

INTERNATIONAL ORGANIZATION FOR MIGRATION

MIGRANT *tra*iNiNg

GENERIC GUIDE FOR PRACTITIONERS



IOM International Organization for Migration

MIGRANT *trainiNg*

GENERIC GUIDE FOR PRACTITIONERS

IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental body, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

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I. Introduction

The purpose of any Cultural Orientation or Pre-departure Orientation programme is to describe the resettlement process to participants and to prepare them for the first stages of their life in a new country. Once completed the participants would have a more realistic sense and expectation for how to successfully begin the process of resettlement in their new home country.

This document is intended as a general guide for practitioners who are developing or updating a Cultural Orientation or Pre-departure Orientation Curriculum that is taught to refugees, skilled workers, and/or independent immigrants. It does not cover literacy training and language training, which are planned to be added into this document in the future when time and resources are available.

II. Essential Topics

In Cultural Orientation or Pre-departure Orientation, it is not necessary that every piece of information must be conveyed. What is most important is what the participants take away with them after the session, not what is told by the trainer.

The goal is to educate the participants by exposing them to new ways of thinking, feeling, and acting and to help them to integrate the lessons into their everyday lives in their future country.

Tailor the topics to be covered and the length of the orientation to the specific needs of the participants. Each main topic within this section can stand alone or be used in any combination that is best suited to the task at hand.

With certain participants, it will be necessary to cover all of the topics. Other participants may already have a basic knowledge of the receiving country and will be more interested in posing specific questions on topics that are of significance to them. Scheduling of topics is important in this regard and the shorter the session, the more vital it is to make sure that the most essential information is covered.

In any case, it is important to always keep the needs and previous experience of the participants in mind, and to be flexible and adaptable when developing the curriculum.

A. Practical Information on the Receiving Country

Topics for discussion

1. Geography and environment of the country
2. Specific state and territory information
3. Climate and weather typical for the region, suitable clothing, and time zones
4. Government or state structures, and the political system
5. Public, social, and community services
6. Currency
7. Standard of measurement
8. Population, including demographics and breakdown by ethnicity
9. Language(s) spoken
10. History of the country
11. Family structure
12. Religious practices
13. Cultural traditions and holidays
14. Values and concepts specific to the host country, including self-sufficiency, time management, etc.

Objectives – Participants will:

1. identify different states or territories and the capital cities and/or national capital, and locate these on a map, including their place of destination, if known.
2. describe various aspects of the country's geography, including its size, demographics, landforms, and time zones.
3. distinguish between the different seasons and how this affects the climate of the country, and the type of clothing worn.
4. understand the advantages and disadvantages of living in different parts of the country.¹
5. distinguish between the national and local flags.
6. identify the different types of money that are used.
7. understand the units of measurement and how they are applied.
8. learn about the structure of the country's government and political system.
9. be able to discuss main historical events of the country.
10. be aware of the different cultural, ethnic, and religious groups and practices that exist in the country.
11. understand the typical family structure and its dynamics.
12. know how to make basic greetings common to the country and be aware of different codes of conduct.
13. be motivated to find out more about the country and to get a realistic understanding of where they are going.

¹In normal situations, resettling refugees have no choice where to locate or settle in the receiving country. This is usually being planned and assigned by the government of the receiving country before the refugees' arrival. The intention is to ensure integration of new arrivals into the host communities, rather than creating ghettos of different cultures. And some of these governments discourage refugees to move out from where they are placed. "Secondary migration" sometimes results in clients' losing out on important and time-bound services when they move.

B. Laws, Rights, Responsibilities, and Freedom

Topics for discussion

1. Basic laws and rules that govern the country
2. Difference between rights and responsibilities as immigrants
3. Public institutions and services
4. Steps towards citizenship
5. How to sponsor relatives
6. Commonly broken laws
7. Visa information
8. Taxes
9. Marriage and divorce
10. Pension plans
11. Permanent resident cards
12. Child tax benefit
13. Domestic violence
14. Equality, gender relations, sexual harassment
15. Racial discrimination

Objectives – Participants will:

1. have an understanding of the basic laws and rules of the country.
2. be able to identify their rights and responsibilities.
3. understand the difference between a refugee, permanent resident and citizen (specific to the US).
4. know the process for becoming a citizen and for sponsoring relatives.
5. distinguish between behaviour that may be considered acceptable or legal in their culture versus the culture of the receiving country.
6. identify institutions or agencies to contact in case of questions or if they are in need of assistance.
7. be aware of the services that are available to them as new arrivals.
8. know the importance of topics such as equality, gender relations, sexual harassment, and racial discrimination, which may differ culturally and legally from their home country.
9. understand that not knowing the law is not an excuse.

C. Education and Training (for children and adults)

Topics for discussion

1. The education system in the country
 - a. Pre-school through university level
 - b. Adult education
 - c. Curriculum
 - d. Extra-curricular activities
 - e. ESL classes
 - i. Importance of ESL Classes
 - ii. Number of hours entitled and other ways to improve language learning.

2. The role of parents in their children's education
 - a. Parent-teacher interaction
3. Financing your education
 - a. Student loans and grants
 - b. Scholarships
4. Translating certificates and diplomas
5. Re-certification – Process for recognition of qualifications
6. What level of education is necessary for certain kinds of jobs
7. Vocational training
8. Language skills needed

Objectives – Participants will:

1. know the education system in the receiving country, both for their children and themselves.
2. understand the value of education as it relates directly to one's ability to succeed in the new society.
3. be aware of teaching styles, guidelines, subjects taught, term dates, ages, uniforms, and important exams necessary to advance in the system.
4. understand their responsibilities as parents in their children's education.
5. know about financial assistance available to students, including any federal or higher education contributions, loans, grants, and scholarships.
6. be aware of the different student support services available.
7. understand the importance of learning or improving their language skills in the country they are moving to.
8. know how to transfer their degrees and education.
9. understand possibilities to improve their education through vocational training.
10. be able to discuss all topics of interest to them in regards to education in the receiving country.
11. be able to list the differences between the style of education in their country and their new country of residence, and complications that may arise as a result of these differences.

D. Employment

Topics for discussion

1. The importance of employment in the context of integration
 - a. Advantages of getting a job
 - i. Self improvement
 - ii. Legal/financial rewards
2. Employment opportunities
 - a. Entry level: For unskilled people with no knowledge of the local language
 - b. Skilled level: For trades people
 - c. Professional level
3. The role of the employment office and/or resettlement agency

4. The job search process
 - a. Classified ads and online searches
 - b. Bulletin boards, Help Wanted ads, direct application, networking, etc.
5. Resumé/CV writing
 - a. What components are included
6. Job applications
7. Interviewing for a job
 - a. Preparations and dressing the part
 - b. What you have to offer
 - i. Transferable skills, selling yourself, work experience, personal qualities
 - c. Follow up after the interview
8. Certificates
 - a. Licensing process
 - b. Documents to bring with you
 - c. How to get certificates translated
9. Ways to improve your current skills
 - a. Volunteer work, apprenticeships in trade colleges, transferable skills
10. Benefits and salary
11. Job situation for a newcomer
 - a. Expectations and realities of the first job
12. Work ethics and how to have good working relations in your new country of residence
 - a. Punctuality, attitude, skills, and hygiene
 - b. Being on time, taking vacation or sick leave, giving notice, treating others with respect
13. Work atmosphere
 - a. Team work, open work spaces, working hours, working days
14. Issues surrounding the country's labour market
 - a. Full-time jobs, part-time jobs, casual jobs, shift work
 - b. Unemployment in the country
15. Areas to be aware of once you have the job
 - a. Social security or social insurance number, employment laws, income security, your pay check
 - b. Opening a tax file, percentage of tax to be paid, consequences of tax evasion or faulty claims
 - c. Some traps and scams migrants fall into – multi-level marketing, identity theft, pyramid schemes, work-at-home schemes

Objectives – Participants will:

1. understand that it is their responsibility to find employment.
2. recognize the difficulties in searching for a job, and the commitment they must make to a successful outcome.
3. identify different ways of searching for and getting a job.

4. be aware of the different types of jobs in the country.
5. know the work ethics that are important to people they may work with.
6. realize the advantages to getting a job.
7. have an understanding of the country's labour market and the typical work atmosphere.
8. understand methods to improve their current skills.
9. be able to recognize the barriers to employment they may experience.
10. create a realistic plan of action for their first years in the new country.
11. describe to another person their list their personal traits, skills, knowledge, and weaknesses as they relate to employment.
12. be able to fill out an application form and identify a good resume and cover letter.
13. conduct themselves appropriately in an interview and answer interview questions posed to them.

E. Banking, Budgeting, and Cost of Living

Topics for discussion

1. Local currency
2. ATM cards
3. Credit and loans, dangers of using credit cards
4. Spending/Shopping
 - a. Types of shops, how to do the shopping, price examples, budgeting and saving prices, supermarkets
 - b. How to keep costs down, food and groceries, housing costs, clothing, second-hand items, telephone usage, transportation
5. Public assistance benefits
6. Banking – Importance of opening a bank account
7. Savings
8. Paying bills and writing checks
9. Cost of living
10. Budgeting your money
 - a. Income
 - b. Expenses

Objectives – Participants will:

1. learn budgeting skills as well as how to control expenses.
2. understand the concept of shopping for food in supermarkets and how to keep the costs down.
3. recognize the need for long-term shopping which involves making lists of food items that can last for up to one week.
4. understand the banking system in the country, how to open an account, make deposits, and withdraw money.
5. learn the difference between credit and ATM or debit cards.
6. be able to create a realistic family budget.

7. understand how to read an utility bill or other bills and how to write out a check for payment.
8. know how to use the telephone system, cell phones, and how to keep control of the costs and bills.

F. Housing

Topics for discussion

1. Finding accommodation and what to take into consideration when looking for housing
2. Initial assistance with housing upon arrival to the receiving country
3. What a typical house or flat, or apartment is like
4. Your rights and responsibilities as an owner, renter, or tenant
5. Interpreting and understanding a lease
6. Costs of housing in the country
7. Buying a house
 - a. Average house prices in a given area
 - b. Researching information and websites
8. Renting a house or an apartment
 - a. Prices including the security deposit
 - b. Questions to ask when you are searching
 - c. What you should do when you find an apartment that you like
9. How to interpret classified ads
10. Furnishing the home or apartment
11. Household formation packages or rent assistance
12. Safety measures in the house
13. Food preparation and hygiene
14. Recycling and garbage disposal
15. Maintenance, repairs, and chores
16. Using appliances in the home

Objectives – Participants will:

1. understand the different types of accommodations available and the responsibilities that come with owning, renting, or leasing.
2. develop a plan to look for housing, including making a list of all factors to take into consideration when selecting appropriate housing.
3. be able to find an apartment to rent using classified ads, maps, or websites.
4. have the right expectations regarding the type of housing they will be able to afford and find when they arrive.
5. understand where they can go for help or assistance in looking for housing.
6. know the legal process through which they acquire housing in their new country of residence.
7. be able to list the issues that may come with finding housing in

- a large city versus a small city.
- 8. understand their responsibilities under the terms of a lease.
- 9. be aware of safety measures to take in the house.
- 10. understand basic house and apartment maintenance, including garbage disposal, using appliances, food preparation and hygiene.

G. Health Care

Topics for discussion

1. Overview of the receiving country's health care system
 - a. How it works
 - b. Benefits that are available to the participants, both initially and long term
 - c. Conditions for qualifying for various health care services
 - d. Terms of coverage
 - e. What you have to pay for
 - f. Making an appointment
 - g. Immunizations, including for children
 - h. Drugs and prescriptions
2. What to do in an emergency situation
 - a. What constitutes an emergency
3. Routine medical services
 - a. Check ups, same-sex doctors, chemists or pharmacists
4. Counseling and mental health services
5. Concepts of hygiene, healthy living, regular exercise, dietary considerations in the receiving country
6. Preventive health screening, including well-baby check ups
7. Medical fees
8. Health care options
 - a. Assigned doctor system, referral system, emergency cases, mother and child health care, dental care, mental health care
9. The right to an interpreter
10. Questions about medical history
11. Insurance (in the absence of national health care)
 - a. Benefits of insurance
 - b. Ways of obtaining insurance
 - c. Coverage, premiums, sample costs, and deductibles

Objectives – Participants will:

1. have an understanding of the receiving country's health care system.
2. be able to describe what to do in case of an emergency.
3. know their rights when visiting a doctor.
4. understand how to get medication and where to go for other medicine and health products.
5. know the costs and benefits of health care.
6. be able to answer basic questions posed to them at a routine medical check up.

7. experience less anxiety about visiting a doctor or about the health care practices common to the receiving country.

H. Transportation

Topics for discussion:

1. Public transportation
2. Various means of travel within the country, including local and long distance
3. Bus and train schedules
4. Reading road maps and schedules
5. Responsibilities of buying and owning a car
 - a. Drivers license
 - b. Cost of car ownership
 - c. Car insurance
 - d. Vehicle safety
 - e. Traffic laws
 - i. Dangers of driving under the influence of alcohol or drugs
 - f. Parking
6. Discounted tickets and weekly or monthly passes
7. Websites and how to find information on transportation

Objectives – Participants will:

1. understand the public transportation options available to them.
2. know where to look for information on bus and train times.
3. understand ticket prices and any discounted options that may be available to them when traveling.
4. be aware of what is entailed in owning a car.
5. have an understanding of driving and traffic laws, and the consequences they may face if they break these laws.
6. know how to get a license and car insurance.

I. Pre-Embarkation, Travel, and Transit

Topics for discussion

1. Steps that will be taken before and during the flight
2. What items to pack
 - a. Luggage weight
 - b. Carry-on luggage
3. Ticket and boarding pass
4. Traveling with children and items needed to carry on board
5. Checking in
6. Going through customs
7. Prohibited items
8. Quarantine

9. In-flight routine
 - a. Restrooms
 - b. Food
 - c. Appropriate behaviour
10. Transit assistance during transit points en route to the final destination
11. Sample phrases that are helpful for travellers with limited English skills
 - a. Excuse me, I am lost, can you help me?
 - b. Can you help me find my gate?
 - c. Excuse me, where is the toilet?
12. Jet lag and ways to minimize it
13. Arrival and immigration procedures
14. Travel awareness
15. Travel documents
16. Travel assistance

Objectives – Participants will:

1. have a clear understanding of the travel process to the receiving country and the assistance they will receive while in transit.
2. understand the amount and type of baggage they are allowed to take with them.
3. know how to locate their seat, departure time, and departure gate by using their boarding pass.
4. be able to stow their luggage, attach their seat belts, select their meals and drinks, and use the toilets properly.
5. go through the entire transit process without getting lost.
6. be able to fill out a customs declaration card correctly or ask someone to help them.
7. identify and understand their ticket and other travel documents.
8. have less stress and anxiety regarding the travel process.
9. be fully aware of the customs limitations on items that are prohibited in the receiving country.

J. Cultural Adaptation

Topics for discussion

1. Cultural adjustment
2. Language study and training
3. Tools for successful integration
 - a. Entering working life, adult education, getting to know the culture and customs, and being active in all sectors of life
4. The role of municipalities in practical terms in the integration activities
5. Interpreters and their role when dealing with authorities
6. Culture shock
 - a. Various stages of culture shock and the reasons for it
 - b. Ways to deal with culture shock
7. Comparison and contrast between the culture in the home country and the receiving country

8. Trade offs
9. What other newcomers have said of their experiences
10. Problems faced by newcomers
 - a. Family violence, racism, gender issues, older people, stereotyping
 - b. Where to go for help
11. Families and family roles in the new country
 - a. Inter-generational conflict
12. Multicultural societies and diversity in the receiving country
 - a. Cultural information
 - b. Cultural values

Objectives – Participants will:

1. know the signs of culture shock and will understand coping mechanisms on how to deal with each stage.
2. understand the importance of learning the local language in the integration process.
3. be aware of the tools and services available to them in the receiving country, to assist them in adapting and adjusting.
4. have an understanding of the new culture they are moving to, and how the new culture is similar or different in comparison to their own.
5. be aware of the problems they might face and where to go for help.
6. feel less worried about moving to a new culture and the process of adaptation.
7. have expectations that are in line with the experience that awaits them.
8. understand that no two resettlement experiences are the same, and that success depends on many factors including one's attitude, behaviour, flexibility, and open-mindedness.

K. The Role of the (Re)Settlement Agency

Topics for discussion

1. The work of the resettlement or settlement agency
2. The role of the sponsor or caseworker
3. Negotiating with the agency on their own behalf
4. Translation and interpreting services
5. Services that may be available to them once they arrive, including time limitations, and qualifications
6. What is available and within the role of the agency and what is not

Objectives – Participants will:

1. understand the role of the resettlement agency and their sponsor or caseworker.
2. feel prepared to advocate for themselves with the agency if necessary.
3. have realistic expectations regarding the assistance that will be given to them when they arrive.

III. Additional Areas to Consider

A. Objectives of Cultural Orientation

1. Ask the participants why they are participating in the CO training, and what they think they will gain from it.
2. Find out if they have relatives or friends who have gone through CO and what they may have heard about the training.
3. Emphasize that the purpose of the training is not to show the participants only the positive aspects of the country, but also the harsh reality that awaits them.
4. Explain to the participants that the information they receive is only part of the process, after the training it is up to them to decide what they want to do with what they have learned.
5. Reassure participants that they will receive more orientation upon arrival to the receiving country.
6. Remind participants that every person's (re)settlement experience is different and that there are no two experiences that are exactly the same.
 - a. A lot depends on the attitude and flexibility of the individual.

B. Expectations

1. Find out what the participants know.
2. Find out what the participants want to know.
3. Ask the participants to explain what they anticipate upon arrival in the receiving country.
4. Make sure that their expectations are in line with what is actually possible in the country they are moving to.
5. Talk about what can be done before they arrive, and what should be done afterwards.
 - a. For example with skilled migrants, it might be better for them to find a place to live after they have found a job and know better the layout of where they are living and working.
6. Be certain that participants understand the limitations of the agency that they will be working with.
7. Make sure they are aware of the fact that they will be just one of the many people that a case worker might have to deal with.
8. Work towards getting participants away from being dependent to acting independently and taking control of their own destiny.
9. Be clear on the values and attitudes of the receiving community so that there are no surprises or confusion.

C. Cultural Factors

1. Be aware of who the participants are and how their cultural background will affect their understanding of the CO content.
2. Clarify the participants' socio-economic, religious and traditional

- beliefs, educational, and employment background.
3. Find out about any previous exposure to the norms and established customs of the receiving country by the participants.

D. Objectives of Each Training Unit

1. Facilitate empowerment of the participants to take charge of their own learning.
 - a. Critical thinking and skills building.
 - b. The importance of individual responsibility.
2. Explore issues that will lead to self-reliance and independence of the participants in the receiving country.
3. Keep up to date on changes in policy and assistance programmes in the receiving country, as well as teaching methods for adult learning.
4. Remain flexible and adaptable.
5. Identify and adapt to specific participant needs in each situation.

IV. Suggested Teaching Methodologies and Techniques

A. Methods

1. Start with the participants' background knowledge as a guide for what will be taught.
 - a. Progress from the known to the unknown.
2. Instruct the participants in the style that is done in the receiving country, for example in America, you are taught to be active and responsible for your own learning, rather than being more passive and dependent on the teacher.
 - a. Encourage critical thinking and questions.
3. Keep the participants active through role plays and group activities.
4. Keep the contents and learning style tied to their needs and interests.
 - a. Use examples that relate directly to the group.
 - b. Make everything practical and relevant.
5. Allow the participants to give feedback.
6. Don't provide the participants with too much information or over-stimulation.
7. Be flexible and if participants show more interest in one topic than another, be prepared to spend more time answering their questions and giving examples.
8. Whenever possible, provide real examples relating to personal experience.
 - a. Use anecdotes to highlight topics and points mentioned in the session.
9. Use a variety of sensory modes as well as repetition and variation of the core content so that patterns will emerge for the participants.

10. Consider individual learning styles since there is no one way to learn or to teach.
11. Allow enough time for participants to integrate the new information and knowledge.
12. Respect the past experience and cultural style of the participants.
13. At the end of each training session, ask participants to form groups and provide a list of all of the new information they have learned.
 - a. This provides the instructor with a way of assessing the participants.
 - b. It also gives the participants the opportunity to review what they have just learned.
14. Apply the experiential learning methodology in each lesson, which includes all four of the following steps:
 - a. Experience.
 - i. Use activities that offer the participants direct involvement, experience and interaction with the materials.
 - ii. These can include questionnaires, self-assessment inventories, role studies, simulations
 - b. Reflection
 - i. Ask questions such as: What happened? What did you see? How did you feel?
 - ii. Focus on having students describe their experience without judging or making hypotheses
 - c. Generalizations
 - i. Now participants should form hypotheses and make associations
 - ii. Ask questions such as: Why are we doing this exercise? What does the experience mean to you? What did you learn from doing this exercise?
 - d. Application
 - i. Finally, participants should relate the experience of what they learned to how it can be applied in real life
 - ii. Ask questions such as: How can you use what you have learned in your life? What can be done differently in a similar situation? What might help or hinder the use of what you learned?

B. Techniques

1. Begin each session by asking the participants what they expect to learn.
2. Videos, games, role-plays, group work, debates, workbook activities.
 - a. A variety of sensory and auditory tools will increase participation and learning.
 - b. Gear videos and other materials to the specific of the participant needs.
3. Classroom set up.

- a. Use small classroom sizes.
 - i. Minimize sessions to 25 to 30 participants.
 - b. Consider how the tables and chairs are set up.
 - i. In a semi-circle, not rows for example.
 - ii. Provide ample space for writing and breaking into groups.
 - c. If possible, use actual household appliances and fixtures, and other real-life objects, to demonstrate how they work.
4. Length of the training course.
 - a. Consider the needs of the participants.
 - b. Consider their exposure to the receiving country.
 - c. Consider the length of time the participants will be able to remain engaged.
 - d. Consider the competing needs of your programme, including the location of the training, availability of resources, etc.
5. Always ask students to describe their own country, or country of asylum or residency, in relation to a topic, then use this as a way to compare or contrast the receiving country.
6. Spiral information and include it in various parts throughout the process
7. Ask questions such as: What do you know? What do you want to know? What have you learned?
8. Address the attitude, knowledge, and skills of participants in formulating the lesson plan that will be taught
 - a. The goal is to increase the participant's knowledge and skills and to explore the attitudes necessary for a successful integration

C. Role of the Trainer

1. Bi-cultural trainers are preferable
2. Instruct participants in their native language
3. Use former refugees in the training and facilitation process if possible
4. Use female instructors for teaching women
5. Keep up to date on changes that can be made to training techniques and curriculum
6. The trainer is not an expert who knows everything but is someone who can facilitate the participants to find answers to their questions
7. The role of the trainer is to equip the participants with the initial skills and tools they need in order to be self-sufficient in the receiving country

D. Guidelines for Formulating CO Curriculum

1. Consider who the participants are, including their culture, abilities, needs, and previous experience.
2. Goal or purpose
 - a. The general outline of the session
3. Time and schedule of the training
 - a. How much time can be devoted to each topic?

- b. What are the most important aspects that must be covered?
- c. What will happen when
- 4. Objectives for the participants
 - a. What is the desired result after each session?
 - b. What will the participants be able to take away with them?
- 5. Questions to pose to the participants
 - a. What are the needs and expectations of the participants?
 - b. What are the topics that they would most like to discuss?
 - c. What knowledge do they already have of the topics?
- 6. Teaching methods
 - a. Are there any special cultural or gender needs?
 - b. How will the instructor be perceived by the participants?
 - c. What is the process that the curriculum will take?
- 7. Activities
 - a. What type of activities will be used to keep the participants engaged and active?
- 8. Materials
 - a. What materials are most appropriate considering the participants' interests and level of education and background?

E. Questions for Evaluation by Participants

1. Do you think this course was beneficial? Why?
2. Was there any other information you expected to get other than what you received? If yes, please clarify.
3. What did you enjoy most about this course? What information do you think was the most beneficial?
4. Think of the different ways in which information was presented and the materials that were used. What helped you learn the most?
5. What type of changes or additions do you think should be made to the course in order to improve it?
6. Do you think the length of time of the course was too long or too short?

V. Participants' Handbook and Handouts

A. Handbook

1. Include important information from the training as well as any other details that were not covered but may be useful.
 - a. The document should be a supplement to the information that is conveyed in the training, but not a repetition.
2. Create a document that the students can refer to on their own.
 - a. This will leave more time for work on skills, attitudes, and interaction with the other participants and the facilitator.
3. Make the manual easy to use.

- a. Put important information that participants will have to access during the first few weeks in the beginning of the book.
 - i. Arriving in the country, immigration and customs procedures, what to expect the first days, visiting the settlement agency, finding a place to live, opening a bank account, registering your children for school, signing up for health care, starting language classes, etc.
 - ii. Include a section on where to go for help, with useful information and websites.

B. Handouts and Materials

1. Use materials from other sources, such as national immigration services.
2. Give local and national maps and brochures.
3. Provide sample documents that participants might need.
 - a. An example of a CV and a cover letter.
 - b. Sample help wanted ads.
 - c. Sample housing classifieds.
 - d. Visas and government documents (Social Security card, EAD).
 - e. Shopping flyers and catalogs.
 - f. Food stamps.
 - g. Checkbook, ATM card, and deposit slip.
4. Give examples of national flags and cultural items.
5. Include problem solving activities and other in-class tasks.

VI. Challenges

A. Time Constraints

1. When is the best time to schedule the class for the participants?
2. Length of classes
3. Depending on the length of time that can be allotted to a training, formulate a curriculum that can be used for one day versus multiple days

B. Cultural Sensitivity of the Facilitator

1. What is the best approach if a bi-cultural trainer is not available?

C. Targeting/Adjustment to Women Participants

1. Gender-sensitive sessions

D. Accessibility to All Eligible Family Members

1. Women and children
 - a. Provide day care if this will assist women in attending

2. Separate women from men during certain sessions if appropriate, e.g. family violence

E. Different Participant Needs

1. Unskilled versus skilled migrants, educated versus uneducated, family class
2. Adult versus youth versus children
3. Women versus men
4. Elderly
5. Parents and nursing mothers

F. Level of Education and Other Background of Participants

1. Tailor curriculum and teaching methods to the participants needs and abilities as much as possible

G. Understanding of Participant's General Exposure

1. Perceptions of authority or officials
2. Post-Traumatic Stress Disorder (PTSD)
3. Attitudes regarding CO training
 - a. Expectation of what learning is in their culture
 - i. Does it mean sitting passively or being actively involved?
 - b. Distinguish between teacher versus trainer/facilitator and student versus participant
4. Any outside issues that may be holding back the learning process

VII. Special Cases: Youth, Children, Parents, Elderly, Non / Less-literate, Women, Escort Training and Duties

A. Youth

1. Inter-generational issues
2. Previous level of learning or experience
 - a. Ask what subjects are of most interest to them
3. Teen lifestyles in the receiving country
 - a. Dating
 - b. Alcohol and drugs
 - c. Sex
 - d. Fashion
 - e. Consumerism
4. Employment for youth
 - a. Ages and types of jobs possible
 - b. Minimum wage

5. Schools in the country
6. Relations with the family
 - a. How to discuss issues with parents
 - b. Role of youth in assisting parents' cultural adaptation
7. Laws, rights, and responsibilities
 - a. What happens to minors if they break the law
 - b. The rights of teens
 - c. Discipline in the home
 - d. Gangs and teen violence
 - e. Where to go for help
8. More sensitive topics
 - a. Teen pregnancy
 - b. Safe sex and condom use
 - c. Sexually transmitted disease
 - d. HIV/AIDS
9. Cultural differences
 - a. Arranged or early marriages
 - b. Treatment of girls and boys
 - c. Maintaining cultural identity

B. Children

1. Previous level of learning or experience
 - a. Use more activity-based learning in the training
2. The child's place in the society of the receiving country
3. Family dynamics
 - a. Role of children as cultural bridge between parents and new country
4. The role of school and teachers
 - a. Classes and subjects taught
 - b. Teacher-student interaction
 - c. After school activities
5. Laws, rights, and responsibilities
 - a. The rights of children
 - b. How to treat others
 - c. Where to go for help
6. Making friends
 - a. Different organizations and clubs for children
7. Cultural adjustment
 - a. What do they see as their culture and how to they express it
 - b. Challenges they may face in adjusting

C. Parents

1. Definition of a family
 - a. Nuclear versus extended
2. Who is considered a family member and who is not

3. Roles and responsibilities of family members
4. How the participant's family composition in their home country will differ
5. How the participant's parenting style may compare / contrast to the receiving country
6. Who establishes societal/family values and what effect this has on how participants conduct themselves
7. Family benefits
 - a. How the (re)settlement agency will work with families
 - b. How benefits will be distributed to families
8. Parenting and the home
 - a. Safety precautions and possible dangers, in the kitchen, with stairs, electrical sockets, windows
 - b. Cleanliness and chores
 - c. Respect for private property by children
 - d. First aid and emergency numbers
9. Parents and their children
 - a. The responsibility of parents in regards to caring and protecting for their children
 - b. Discipline
 - c. Alternatives to corporal punishment
 - d. Supervision of children
10. Transportation and driving
 - a. Minors driving and parental responsibility
 - b. Safety for children under 12 in the car, including car seats
 - c. Children and public transportation
11. Children and part-time jobs
12. Budgeting and money management
 - a. Allowance for children
 - b. Dangers of consumerism
 - i. Create a budget with your child
 - c. Savings account for children, including ATM cards
13. Education
 - a. Laws regarding required schooling in receiving country
 - b. Parents responsibility in their children's education
 - c. Parent-teacher interaction
 - d. Levels of education and learning styles in receiving country
 - e. Issues children will face such as peer pressure, drugs, alcohol, smoking, discipline, violence, abusive language, gangs
14. Health
 - a. Parental responsibility in regards to the health of their child
 - b. Immunization
 - c. Exercise and healthy lifestyle
 - d. Food and diet, including discussing concept of nutrition
 - e. Hygiene
 - f. Preventive health care

- g. Barriers to health care, including financial, cultural, and economic
- h. Dental care
- i. Medicine, including dangers of overdosing
- j. School nurse
- k. Care for infants
 - i. Breastfeeding
 - ii. Doctor's visits
15. Rights and responsibilities of parents
16. Laws and parenting
 - a. What happens if a minor breaks the law
 - b. Laws governing childcare
 - c. Children's rights in the receiving country
17. Travel
 - a. Parents must accompany and supervise their children
 - i. Make sure children follow security procedures
 - ii. Ensure children are quiet in public places
 - b. Dress children warmly for the flight
18. Cultural adjustment
 - a. Possible issues during the first period of adjustment
 - b. Intergenerational conflict
 - i. Children might adapt more quickly
 - c. Children and cultural identity

D. Elderly

Appropriate teaching methods and materials

Apart from the general curriculum to orient migrants, curriculum for the elderly should address problems likely to be faced by the elderly including:

1. Loss of social roles and change in family set up (for example they may no longer be respected as they would in their home country) and how this can lead to loss of self esteem and status.
2. Housing and living conditions for the elderly, e.g. prepare them for geriatric care and nursing homes, foster care, day care.
3. Explain about services for the elderly, e.g. Meals on Wheels.
4. Discuss social skills they can use in the new environment so that the elderly do not suffer loneliness and isolation.
5. Discuss financial security: pensions and maybe even job skills for those who can work.
6. Discuss new roles, for example, many elderly will assist their children in childcare.
7. Discuss physical and mental health and where they can get help.
8. Encourage learning of language skills ESL classes so that they are able to communicate with others.
9. Identify privileges or benefits including discounted rates on entrance fees, public transportation, etc.

Teaching methodology

1. Be sensitive to the learners' needs; sensitive to culture and if you can arrange to work with a group of elderly persons together so that they are more comfortable.
2. Encourage discussion and questions: comparing and contrasting the migrants' life in their native country versus life in the resettlement country.
3. Use more visuals, storytelling and practical real-life stories to explain different elements of life when resettled.

E. Non / Less-literate

Tailor curriculum to fit participants' needs

1. Encourage language skills – emphasize ESL-language classes.
2. Orient on world of work – Emphasis on jobs readiness training and discuss jobs they can do in the resettlement country.
3. Emphasis on cross-cultural differences especially those that will clash with host community in resettlement country.
4. Emphasis on educational opportunities – for example, apprenticeships, learning on the job to gain simple skills and not to be embarrassed about their non-literacy situation but rather approach education as a lifelong opportunity.
5. Emphasis on life coping skills, for example, how to be more confident and have improved self esteem, social skills meeting new people in spite of literacy and language barriers, how to cope with stress

Teaching methodology

1. Persons from oral backgrounds are very good at memorizing and learning from stories and discussion.
2. For them they may not be comfortable in a classroom environment so one has to make them feel very safe. Encourage an informal group discussion environment.

F. Women

Orientation for women as a special group should be considered. Training should be carried out by fellow women if critical areas in resettlement for women include:

1. Changed family roles – role swapping and how to cope
 - a. Balancing home, family and work
 - b. Understanding equality, “women’s rights”
 - c. Childcare
2. Focus on women’s mental and physical health needs
 - a. Discuss gynaecological and obstetrical problems women may encounter especially if they have special needs like those who have undergone circumcision

- b. Mental health problems for women
- c. Loneliness and isolation for women

G. Escort Training and Duties

1. For escorts travelling with refugees to the receiving country
2. Preparation measures
 - a. Gather necessary documents and identification items from IOM
 - b. Attend IOM escort training
 - c. Meet with and follow instructions from IOM staff at airport
 - d. Identify potential leaders within the travelling group
 - e. Identify anyone within the group who may have difficulties during the trip due to age, medical problems, etc.
3. Pre-embarkation
 - a. Escort families to WC in the airport to demonstrate proper usage
 - b. Discuss supervision of children
 - c. Talk about littering
 - d. Go through standard practices of personal hygiene, including diaper changing
4. Responsibilities during the flight
 - a. Boarding and seating
 - i. Introduce yourself and explain your role to the flight crew
 - ii. Make sure families are seated together, children with their parents
 - iii. Assist with seat belts and carry-on luggage
 - b. General orientation on the plane
 - i. Including WC, airsickness bags, flight crew, etc.
 - ii. Don't hesitate to repeat information provided in the pre-embarkation orientation they have already received
 - iii. Inform participants that they cannot bring anything off of the plane that does not belong to them, such as blankets, pillows, and life-jackets
 - c. Food and drink
 - i. Explain to participants anything that might be unclear or unknown regarding what and when they can eat
 1. The food is free of charge
 2. Wake up children if they are sleeping so that they can eat
 3. They can save extra bread or juice to give to children later if they are not hungry right away
 - ii. Address the crew regarding the needs of the participants
 1. Any dietary restrictions
 2. They should avoid serving soft drinks or hot drinks
 3. Avoid chocolate, junk food, or other sugar-rich foods for children

- d. IOM travel bag and documents
 - i. Explain that the travel bag should never leave their sight
 - ii. Nothing else should be carried in the bag except for the documents that it comes with
 - iii. All necessary pre-arrival documents will already be completed for the participants
- e. Transiting
 - i. IOM staff will greet participants at the airport where they are transiting
 - 1. Inform IOM staff of any incidents
 - ii. Explain that no extra food will be provided to them at the transit location
 - iii. Make sure that the group is seated together
 - iv. Explain that they will have to go through a security check and what this entails
- 5. Responsibilities on arrival
 - a. Make sure participants bring all of their belongings off of the plane, especially the IOM bag
 - b. Be prepared to lead the group through the arrival process until you meet up with IOM staff
 - c. Introduce yourself to IOM staff and give them an overview of the trip
 - d. You are responsible for getting yourself cleared through customs and immigration
 - e. When leaving the group, be sure to tell the participants that your assistance as an escort is finished and that the IOM staff will now help them
 - i. Be sure to introduce the IOM staff to the participants and make sure they understand what is happening
- 6. Additional points to keep in mind
 - a. As an escort you are representing IOM throughout the journey and must conduct yourself accordingly
 - b. Be proactive as well as patient
 - c. Never assume anything and be prepared for the worst to happen.

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