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Luxembourg: Publications Office of the European Union, 2022

PDF ISBN 978-92-9487-085-8 doi : 10.2847/428559 BZ-01-22-107-EN-N

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Introduction to this tool

Information presented in this tool is by no means exhaustive but represents a compilation of guidance and practical tips on topics related to pre-departure orientation services (PDO) (1). The objective is to support Member States of the European Union and Associated Countries in their operational work with resettlement.

What is the purpose of this tool?

This tool aims to provide resettlement officers and PDO trainers with an overview of topics that provide consistent and accurate information about life in the resettlement country. This is 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 pre-departure orientation services (2) delivered prior to the refugees' departure but can also apply to orientation after arrival.

Why was it created?

Countries wishing to develop or strengthen their PDO can use this tool as a guide to plan the scope and content of the programmes. Trainers can choose which topics and sub-topics are most relevant for their specific PDO, giving due consideration to the target group's specificities and the timing of the programme delivery (pre- or post-arrival). Factors to take into account,

for instance, include whether the refugees are literate/illiterate, from rural/urban settings, from different religious/cultural backgrounds, and whether they have experienced different levels of exposure to multicultural societies.

What is in this tool?

This document provides a suggestion of topics that could make up a standard PDO offered to adults (3), that runs over **three full days**. It can be adapted to different programme durations. This tool can also be adapted to provide information specific to the local level or in any other way reflecting the characteristics of the area where the refugees will reside. The content is presented in units, which are in turn split into topics that can be easily tailored to each programme. 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 programme (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 the refugees to participate. The tool is accompanied by a concise methodological guideline.

(1) This tool was originally developed within the framework of the Facilitating Resettlement and Refugee Admission through New Knowledge (EU-FRANK) project. The project was funded by the European Asylum Migration and Integration Fund lead by the Swedish Migration Agency. As part of the handover process from EU-FRANK, the European Union Agency for Asylum has conducted a quality assurance exercise of the resettlement operational tools developed in this project.

(2) UNHCR Resettlement Handbook, available at: <https://www.unhcr.org/46f7c0ee2.pdf>

(3) Some resettling countries offer targeted PDO to specific categories of refugees, such as children, teenagers, lesbian, gay, bisexual, trans, intersex (LGBI) and women.





Who should use this tool?

This tool is intended for resettlement officers/trainers who will design and/or deliver PDO.

Which other tools and sources can also be used?

For ease of reference, this tool presents topics and sub-topics in a practical and

simplified way. This tool thus 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 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
Unit 1. Introduction to PDO	Outline of the pre- departure orientation		<ul style="list-style-type: none"> • Get acquainted with each other (for instance, by using the energiser ‘Find someone who...’) • Introduction energiser/game
	or Outline of the post- arrival orientation		
	Developing rules for the group together with the participants		
Unit 2. Preparing for your journey	Presentation of the steps of the resettlement programme	<ul style="list-style-type: none"> • Role of the Resettlement Agency/Office, especially in cases of post-arrival orientation 	<ul style="list-style-type: none"> • Brainstorm session: What do you know about [name of resettlement country]? What do you want to know? What did you learn? What are your expectations? Why do you think [name of resettlement country] is the right country for you? • Discussion on how you got to this point in the resettlement processor • ‘Who am I?’ exercise
	Documents necessary to travel to [name of resettlement country]	<ul style="list-style-type: none"> • Visa • Travel documents 	
	Health assessment		
	Exit formalities / security clearance		
	Cultural orientation: Why do we do it?		
Unit 3. The journey to [name of resettlement country]	At the airport	<ul style="list-style-type: none"> • Luggage • Boarding pass 	<ul style="list-style-type: none"> • Packing (with real exercises) • Mock airport procedures / boarding / flight exercise
	During the flight	<ul style="list-style-type: none"> • On the aeroplane: dos and don’ts • Safety regulations 	



Unit 4. Arrival and reception services		Reception and identification		Familiarisation 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"> • General aspects of renting a house • Landlord responsibilities • Tenant responsibilities • Public housing 	
Unit 5. General overview of resettlement country		Geography and climate Language and culture History of resettlement country Political structure Public institutions and services Transportation	Norms and habits Social diversity Life in a city/town/village	<ul style="list-style-type: none"> • Trainer asks participants what they know about the resettlement country • Participants find resettlement country (and country of origin) on the map • Participants (in groups) present the most important highlights of their country of origin • Trainer presents the resettlement country (with photos and videos if available).



**Unit 6.
Laws, rights,
and
obligations
in the
resettlement
country**



General rights and responsibilities	<ul style="list-style-type: none"> • The constitution • Laws and regulations • Rights and obligations • Human rights (including religious freedom) • Role and behaviour of authorities 	Quiz: Allowed or not allowed? Comparing country of residence with the resettlement country
Examples of specific aspects regulated by law	<ul style="list-style-type: none"> • Children's rights • Women's rights • Integration law • Traffic rules • Animal rights • Refugee rights and duties 	
Personal documents	<ul style="list-style-type: none"> • Residence permit • Identity card • Travel document • Driving licence • Documents and issuing authorities 	
Social security	<ul style="list-style-type: none"> • Overview of the resettlement country's social security benefits and programmes • Basic requirements for the access of third-country nationals to the main social security benefits 	
Marriage and family reunification	<ul style="list-style-type: none"> • Marriage • Family reunification 	



<p>Unit 7. Health and social care</p> 	<p>The healthcare system in [name of resettlement country]</p>	<ul style="list-style-type: none"> • Social security number / health service card 	<ul style="list-style-type: none"> • Quiz: true or false? or • Discussion: What would you do in case of...?
	<p>Family doctors and specialist doctors</p>	<ul style="list-style-type: none"> • Social security number / health service card 	
	<p>Healthcare for newborns</p>		
	<p>Emergency medical services</p>	<ul style="list-style-type: none"> • Tips for accessing medical services 	
	<p>Preventive healthcare</p>	<ul style="list-style-type: none"> • Vaccines 	
	<p>Social care system</p>	<ul style="list-style-type: none"> • Information on how to access the social care system 	
	<p>Additional information and requirements linked to health emergencies in country of resettlement.</p>	<ul style="list-style-type: none"> • Information on relevant health considerations, such as COVID-19 	

<p>Unit 8. Education</p> 	<p>General characteristics of the education system in [name of resettlement country] 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"> • Diploma/ degree accreditation • Sex education • Corporal punishment 	<ul style="list-style-type: none"> • Draw the school system or • Group discussion
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<p>Unit 9. Employment</p>		<p>The advantages of finding employment How to find employment Job-hunting Job advertisements How is hiring done? Tips for a successful interview Tips for good working relations Leaving employment The importance of training and re-training</p>	<ul style="list-style-type: none"> • Volunteer work 	<ul style="list-style-type: none"> • 'Employment expectations and barriers to employment' discussion • 'Typical interview questions' - discussion on good/bad answers • Self-assessment activity • Brainstorm: what is a CV and what is in it?
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<p>Unit 10. Financial management</p>		<table border="1"> <tr> <td data-bbox="529 913 782 958">Currency</td> <td data-bbox="794 913 1054 958"></td> <td data-bbox="1061 913 1394 1310" rowspan="3"> <ul style="list-style-type: none"> • Identify the currency of the resettlement country • Money management / making a budget - create a realistic monthly budget plan • List of possible effects of advertisements </td> </tr> <tr> <td data-bbox="529 967 782 1137">Methods of payment and the banking system</td> <td data-bbox="794 967 1054 1137"> <ul style="list-style-type: none"> • Handling money • Bank accounts • Paying bills • Paying by card </td> </tr> <tr> <td data-bbox="529 1146 782 1301">Consumer society</td> <td data-bbox="794 1146 1054 1301"> <ul style="list-style-type: none"> • Finances, budgeting, and prioritising • Financial support </td> </tr> </table>	Currency		<ul style="list-style-type: none"> • Identify the currency of the resettlement country • Money management / making a budget - create a realistic monthly budget plan • List of possible effects of advertisements 	Methods of payment and the banking system	<ul style="list-style-type: none"> • Handling money • Bank accounts • Paying bills • Paying by card 	Consumer society	<ul style="list-style-type: none"> • Finances, budgeting, and prioritising • Financial support 		
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<p>Unit 11. Cultural adaptation</p>		<p>Culture shock</p>	<ul style="list-style-type: none"> • Adjustment stages (activity) • Symptoms of culture shock (activity) • Adjusting through the U-Curve • Balancing cultures and values • Communicating with diverse populations • Changes within the family 	<ul style="list-style-type: none"> • Gains and losses • Anticipated problems group discussion • Poor handwriting • Stages of culture shock • Letter to a friend • Are you in danger (of culture shock)? • Exercises to explain the different levels of possible integration • Family roles • Cultural values: yes/ no exercise • Thermometer of feelings (e.g. fear of flying)
	<p>Living in [name of resettlement country] society</p>	<ul style="list-style-type: none"> • Names • Greetings, touching, proximity, and body language • Conversation • Dress code • Family structure • Visiting and socialising • Food and meals • Separating rubbish • Use of western toilet facilities • Having pets 		
<p>Unit 12. Personal and social skills</p>		<p>Recognising and developing personal and social skills</p>	<p>Effective communication Recognising/ understanding others' points of view Active listening Social problem-solving Peer negotiation Peer resistance skills Conflict management Language skills</p>	<p>Quality cards or competence cards or Praising a skill from another participant (on paper) and collecting a list of compliments from other participants Small group discussion: ask participants to discuss difficult situations that may be real or hypothetical and ways to find a solution through the use of personal and social skills</p>

Note on methodology for the development and implementation of PDO (experiences and suggestions from EU-FRANK partner countries and reference group)

Participants in PDO 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 PDO in order to fit the needs of the participants.

Trainers are challenged to draw parallels and make connections between the participants' experiences and existing knowledge and the information presented. The PDO is recommended to be learner-centred, 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 methodologies are essential. These can include 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 PDO more relevant, but also contributes to increased retention of the new material. Integrating the four learning styles from

Kolb's learning cycle ⁽⁴⁾ enables a learner-centred approach that is both interactive and experiential. These four learning styles are:

- **Experience (doing):** doing, trying, simulating and 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, visualising (such as watching a video, watching role-playing, reading an article, or looking at photographs), and/or 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 judgement, and to give everyone a chance to make observations. Reflection is important to improve the ability to appreciate different points of view, broaden understanding, and enable new approaches and solutions.
- **Abstract conceptualisation (thinking):** concluding, learning from discussions, investigating, developing opinions, and analysing facts, numbers, history, and other background information. Participants will be asked to make associations and see the activities from a more general perspective. Questions could include: Why are we doing this exercise? What did we learn? What does this experience mean to you? Generalisation 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 experiences they just had and to reflect on how they can be used in real life. Questions could include: How can you apply what you learnt in real life? How will this be helpful and contribute to a positive approach to the resettlement country?

⁽⁴⁾ Simply Psychology, 'Kolb's Learning Styles and Experiential Learning Cycle', updated 2017. <https://www.simplypsychology.org/learning-kolb.html>

ISBN 978-92-9487-085-8

