>• Life in a city/town/village</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer asks participants what they know about the resettlement country</li> <li>• Participants find resettlement country (and country of origin) on the map.</li> <li>• Participants (in groups) present the most important highlights of their country of origin.</li> <li>• Trainer presents the resettlement country (with photos and videos if available).</li> </ul>
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<b>Unit 6. Laws, rights, and obligations in the resettlement country</b>		General rights and responsibilities	<ul style="list-style-type: none"> <li>• The constitution</li> <li>• Laws and regulations</li> <li>• Rights and obligations</li> <li>• Human rights (including religious freedom)</li> <li>• Role and behavior of authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: Allowed or not allowed? Comparing country of residence with the resettlement country</li> </ul>
	Examples of specific aspects regulated by law	<ul style="list-style-type: none"> <li>• Children's rights</li> <li>• Women's rights</li> <li>• Integration law</li> <li>• Traffic rules</li> <li>• Animal rights</li> <li>• Refugees rights and duties</li> </ul>		
	Personal documents	<ul style="list-style-type: none"> <li>• Residence permit</li> <li>• Identity card</li> <li>• Travel document</li> <li>• Driving license</li> <li>• Documents and issuing authorities</li> </ul>		
	Social security	<ul style="list-style-type: none"> <li>• Overview of the resettlement country's social security benefits and programs</li> <li>• Basic requirements for the access of third- country nationals to the main social security benefits</li> </ul>		
	Marriage and family reunification	<ul style="list-style-type: none"> <li>• Marriage</li> <li>• Family reunification</li> </ul>		

<b>Unit 7. Health Care</b>		The Health care system in ... <b>[name of resettlement country]</b>	<ul style="list-style-type: none"> <li>• Social Security Number/ Health Service Card</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: true or false? or</li> <li>• Discussion: What would you do in case of...?</li> </ul>
	Family doctors and specialist doctors	<ul style="list-style-type: none"> <li>• Social Security Number/ Health Service Card</li> </ul>		
	Health care for newborns			
	Emergency medical services	<ul style="list-style-type: none"> <li>• Tips for accessing medical services</li> </ul>		
	Preventive health care	<ul style="list-style-type: none"> <li>• Vaccines</li> </ul>		

<p><b>Unit 8. Education</b></p>		<p>General characteristics of the education system in ... <b>[name of resettlement country]</b> Education for adults The importance of education The education system in detail The role of parents in children's education</p>	<ul style="list-style-type: none"> <li>• Diploma/degree accreditation</li> <li>• Sexual education</li> <li>• Corporal punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Draw out the school system or</li> <li>• Group discussion</li> </ul>							
<p><b>Unit 9. Employment</b></p>		<p>The advantages of getting a job How to find a job Job-hunting Job advertisements How is hiring done? Tips for a successful interview Tips for good working relations Quitting a job</p>	<ul style="list-style-type: none"> <li>• Volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>• "Employment expectations &amp; barriers to employment" discussion</li> <li>• "Typical interview questions" - discussion on good/bad answers</li> <li>• Self-assessment activity</li> <li>• Brainstorm: what is a CV and what is in it?</li> </ul>							
<p><b>Unit 10. Financial management</b></p>		<table border="1"> <tr> <td data-bbox="478 918 798 1032"> <p>Currency</p> </td> <td data-bbox="798 918 1120 1032"></td> <td data-bbox="1120 918 1442 1285" rowspan="3"> <ul style="list-style-type: none"> <li>• Identify the resettlement country's currency</li> <li>• Money management/Making a budget – create a realistic monthly budget plan</li> <li>• List of possible effects of advertisements</li> </ul> </td> </tr> <tr> <td data-bbox="478 1032 798 1171"> <p>Methods of payment and the banking system</p> </td> <td data-bbox="798 1032 1120 1171"> <ul style="list-style-type: none"> <li>• Handling money</li> <li>• Bank accounts</li> <li>• Paying bills</li> <li>• Paying by card</li> </ul> </td> </tr> <tr> <td data-bbox="478 1171 798 1285"> <p>Consumer society</p> </td> <td data-bbox="798 1171 1120 1285"> <ul style="list-style-type: none"> <li>• Finances, budgeting, and prioritizing</li> <li>• Financial support</li> </ul> </td> </tr> </table>	<p>Currency</p>		<ul style="list-style-type: none"> <li>• Identify the resettlement country's currency</li> <li>• Money management/Making a budget – create a realistic monthly budget plan</li> <li>• List of possible effects of advertisements</li> </ul>	<p>Methods of payment and the banking system</p>	<ul style="list-style-type: none"> <li>• Handling money</li> <li>• Bank accounts</li> <li>• Paying bills</li> <li>• Paying by card</li> </ul>	<p>Consumer society</p>	<ul style="list-style-type: none"> <li>• Finances, budgeting, and prioritizing</li> <li>• Financial support</li> </ul>		
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**Note on methodology for the development and implementation of a CO training program (experiences and suggestions from EU-FRANK partner countries)**

Participants in the training may differ greatly in background and personal history, and they may be more or less acquainted with some of the various aspects of resettlement. Attention, therefore, should focus on tailoring the training in order to fit the needs of the participants.

Trainers are herein challenged to draw parallels and make connections between participants' experiences and existing knowledge and the information presented. The training is recommended to be learner-centered, interactive, and experiential. This can be done by including different learning styles, as explained below, and the inclusion of materials (photos, videos, games, maps, flags, etc.) and different means of information provision (verbal information, written information, and audiovisual information). The trainer is encouraged to create a safe environment where all participants can take part and feel free to share their experiences and knowledge, ask questions, and express their opinions. This can be done by repeatedly giving the opportunity to share experiences or knowledge and to ask questions, thus creating a balance in the attention given to very communicative and less communicative participants.

Highly interactive training methodologies are essential, such as role-plays, small and large group discussions, brainstorming, and related activities in which participants are given the opportunity to share their own thoughts and concerns regarding resettlement. This not only makes the training more relevant, but also contributes to increased retention of new material. Integrating the four learning styles from

Kolb's learning cycle enables a learner-centered approach that is both interactive and experiential. These four learning styles are:

- **Experience (doing):** doing, trying, simulating, having an experience. This requires active participation and providing participants with direct involvement, which is always the best way to learn. For instance, role-playing (acting), creating something tangible, or participants interviewing each other.
- **Reflective observation:** observing, brainstorming, visualizing (such as watching a video, watching role playing, reading an article, or looking at photographs), imagining based on previous experience. The trainer will ask questions to stimulate reflection on the experience, and it is important to keep the learners focused on describing what is happening, to avoid judgment, and to give everyone a chance to make observations. Reflection is important to improve the ability to appreciate different points of view, broadening understanding, and enabling new approaches and solutions.
- **Abstract conceptualization (thinking):** concluding, learning from discussions, investigating, developing opinions, and analyzing facts, numbers, history, and other background information. Participants will be asked to make associations and see the activities from a more general perspective. Questions may include: *Why are we doing this exercise? What did we learn? What does this experience mean to you?* Generalization is a way of making useful concepts simpler, easier to recall, and applicable to different situations.

- **Application:** trying out what is learned, demonstrating, and tests/quizzes to check the facts. Participants will be encouraged to relate the experience they just had and to reflect on how it

can be used in real life. Questions may include:  
*How can you apply what you learned in real life?*  
*How will this be helpful and contribute to a positive resettlement country?*

## REFERENCES

- Kolb's learning cycle <https://www.simplypsychology.org/learning-kolb.html>
- Cultural Orientation Resource Center (COR) <https://coresourceexchange.org>
- Australian Cultural Orientation (AUSCO) <https://immi.homeaffairs.gov.au/settling-in-australia/ausco/about-the-program>