



STIRE

SOCIO-CULTURAL ORIENTATION WORKSHOP CURRICULUM

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Introduction

About the socio-cultural orientation workshop curriculum

This socio-cultural orientation workshop curriculum is produced as a part of “STIRE: Supporting the integration of the resettled” project. The overall objective of the project is to foster the resettlement process by contributing to the social and cultural support (prior to departure and after the arrival) of the resettled, by facilitating capacity building activities in the receiving communities and by enhancing cooperation and partnership between resettled and host communities in Austria, Croatia, Italy, Ireland, Romania and Slovenia.

The main objective of socio-cultural orientation workshop is to facilitate integration of resettled third country nationals into their host communities. To create workshops that fit actual needs of resettled refugees, both in content – fields or topics of knowledge, skills and attitudes most important for successful integration into the new community and society, as well as in methodology – a way in which knowledge, skills and attitudes are presented, experienced and practiced, a participatory research was carried out in the 6 mentioned EU countries. The participants were resettled refugees and the research was set to understand their unique experiences, needs and perspective with regards to socio-cultural orientation in initial and latter stages of integration. Based on the findings and the content analysis the structure, content and methodology of socio-cultural orientation curriculum is developed.

Overview of the curriculum

The Socio-cultural orientation workshop presented here consist 16 modules or individual workshops, including introductory module, which aims to set the ground for future learning and collaboration in a group setting, and a final module, set out to review and evaluate outcomes of the learning experience during the socio-cultural orientation workshop.

Individual modules last from 90 to 120 minutes, except from the introductory module which lasts 60 minutes. The titles and the duration of each of the modules are presented in the table:

	Module	Duration
0	Introduction: getting to know each-other	60 min
1	Welcome to <i>[country]</i> : Hopes and concerns	180 min
2	Culture and identity	120 min
3	Cultural differences & culture shock	120 min
4	Social norms and traditions in the receiving country	120 min
5	Rights and responsibilities	120 min

6	Education and lifelong learning	130 min
7	Welfare system and social benefits	120 min
8	Health care & health services	120min
9	Housing	120 min
10	Living in the community and neighbourhood	120 min
11	Relationships, family & children	110 min (adults) 100 min (youth)
12	Employment & workers' rights	110 min
13	Social life & leisure	110 min
14	Money management	120 min
15	review, evaluation	120 min

The curriculum is developed to function as an integrated, coherent and logically sequenced program of socio-cultural orientation in a group context. It starts with a gentle exploration of the participants' unique resettlement experiences and setting the future focus, continues with introducing getting familiar with the socio-cultural context and norms of the receiving society and community, rights, entitlements and linked responsibilities in various support and social security systems towards familiarizing with the systems and procedures that lead to self-dependency and getting on with life in a new country and environment. In this framework, it is recommended to deliver this socio-cultural orientation program in sequences of 1 to maximum 3 modules per day and to allow time between workshop sessions for participants to absorb and process the content.

As mentioned above, modules are sufficiently independent to be delivered as stand-alone workshops, to introduce specific knowledge, skills and/or attitudes. This also means that modules can be delivered in different order than proposed, as learning outcomes of one module are not a precondition for taking part in any of the other.

Who is it for?

Participants

This workshop curriculum is intended for socio-cultural orientation of resettled refugees, in the post-arrival phase. The content suits best the needs of refugees in an early integration period: It is appropriate for refugees immediately after resettlement in a receiving country and up to one year post-arrival. However, with slight adaptations

of the content this curriculum, as a whole or partially, can be applied with other groups of migrants and foreigners, in need of socio-cultural orientation in a new country and environment.

Modules are developed for adult participants (young included), men and women alike. The groups should be composed of participants who use a common language to avoid multiple interpretations; if the training is carried out without interpretation in the language that is not native to the participants, the trainers should make sure the participants have a good command of that language as to be able to both understand the information and express their own thoughts. Preferably, groups will be composed of participants of similar age.

The content and the methodology of the workshops are suitable for mixed groups: Males and females together. However, the trainers should consider the specific cultural background of the target group and other characteristics of the potential participants (for example, age) when deciding on the gender composition of groups.

The optimal number of participants for this training is 8 to 10. It can be carried out with smaller groups as well; this is particularly advisable if the participants are from vulnerable groups. For groups larger than 10 the needed time extends and there is a risk of passivity of less confident participants.

Trainers

The trainers' role is complex and demanding. Therefore, it is always advisable to deliver training in co-facilitation of two trainers, however experienced they are.

As target groups intended for this socio-cultural orientation workshop program in most cases don't have the knowledge of the language of the resettlement country, the trainers' team will include also an interpreter (unless the trainers are competent in the language of the beneficiaries).

Working with interpreters

The role of the interpreter in socio-cultural orientation training is challenging and demands are equal to those of the trainers. Often, the interpreter may be skilled in training delivery so it is important to understand the roles and boundaries of trainer and interpreter.

Trainers and interpreters should take time to prepare together before the training and also to de-brief after the training. It is important that trainers and interpreters work as a team and be respectful and mindful for each other.

Things to keep in mind for trainers:

- The trainer should address the participants directly, using first person and making eye contact with participants, in a culturally appropriate manner; the trainer should maintain contact with participants even during interpretation.
- The trainer should briefly explain the role of the interpreter to the participants—that the interpreter will interpret everything the trainer says, along with participants' comments, questions, and side conversations. The trainer should also let the participants know that they should feel comfortable asking questions to the trainer through the interpreter.
- The trainer should speak in short simple sentences or phrases that present a complete thought; they should allow sufficient time for interpretation and allow for pauses in speaking in order for messages to be conveyed to the participants; they should avoid talking during the interpreter is translating.
- The trainer should manage the discussion by informing the participants to speak one at a time and to ask one question at a time, so that the interpreter can convey each message.
- It is the trainer's responsibility to simplify and adjust language to ensure that the most accurate information is being conveyed, if the interpreter informs him/her or s/he notices that participants have difficulties in understanding the information.

Things to keep in mind for interpreters:

- In that role, their task is to enable communication of persons who do not speak the same language
- The interpreter should be familiar with the content that will be discussed prior to the session.
- The interpreter is expected to interpret everything the trainer and the participants say, without leaving anything out or adding to what is said, including participants' comments and questions so that the trainer is able to address any concerns or misconceptions that may arise.
- The interpreter should inform the trainer if s/he sees that participants need further explanation or simplified terms in order to fully understand; interpreters should not simplify or alter information while interpreting as this can lead to misunderstandings.
- The interpreter should inform the trainer if his/her actions may be perceived by participants as culturally insensitive, especially in the case where the interpreter is a member of the participants' cultural group.
- If it happens that the interpreter has a discussion with a participant (or multiple participants) to describe something in more detail, the interpreter should inform the trainer of what is happening and briefly convey the content of the conversation.

Didactical approach

A workshop is a single, relatively short educational program designed to teach or introduce to participants practical skills, techniques, or ideas which they can then use in their daily lives or at work. Workshops encourage participatory and interactive learning. Participants can influence the direction of the workshop and they have the chance to practice the techniques, skills, etc. that are under discussion.

To create a safe space and facilitate active participation, open discussion, asking questions and experiential learning, workshop leaders use a variety of methods to activate different cognitive processes and engage participants. In this socio-cultural orientation workshop curriculum, we use a variety of techniques like short lectures/presentations, interactive games, small group and plenary discussions, brainstorming, quizzes, role-plays, creative techniques (drawing, painting, collage), case studies, reflections. Each module comprises various techniques, to maintain dynamics and facilitate learners' engagement and participation.

The mentioned teaching techniques are tested with learners with various cultural backgrounds and experience, and are suitable in delivering socio-cultural orientation workshops to resettled refugees. However, trainers should maintain mindful and flexible to adapt the approach and didactical techniques to every group of workshop participants and their unique experience.

0. Introductory workshop – getting to know each other

Learning outcomes:

- Participants get to know each other as well as the contents of the orientation workshop
- Participants practice a team building activity
- Participants practice setting rules for a peaceful collaboration

Activity 1: Introduction of the participants in the orientation workshop

Time: 30 min

Material: Long ball of wool, flipchart, pens

Procedure:

Step 1

The trainer prepares the room and arranges the chairs in a circle. Trainer, co-trainer, and interpreter then introduce themselves and shortly present the project. After that, the trainers invite participants to introduce themselves and instruct them as described in the following steps.

Step 2

The trainer tells the participants to stand up. Then finds the edge of the thread of the ball of wool holds it tight and throws the ball to one of the participants within the circle, expanding the thread of wool between both. The participant that caught the ball should tell their name, home country, how long they have been living in the receiving country, one special thing about themselves. That participant then holds the thread that allows the rope to stay expanded and throws the ball to another participant that also introduces themselves as described above. **For groups that already know each other, other topics can be introduced: something new or recent about themselves or to share some recent successes, however small.**

Step 3

Participants repeat throwing and catching the ball while introducing themselves, each one holding the thread until everyone has caught the ball once. After that, the trainer tells the participants that they can continue throwing the ball to any participant if there are additional questions they want to ask each other. E.g.: Meaning of the name, location of the county of origin...

Step 4

The trainer invites participants to observe the unique network they have just created among them and that it connects all of them. The trainer then uses that image to tell participants that this is the way they think the group should work throughout the rest of the orientation workshops that follow. Participant can now loosen the thread and handle it back to the trainer.

Step 5

Reflection: The trainer makes sure participants are comfortable by conducting a reflection on what they have just done asking the following questions:

- Do you have any doubts/questions so far?
- The network we built earlier - what does it make you think about?

Tips for adapting activity for online workshops: Workshop's topics are introduced using shared presentation in Zoom. In the main session participants introduce themselves one by one saying their name, adding a 'funny' word that starts with the same letter before their first name, their country of origin and where they live in country of resettlement. Participants are invited to ask any questions they may have about the workshop and what was it about, before continuing with the prioritizing of the topics.

Activity 2: Prioritising the content of the orientation workshops

Learning outcomes

- Participants think about the themes covered by the workshop
- Participants practice making decisions in a group

Duration: 30 minutes

Materials: 12 cards with titles/themes of the training workshop, flipchart paper, pen and glue, video or a PowerPoint presentation that present the receiving country

Procedure:

Step 1

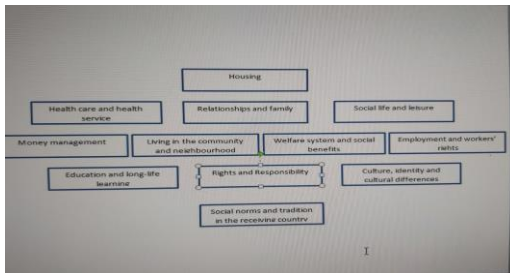
The trainer introduces the contents of the training using a video or a PowerPoint presentation that present the receiving country and tells them that they are going to discuss and reflect on the information they have just received throughout the

orientation workshops. In case there is no video available trainer can use the STIRE website (www.stire.org). The trainer lets the participants know that they will use different methodologies to make learning pleasant.

Step 2

The trainer divides the participants into 3-4 groups and prepares a set of cards for each group, as well as one flipchart paper per group with a *diamond ranking template*. The trainer then tells them they will have to make a common decision on the ranking of the modules contained in the orientation workshop. They should place the most important at the top and the least important at the bottom, the other cards should be placed in between in the order of importance.

EG. *Diamond ranking template*



Step 3

After the groups are done with the ranking, the trainer organises a presentation and a discussion. The trainer allows participants to explain their reasoning. At the end of the sharing, the trainer asks if any group would like to change its ranking based on the reasoning they just heard.

Reflection:

The trainer could ask following questions to allow a reflection:

- Have you already experienced a situation where you needed to set priorities alone? Together with others? If yes, would you share?
- In which situations would someone need to prioritise?

The trainer concludes with telling the participants that, like in real life, we also need to prioritise, though priorities can change from moment to moment. What we are going to do in the workshop is to analyse that information and try to understand the context in which those rules, values and structure are set. You can find helpful information on each aspect on the website of the project (Visit STIRE website at: www.stire.org).

Adaptations for online workshops: Participants are sent to breakout rooms where they are invited to discuss what topics they wanted to select for the training. Each break out

room needs to be supported with a co-facilitator/interpreter. Back in the main session a debriefing and sharing session is facilitated and the list of the topics to be included in the training is agreed upon. Pools or online forms can be used with digitally more advanced participants.

1. Welcome to [country]: Hopes and concerns

Learning outcomes:

- participants are able to formulate hopes and concerns regarding resettlement and integration
- participants are aware of the potential obstacles and difficulties in initial and later integration stages in resettlement country
- participants are able to identify several coping mechanisms – helpful things they can do to feel and do better in the face of difficulties

Activity 1. Hopes and concerns

Time: 90 minutes

Materials: Hope and concern sheets (Annex 1) for each participant, colour pencils, flip-chart papers, markers

Procedure:

The participants are handed *Hopes and Concerns sheets* with 3 empty boxes for hopes, and 3 empty boxes for concerns drawn on it.

Participants are instructed to write (or draw) in the boxes **what are their hopes for the future** in [country] and what are their concerns. (15 min)

Participants are asked to share, first what their hopes are and then what are their concerns. The trainer and interpreter summarise common topics on the flip-chart paper. (15 min)

Participants are then divided into groups of 3-4 and invited to discuss: (10 min)

- What are they **already doing** that is helpful (even just a little bit) regarding the concerns they have?
- What else they themselves can do to prevent or minimize what they are concerned about?
- What they can ask others to help and support them with, and whom might they ask?

A spokesperson of each group is invited to share helpful ideas in the panel (coping mechanisms and strategies) and they are recorded by the interpreter on the flip-chart paper, and summarized by the trainer. (20 min)

Tip: The explanation of the concepts of hope and concern can be introduced by a trainer. For example, to ask participants to suppose they achieved what is most important to them in the new country, what that would be like? (Hopes) What needs to be sorted out/resolved now and in days, months, years to come, for that to happen? (Concerns).

Adaptations for online workshops: The Annex 1 can be demonstrated as presentation, sent as a pre-workshop material or introduced by workshop assistants, supporting the work of separate groups. Sharing and discussion takes place in break-out rooms and debriefing in the main session.

Activity 2. My resettlement journey

Time: 90 min

Materials: *My resettlement journey* sheet (Annex 2), colour pencils, flipchart papers, markers

Procedure:

Distribute *My resettlement journey sheet* and invite participants to draw, as they like, in the boxes, describing their resettlement journey: (20 min)

- What they were doing as a child in their home country;
- What they were doing as an adult in their home country;
- What they were doing in a country they previously stayed in;
- What they hope to achieve in the first year in [country];
- What they hope to achieve after five years in [country]?

The trainer invites the participants to share their resettlement journeys in the panel, gives positive feed-back and asks further: (20 min)

- What **do you know about yourself** that tells you that you will achieve your hopes?
- What **have you learned so far that will help you** achieve your hopes?

Reflection and evaluation (20 min):

Invite participants to share what was useful to them during the workshop, and what was less useful in a plenary discussion. Distribute the sticky notes and ask participants

to draw a sign representing them (as they like). Draw a scale from 1 to 10 on the flip chart paper, and ask participants following “On the scale of 1 – 10, where 10 means you would be willing to do whatever it takes to get to your hopes and 0 is the opposite of that, what number would you give it today?” Ask each participant “What do you know about yourself that you give it this high a number?”.

Tip: The stages of the resettlement journey can be adapted to reflect the experience of the particular group of participants, as long as it represents the continuum of their individual strengths and competences; the most important task of the workshop leaders is to help participants to identify inner strengths they have and used to use, which are helpful in achieving hopes for the future.

Adaptations for online workshops: participants are invited to reflect on their resettlement journey in break out rooms, and then a discussion is done in the main session.

2. Culture and identity

Learning outcomes:

- understanding what constitutes culture: visible and invisible features
- awareness that some features of culture are easier to change and some are more difficult to change, and why
- understanding how culture(s) shape who we are and that identity is something that develops over time

Activity 1. What is culture?

Time: 40 min.

Material: Flip-chart paper and markers, *ice-berg model of culture* (Annex 3)

Procedure:

Step 1: Split the participants in groups of 4. The groups have the assignment to come up with as many ideas as they can about: (20 min)

1: What are the visible signs of their culture, that a person can learn about by just observing, without talking to anyone or interacting with people from that culture (as if watching it in a film). The trainer can give examples: how people dress, the music they like to listen to....

2: What are the parts of their culture that the person can only learn if he/she talks and/or spends time with people from that culture. The trainer can give examples: what is considered beautiful, what people think is embarrassing, what people consider polite/impolite

Step 2: Groups are invited to present their ideas in a panel and the trainer/interpreter writes down ideas on the flip-chart paper with the iceberg drawn on it – visible aspects of the culture above water and invisible below. The trainer explains the iceberg model of culture and asks participants to add more aspects of culture, either visible or less visible. (20 min)

Tip: Trainers can consider implementation of this workshop in single gender groups. This activity can be implemented in plenary (as brainstorming) instead of small groups (provided that the whole group is not more than 8-10 persons).

Adaptations for online workshops: The facilitator presents this topic in the main session, around the learning outcomes. Then, the trainer invites participant to discuss

and agree on their own definition of culture in the break out rooms and present it to the rest of the participants in the main session. The trainer also shares a visual of an iceberg model and how this could represent aspects of culture that you can and can't observe.

Activity 2. Who am I?

Time: 80 min

Materials: sticky notes, pens, flip chart paper

Procedure:

Step 1:

Give each participant 5 sticky notes. On the board/flip chart paper write (in the language participants understand):

What makes me who I am?

What are the five **most important things** which make up who you are, your identity?

Explain that this is a silent activity and ask participants to write or draw one important thing per sticky note. The trainer gives example, if needed, but no more than 2, not to be copied – I am a sister, I am a social worker

Give 10 minutes for reflection and writing.

Step 2:

Invite participants to post their sticky notes on the wall; to read other participant's notes. Give instruction that they can move notes they think are similar closer to each other – to form groups of characteristics that make up a person's identity. (10 minutes)

Ask participants to sit back down. Aloud, read each grouping of sticky notes and, as a group, discuss a possible title for each grouping. Add the title on a different colour sticky note. (10 min)

Step 3:

Divide a flip chart paper to two columns and ask participants to distribute things that make up the identity to those that they are born with (something that can't change) and those they become, learned and/or acquired (something that is changeable, aspects of identity that person can choose).

In a panel, ask participants to share if they were asked this question 5 years ago, would the 5 things be the same or different? What would be different? What if they were asked this question 10 years ago? Summarise that who we are (identity) changes over time with how we change, the different roles we have in life and also with how the environment we live in changes. (15 min)

Step 4:

Ask participants to choose one of the important things which make them who they are (out of 5 they wrote on the sticky note), without which they will still be exactly the same person they are.

Questions for discussion:

- From which group is this identity characteristic?
- How difficult was to choose?
- Why this one is the easiest to "let go of"?

Step 5: Reflection & discussion in a panel (20 min)

- How did you experience this activity?
- Have you learned something about yourself that you were not aware of?
- What influences who we are/our identity? (facilitate with further questions: What about family we are born in and the upbringing? What about school and peers? Culture we are born in? Job? Our own choices? etc.)

Note: The aim of this activity is to highlight that identity forms as a consequence of multiple determinants: external and internal. Some we have no control of, such as the time one is born into, the class, society, family, sex, culture ... Some aspects one has control over, such as the subject one chooses to study, one's line of work, religion, friends, interests ...

Identity changes over time with experience, roles we assume in life and relations with other people.

Adaptations for online workshops: participants are invited to share and discuss on the topic from Steps 1, 2 and 3 in break out rooms. Sharing, discussion and reflection takes place in the main session.

Tip: different examples need to be provided to participants before the breakout rooms or work for themselves in face-to-face workshops, to illustrate the expectations from the activity.

Wrap-up activity: I hope to keep/I hope to get - deleted

3. Cultural differences & culture shock

Learning outcomes:

- awareness of **similarities** and **differences** in cultural expression between country of origin and country of resettlement, and variability within every culture
- understanding the impact of cultural differences on feelings, thoughts and behaviour (culture shock)
- better managing of feelings and thoughts resulting from culture shock
- increased curiosity for different cultural expressions

Activity 1. Similarities and differences - Power walk

Time: 40 minutes

Materials: *"In my country..." sheet* (Annex 4)

Procedure:

All participants are standing in one line and the trainer reads some statements from the *"In my country..." sheet*, for example: *"In my country, people eat a lot of cheese"*. If the participants agree with the statement, they make a step forward and then we compare all together how many steps every person makes, who is next to each other, etc. The trainer/co-trainer could also participate in the Power walk game.

The participants are in a line close to one wall in the room; if the sentence said by the trainer is true in their country/culture of origin, they have to make a step forward (trainers and interpreters also participate)

*The trainer can decide on the sentences according to the topics he/she would like to deepen.

After the Power walk, the trainer leads debriefing on similarities and differences about countries: specifically, some specific rules or cultural values existing in the host country will be shared, beside the sharing of traditions and values of all participants' countries of origin. (30 min)

The trainer now asks the participants to sit down, divides them in teams of about 3-4 members and tells them to choose one member to be the representative. The teams get a sheet of paper and are instructed to draw a vertical line that divides the paper into two columns. On one side they are instructed to write 5 things that they like or prefer in the receiving culture to their original culture and on the other side those things they find difficult to understand and have a hard time accepting. The representatives

of the teams read the lists out loud, and the trainer writes them down on the flipchart. (20 min)

Participants are then encouraged to discuss first difficult to understand parts, and how are they coping with them, and then to discuss the preferred parts of the receiving country's culture. (20 min)

Tip: In case of more homogenous groups, participants can be handed the statements (from Annex 4). The discussion is then focused on cultural differences between the host country and their country of origin and or country of previous settlement.

Adaptations for online workshops: the statements are presented on the screen and the discussion is facilitated about the truth of each statement in relation to country of origin and the host country. Alternatively, the pool can be developed and the anonymous results presented, for more digitally literate participants.

Participants are instructed to note 5 things that they like or prefer in the culture of the host country to the culture of their country of origin, and on the other side 5 things they find difficult to understand and have a hard time accepting in the culture of the host country. The results are notified in the shared screen/whiteboard.

Activity 2. Is everybody looking at me?

Time: 40 minutes

Materials: a number of photographs/images that are similar (for example of the similar landscape) and 1 photograph/image that is different (Annex 5).

Procedure:

The photographs are pasted on the walls around the room. The participants are then instructed to mingle around and closely observe all the photographs with curiosity for 5 minutes, as if in the gallery.

Trainers then ask the participants to sit down and think about which photograph/image they watched for the longest time. Then the participants are asked if they ever had a feeling that they were observed more than other people around them when they arrived in [country]. A discussion is encouraged to bring to consciousness that they also spent more time watching a picture that looks different and stands out, and that that is normal human behavior that it can indicate only curiosity and doesn't have to be out of racism or prejudice. They are also asked to discuss their emotions and thoughts, when they find themselves in that situation, as well as ways of coping:

- How did you feel when you noticed somebody looking at you in public?

- Did you feel uncomfortable or neutral, or maybe it felt good?
- What thoughts came into your mind?
- If the feeling is uncomfortable, how did you cope with that?
- Is your reaction changing with time? Was it different now than it was before?

Activity 3. Culture shock!

Time: 40 minutes

Materials: *Culture adjustment graph* (on flip chart, projected or displayed) (Annex 6), *Culture shock info sheets* (Annex 7), flip chart stand and papers, pencils, sticky notes, markers

Procedure:

The participants are each handed a *Culture shock info sheet* and explained about what a culture shock is through a graph on the flip chart (or projected/displayed).

Participants each get a post it paper and are instructed to write their names on it (or draw themselves if they prefer, or are illiterate). Participants then stand up one by one and position themselves where they think they are currently on the graph by sticking the post it on the flipchart. (Alternatively, *Culture adjustment graph* can be handed out as a sheet to every participant, and then they mark where they are on their personal copy)

Participants can draw a different graph if they think their experience is different than the one presented on the chart, and they can't identify an appropriate place to position themselves on the provided graph. (30 min)

The trainer divides the participants into pairs and instruct them to talk to their partners about their experiences with culture shock. Participants are provided with these questions/topics to start the conversation which can be written down on the flip chart or handed printed on A4 papers:

- When was the best time for you in [country]?
- What was the hardest to adapt to?
- What helped you when it was hardest?
- What do you expect will follow in your life?
-

Tip: The trainers should make sure that participants understand that experiencing "culture shock" or being surprised and sometimes uncomfortable when encountering unfamiliar cultural customs, norms and tradition is normal, and not a sign of

unsuccessful integration. Prepare extreme examples (not related to the culture participants belonged to) as illustration.

Wrap-up activity: Note to self from the future - deleted

4. Social norms and traditions in the receiving country

Learning outcomes:

- awareness of some usual social norms, habits and communication patterns of people in the receiving community
- differentiating between law (what's obligatory/prohibited) and social norm (what's common and socially acceptable, but not obligatory/prohibited)
- increased curiosity for traditions, customs and social life of people in receiving community
- increased motivation to engage in intercultural sharing and exchange

Activity 1: Children's game from country of resettlement

Time: 40 minutes

Materials: Materials needed for the traditional children's game that trainers agree upon.

Procedure:

The trainer asks the participants to take part in popular children's game that is played in the resettlement country. The game should be popular, fun, easy to play, and engage all participants at the same time.

The trainer gives instructions on how the game is played and leads the game. Trainers and interpreter should take part too (if applicable).

When the game is completed, the trainer asks the participants to reflect and share:

- Do similar children's games exist in your country or culture of origin?
- What kind of children's games are usually played in the culture/country of origin: individual/team; competitive; just for girls/boys or for both sexes
- Can you describe one typical children's game from country of origin.

The trainer asks the participants to agree on one game from their country, to be played by all participants and the training team. If there are several proposals–trainer invite participants to vote; proposal with most votes is played. The trainer asks volunteer who knows the rules of the game to explain, give instructions and lead the game.

Activity 2: Quiz

Time: 40 min

Materials: 3 sets of green (TRUE) and red (FALSE) cards, flip chart and board, markers, Quiz on culture, norms and values in the country of resettlement (Annex 8), symbolic prizes – the main prize to the winning team and consolation prizes to the rest.

Procedure:

The trainer divides the participants in groups of 3-4 participants. Then gives instructions that each group gives itself a name and choose one person to be their representative. The co-trainer writes the group names on a flipchart that is split in columns (each name on top of each column). The trainer explains to participants that the groups will compete with each other in a game of quiz and that questions will be about *what they know or guess* of culture, norms, values and ways of living in [country]. They will have 1 minute to consult and give answer to each question with lifting a Green (TRUE) or a Red (FALSE) card. Correct answer will be awarded with 2 points and negative with –1 point.

The trainer reads questions (alternatively, questions can be projected on the wall/screen, and when the teams answer, confirm the correct answer and provide the explanation. The co-trainer writes down points on the flip chart.

The winning team is the one with the highest score. If it is a tie, the trainer asks additional three questions for the teams with the same score. All teams are given symbolic prizes – the main prize to the winning team and consolation prizes to the rest.

Tip: if participants are already familiar with the norms and it is not a challenge to them, the list of the statements can be handed to the participants and discussion facilitated to better understand the norm, its origin, similarities and differences with the country of origin.

Adaptations for online workshops: questions from the quiz are prepared as a presentation in the main session. Participants are asked to read out loud the statements, and the rest of the participants to reply by signs or reactions (in Zoom). Alternatively, the quiz can be transformed in pool, for digitally more literate participants. The discussions can be carried out same as in face-to-face workshop.

Wrap-up activity 3. Culture import/export

Time: 40 min

Materials: flip chart papers, old magazines, colour markers, paper glue, scissors, yellow wall tape

Procedure:

The participants are divided into groups of 3-4 members. They are instructed to think of a custom/norm/tradition from their country of origin that they think would fit in nicely and that they would like to "import" into the receiving country's culture. They are given 10 minutes to agree on the custom/norm/tradition they will present, and 20 minutes to prepare a presentation. Presentation will be prepared by making a poster combining drawing and gluing clippings from magazines or any other artistic methods they know or can think of. (30 min)

After they are finished, they present the custom/norm/tradition poster in front of the group, or if it is possible, they show it, or some part of it, by acting. (10 min)

Alternatively, the activity can be implemented as a small group discussion and exchange and reflection in the plenary instead of using creative expression.

5. Rights and responsibilities

Learning outcomes:

- awareness of basic civil rights and the rights of refugees in receiving country
- awareness of civic duties and responsibilities in receiving country
- differentiating between declared rights (what the person is entitled to) and having access to rights (through one's own action)
- awareness of civil rights protection mechanisms and procedures (protection against violence, discrimination, child protection)

Activity 1: Introduction to human rights - Guess the right

Time: 40 min

Materials: Human rights picture cards (Annex 9)

Procedure:

The trainer shows to the participants *human rights picture cards* and the participants have to guess which right it represents. After the participants guess the right, the discussion is encouraged about that right with the help of these questions:

- Is that right important? Why?/Why not?
- Is that a universal right?
- Was this right ensured in the country you came from (or lived previously)?
- What is the obligation/responsibility coming from the particular right?

Activity 2: Rights of third country nationals in country of resettlement

Time: 30 minutes

Materials: Printed *Rights and responsibilities sheets* (Annex 10)

Procedure:

The participants are divided into pairs and each pair gets a *Rights and responsibilities sheet*. The trainer gives instruction for participants to indicate in the sheet the rights and responsibilities they think individuals with different residence status in the country of settlement have. They are given 5 minutes to complete it.

Following the completion, the trainer invites participants to share their answers with the group and trainer confirms the right answer and gives additional explanations.

Adaptations for online workshops: In the break out rooms participants are invited to discuss rights and responsibilities according to the Annex 10. Each room needs to be supported by a facilitator/interpreter. The debriefing is carried out in the main session. Alternatively, for digitally more literate participants the list can also be transformed in online pool with three option, and each is discussed immediately after participants give their anonymous answers.

Activity 3: Map the institutions

Time: 50 minutes

Materials: Mobile devices and/or computers and WiFi connection, A3 sheets of paper, paper glue, Printed materials: *Rights, services, benefits* (Annex 11), *List of institutions/providers* (Annex 12), 3-4 printed maps of the city/area that shows all the institutions, pins

Procedure:

The participants are divided into 3 – 4 groups. Each group is given one set of *Rights, services, benefits*; they are also given sheets of paper (A3 size) which are labelled with institutions/organizations granting/providing listed right, benefit or service. The participants are given the instruction to sort the rights, services and benefits according to the institution/organization.

After joining the rights, services and benefits with the appropriate provider, participants are given instructions to find the institution on the map, and pin the papers with rights/services/benefits on the appropriate place on the map. They are also to locate the address where they live if it is on the map. Trainers and interpreters walk around the room and assist in finding the places on the map. Participants can use mobile devices/computers to search.

Maps are displayed for all to see and similarities and differences are commented.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to inquire or apply for the rights they are granted, given their status, on their own? What other support they need and who can provide such support?

6. Education and life-long learning

Learning outcomes:

- understanding the basics of resettlement country's education system
- awareness of the rights and responsibilities in education system
- understanding possibilities and opportunities for formal education, requirements and procedures
- awareness of possibilities and opportunities for non-formal education and informal learning
- awareness of education and learning as a lifelong experience
- participants are able to set individual education/learning goal and plan own educational/learning pathways

Preparation:

Before this workshop, trainers should prepare diagram/flowchart depicting education system in the country of resettlement. They should get familiar on rights and opportunities of third country nationals in formal education system, as well as conditions for enrolment, access procedures and requirements; possible education opportunities relative to the age of participants should particularly be explored. The trainers should get informed also about non-formal education/learning opportunities as well as qualifications recognition system and requirements in the country of resettlement. If possible, prepare info-materials on education opportunities, according to the assessed characteristics and needs of participants.

Activity 1: True – False game

Time: 20 minutes

Materials: Papers with TRUE and FALSE written in large font, *Education Statement Sheet* (Annex 13) for the trainer.

Procedure:

The trainer asks participants to stand up in the middle of the room; he/she places the mark TRUE in one corner of the room, and mark FALSE in the opposite corner. The trainer explains to the participants that s/he will read statements and that they should go to one or another corner, depending if they think is the statement true or false. The trainer makes sure that participants understand the instructions.

The trainer starts with reading the first statement from the *Education Statement Sheet*; s/he gives participants a moment to decide and move to one of the corners. Trainers

confirms the correct answer and gives additional information on the subject. The game lasts until all statements are read.

When participants are seated, trainer starts a discussion with asking participants:

- What did you learn about the education system in [country] during this exercise?
- What are education options for you/your child in [country], based on what you've just learned.
- What are the challenges you might encounter? Where can you get help to overcome these challenges?

Acknowledge the sources of help and support participants produce themselves and add information about help and support services for refugees regarding education.

Adaptations for online workshops: the statements are presented on the screen (trainer sharing screen) and participants invited to verbally participate answering if true or false. Alternatively, statements can be presented as pool and each discussed/explained after answers are placed.

Activity 2: Education system: Similarities and differences – guided discussion

Time: 40 minutes

Materials: Diagram/flowchart of education system in the receiving country, flip chart papers and board, markers in different colours, Pencils and felt pens

Procedure:

The trainer divides the participants into pairs and instructs them to think and share about what education system is like in their country of origin (or country where they previously lived):

- What education is like for children and youth?
- What educational paths and opportunities are there for adults?

The trainer brings the group together after 5 – 7 minutes and asks participants to share their discussions.

The trainers prepare diagram/flowchart of education system in the host country to demonstrate how the education system works there. The participants are invited to draw their own charts, in pairs or in small groups (depending on their countries of origin) and then to present to the group what is similar and what is different to the education system in the host country.

In same pairs, participants are asked to discuss and then share with the group:

- Why is learning and education in adult years important?

- What is important to learn when you are a refugee or migrant in the host country?

Pairs share main points of their discussion and trainer and co-trainer/interpreter summarize and record on the flip chart. The trainer summarizes by explaining the concepts of formal learning, non-formal learning and informal learning for adults, highlighting the importance of all types. The trainers particularly emphasise the importance of learning the language and gives information (shares info materials if available) on language learning opportunities for third country nationals in the host country.

Adaptations for online workshops: the presentation is screened explaining how the education system works in the host country and key aspects of it. The similarities and differences are then discussed with participants, in the main session or in break out rooms, depending on the number of participants, to ensure engagement.

Activity 3: Individual education plan

Time: 60 minutes

Materials: Printed Material: *Individual Learning Plan* (Annex 14) for each participant, Pencils and felt pens

Procedure:

The trainer distributes participants *Individual learning plan* and invites participants to define one learning goal for themselves in a new country. It can be formal education, learning a new professional skill or improving what participants already know or do.

The trainer explains that the goal needs to be specific, measurable, achievable, relevant and timely; the trainer gives example to demonstrate well defined goal.

After the goals are defined, participants should develop a plan on how to achieve this goal, using the education and learning possibilities and opportunities in the country of resettlement; they have to consider their current situation (education level, qualifications obtained, do they have certificates/diplomas, work experience, knowledge of language(s) ...) and to develop steps and estimate the time needed for each step.

After approximately 20 minutes (meanwhile, trainers and interpreter walk around the room and help out) participants are invited to share their goals and plans. The trainers listen carefully, ask additional questions to help participants identify their goals and develop realistic and feasible plans. The trainer makes sure to be encouraging and to acknowledge the ambition and effort, as well as to use questions to guide realistic planning process.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to navigate through education system on their own? What further assistance is needed and who can provide such assistance?

Tip: with more mature participants, particularly stay-at-home women it is worthwhile to help them reflect on any, very small learning objectives in advance. The importance of life-long learning should be highlighted as all forms of non-formal and informal learning. The trainer should have examples prepared to highlight importance of all forms of continuous learning (such as, this workshop, learning language, learning new craft, learning to cook new recipes, learning new skill to get employment ...)

Adaptations for online workshops: Participants were shared Annex 14 in advance (through email or a messaging app). In the session, they are invited to join break out rooms where they discuss their individual plans. In the main session a discussion is facilitated on what they learned from this activity.

7. Welfare system and social benefits

Learning outcomes:

- understanding the basics of the social welfare system in resettlement country, including legal requirements and criteria
- awareness of the rights and entitlements for refugees in the social welfare system in resettlement country
- being able to link institutions/service providers with type of social benefit or service
- participants are able to independently manage basic procedures and required documents related to welfare and social benefits entitlements

Activity 1: Step in – step out (warm-up activity)

Time: 10 min

Material: List of statements

Procedure:

Ask participants to stand in a wide circle facing each other or in two lines (with sufficient space to move forward). Explain that you will read a statement, and participants will decide if that statement applies to them or not. If the statement applies, the participant will take one step forward toward the centre of the circle. If the statement does not apply, the participant will remain standing where they are. Ask participants to reflect on each statement before making the decision to step forward or not.

Statements:

- I am married.
- I have more than 2 children.
- I am unemployed.
- I am a single parent.
- I live with my parents.
- I like to go to the cinema.
- I live with a family member who has a disability and can't work.

Note: The purpose of this activity is to create awareness of various characteristics that make participants entitled to different types of social assistance and subsidies. Also, participants will notice similarities in their current circumstances and the variations in needs they have. The trainer will create statements in accordance with national social and welfare system. Make sure to include neutral statements as well.

Activity 2: Social welfare game

Time: 30 minutes

Materials: Material *Social assistance, subsidies and welfare benefit list*, Material *Case descriptions*

Procedure:

Prepare a list with written subsidies, material and non-material welfare benefits and other types of assistance, according to the national social assistance and welfare benefits system, for refugees and migrants (if different than for citizens and other foreigners). Each group should get full stack of cards. Prepare at least two case descriptions per group-description of an individual or family circumstances, covering various criteria and vulnerabilities that are covered/allow for different types of social assistance, subsidies and benefits.

Divide participants into groups of 3 to 4 participants. Each group gets the full list of subsidies, benefits and assistances and 2 cases. They are instructed to read the cases, discuss in the group, and assign and write down subsidies and types of assistance from the list to each of the described cases, based on what they think are the social welfare rights and benefits entitled and available.

Participants are given 10 minutes to work. When they are completed, the trainer invites one group to present their choices by reading one of their cases and listing what welfare rights and benefits the case is entitled for or have access to. They are asked to explain why they chose those particular benefits. The rest of the participants are asked if they would add something.

EG. Social assistance, subsidies and welfare benefit list

- government funded housing
- guaranteed minimum social benefit
- unemployment benefit
- child allowance
- subsidy for child education
- extraordinary one-time (financial) assistance for individual
- extraordinary one-time (financial) assistance for family
-

Adaptations for online workshops: in Step 1 – the trainer presents a Social assistance, subsidies and welfare benefit list; in Step 2 - Participants are divided into breakout rooms and invited to reflect on these benefits and if they think they are entitled or not to receive each of it; in Step 3 - participants are given 10 minutes to work with the case examples in break out

rooms. The cases are sent in chat or other messaging app. When they are completed, the trainer invites each group to present their choices in the main session.

Activity 3: Social assistance and welfare system in [country]

Time: 20 min

Material: Prepared presentation (ie. on a PowerPoint presentation or on flip chart), handouts

Prepare and give a presentation about social assistance and welfare system (not including healthcare services) in the country of resettlement. What are the criteria to be granted assistance and subsidies and under what conditions it will be cancelled and what are the institutions/services granting certain type of help and support. Prepare and distribute simple handouts in language participants understand. Allow time for questions and answers on how the system works in general. Instruct participants that individual cases can be discussed and addressed in private meetings (or referred to specialized support services).

Tip: presentation of the welfare system can be blended with the welfare card game instead of the separate activity – presentation. Also, this activity can be implemented before the welfare card game, for newly arrived TCNs with no experience with welfare system.

Activity 4: Practical exercise

Time: 60 min

Material: Examples of application forms for different types of social assistance, benefits and subsidies, with translation to the language that participants understand

Procedure:

Ask participants to return to their previous groups and give them different cases than in previous exercise. Instruct participants to discuss the cases and create a scenario: what the person/s in the case will do to get help and support they are entitled to. When they decide on a procedure, participant should fill in application forms (if applicable) and/or describe/draw the steps person/s from the case should take. (30 min)

Invite participants to present their scenarios in the panel. Give feedback and provide further information and guidance.

Reflection and evaluation:

- What participants learned during the workshop?

- How prepared they think they are to navigate social assistance and welfare system on their own? What other assistance is needed and who can provide such assistance?

Tip: this activity is suitable for more experienced participants, with working knowledge of the host country language. alternatively, workshop assistants and/or volunteers can be assigned to each group and facilitate the work, taking care not to take over and allow participants to learn by doing.

8. Health care & health services

Learning outcomes:

- understanding the basics of the health care system in resettlement country
- awareness of the procedures and requirements in accessing health care system
- awareness of health care rights of refugees and health insurance system
- participants are able to independently manage basic procedures and required documents related to healthcare needs and access to healthcare services

Activity 1: Health-care system discovered

Time: 40 minutes

Materials: Material: *Health situations* (Annex 15), *Health posters* (Annex 16)

Procedure:

Divide participants in groups of 3-4. Each group gets *Health situations*. *Health posters* are taped on the wall. The trainer asks the participants to look and read situations (starting with no.1) and decide which poster it belongs to (15 min).

Note: adapt the description of health situations and posters to the national health system.

When the groups are done with work, invite them to sit in a circle and review each health situation description and possible solutions. Some health situations may have more than one possible solution. Ask each group:

- How did you decide as a group?
- What gave you the clue?
- What else could be the solution in this situation?

Give an explanation for each situation – related to how the health system works in general as well as with regards to residence status, employment and health insurance status of characters in given situations.

After all situations are discussed, the trainer asks participants to share:

- Which situation was the easiest to decide and why?
- Which situation was most complicated to decide and why?

Activity 2: Healthcare system and health services in [country]

Time: 30 min

Material: Prepared presentation (ie. on a PowerPoint presentation or on flip chart), handouts

Prepare and give a presentation about healthcare system and health services in resettlement countries. Provide information on:

- composition of the healthcare system
- healthcare rights of refugees and migrants in relation to their legal status (if applicable)
- primary and specialist health care services: for adults, for children, for women
- public and private health care system (if applicable)
- access to different health care services: requirements, appointments, reference, waiting lists...
- public and private health insurance and access to health insurance
- how to find a doctor
- health insurance cards, paperwork, costs

Prepare and distribute simple handouts in language participants understand. Allow time for questions and answers on how the healthcare system works in general. Instruct participants that individual cases can be discussed and addressed in private meetings (or referred to specialized support services).

Adaptations for online workshops: in Step 1 - trainer presents about healthcare system and health services in host country; in Step 2 - participant are shared by email/chat-box a list of helpful information on how the health general system works and get words in host country language; in Step 3 - discussion is facilitated in the main session about healthcare system and how to access different services.

Activity 3: At the doctor's – role play

Time: 50

Material: 3 – 4 *role-play scripts* (Annex 17) in a language participant understand

Procedure:

Divide participants into groups of 3-4. Give each group one role-play script, describing:

- making the appointment with general practitioner/family doctor and going to the scheduled doctor's appointment

- going to the doctor's (general practitioner/family doctor) without appointment (case of sudden illness)
- going to a laboratory for a medical diagnostic (blood test)
- Going to the pharmacy to take prescribed and over-the-counter medicines

Give participants round 10 minutes to read and prepare role-play. They can distribute the roles as they like; they can add other people in their scenarios if they want (e.g. other patients in the waiting room, nurse ...). If possible, participants can go out of the room to rehearse their role-plays.

When ready, invite groups to present one by one. Give each group a lot of positive feed-back and provide corrections if necessary.

Debriefing:

Ask each group:

- How did you decide on the roles you were playing?
- What did you enjoy in this activity?
- What did you find challenging in this activity?

For all participants:

- What is similar to how health services are delivered in your country of origin/where you lived previously?
- What is the difference?
- What you think is the most important thing to remember about going to the doctor's?

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to navigate healthcare system on their own?
- What additional help they find they need to manage going to the doctor's and accessing health services? Who do they know who can be helpful?

9. Housing

Learning outcomes:

- awareness of the housing rights and entitlements/subsidies for refugees in resettlement country
- understanding the procedures, requirements and criteria related to housing rights and entitlements
- awareness of different housing/accommodation options and various costs related to accommodation
- participants will be able to acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them

Activity 1: Presentation on housing rights

Time: 30 min

Materials: Prepared presentation (ie. on a PowerPoint presentation or on flip chart) on receiving countries' housing rights, obligations and regulations.

Procedure:

The trainers prepare a presentation on housing rights and policy in the receiving country. It should contain rights, obligations and responsibilities; ways of ensuring those rights, as well as ways they can lose those rights (what to avoid in order not to lose that right). Emphasis should also be on preparing for when the government housing ends and a plan to secure conditions to be able to afford housing (renting) on their own, as well as expectation management, and a reality check.

Also, there should be a list of NGOs and other organisations that can help in looking for an apartment.

Activity 2: Looking for a perfect home - competition

Time: 60 min

Materials: Papers, scissors, markers, pens, board for pins or magnets (flip chart board), flipchart papers, **set of cards of dice**

Procedure:

Participants are handed papers on which they need to write down all the desirable conditions/features that they can think of, that an apartment they are looking to rent can have (e.g. extra bedroom, completely furnished, cheap heating, balcony, extra storage in the basement, elevator in the building, low rent cost, low utilities, utilities included in rent, location, etc.). There should be about 15-20 features. Then all the different features are collected and cut in small papers and put on a board with pins or magnets.

Participants are then divided into 3 groups that will contest for that features. The goal is to collect all the most important features so they would get the most affordable and usable apartment.

Now a competitive game is played which will produce a clear winner in each round. The game should be based more on chance than on skill, so no one group can dominate and take all the wins. (eg. a simple card game, dice throwing, or some other fun but not too complex game that the groups can participate in...)

The group that wins a round in the competition gets to choose and collect one feature from the board. The game is played until all the features are collected from the board. Now all the participants have a list of features that their apartment will have and are instructed to imagine living in that apartment and describe it to the whole group.

The discussion is then led by the trainer about which features are more important than others, and about prioritizing conditions when looking for an apartment for rent.

1. What are the features that are crucial for an apartment that you will live in have?
2. What features can you live without?
3. What features can you live without, but are very important to you nevertheless?

The trainer summarizes: Finding a suitable apartment is challenging for the locals as well, particularly when the financial resources is tight. So, there have to be a lot of compromises. Therefore, it is important to consider what are the most important characteristic of the apartment/house and what can we manage without – at least for start.

Activity 3: How to look for apartment?

Time: 30 min

Materials: Mobile devices and/or computers and WiFi connection, examples of most popular internet pages (with main parts of the page translated to the language of participants) for searching adds for apartments in the receiving country.

Procedure:

The participants are divided in pairs with each having access to a mobile device or a computer. The trainers teach the participants to search the web page(s) and explaining which section represents what on the page. Then the pairs of participants are given a list of conditions, and are instructed to search for apartments according to those conditions. The conditions are designed according to realistic offer on the market of the country/city of resettlement. Meanwhile the trainer, co-trainer and interpreter are available for help to the participants.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to navigate the housing system on their own?
- What additional help they find they need to look for the apartment and negotiate accommodation terms? Who do they know who can be helpful?

Tip: This activity can be combined either with Activity 1 or with Activity 2, as a practical support in using the searching tools. It can also be adapted for online use, in main session where the tools for searching apartments are presented and explained.

10. Living in the community and neighbourhood

Learning objectives:

- awareness of similarities and differences in societal and cultural norms of living with others in country of origin and country of resettlement
- awareness of rules and social norms that apply to common living areas and public spaces in the neighbourhood and local community
- participants will be able to manage expectations and feelings in the face of uncertainty related to interactions with neighbours and other members of the community

Preparations:

Before this workshop, trainers should get familiar with housing rights, responsibilities and opportunities for third country nationals, relative to their residence status. The trainers should get familiar with house/apartment rental costs in the local area as well as tenancy regulation. In addition, trainers should be informed with fares related to local transport.

Activity 1: Good neighbour

Time: 20 minutes

Materials: Mobile devices and/or computers and WiFi connection, flipchart papers and board, markers in different colours,

Procedure:

OPTION 1.

The trainer starts by asking participants to think about how they got along with their neighbours in places they lived before. Were they friendly with their neighbours? Were there certain things they were supposed to do, or not do?

The trainer ask participants to share their experiences with a neighbour (person sitting next to him/her).

After 10 minutes, the trainer brings all participants together and ask them to share something they discussed with their partner. The trainers record responses that relate to being a good and considerate neighbour in the participants' countries and cultures of origin on the flipchart.

Adaptations for online workshops: The discussion related to the questions is done in breakout rooms. After 10 minutes, the trainer brings all participants together in main session and ask them to share something they discussed with their group.

OPTION 2.

Participants are divided into 2 groups. Their task is to discuss typical visit from the neighbours in their home country (who comes – number of persons, when he/she/they come, what they bring, what they say, how they act, what they do...). After the discussion, their task is to show (perform) typical visit (through acting). Then, trainers (with the help of a translator) show typical visit in host country (example of Slovenia: first, you have to be invited, then you ask what day/time you should come; usually, only people of the same generation meet each other - whole family visits are not so common; when you come, you say hello and you take off your shoes. Usually, you don't bring anything. Host usually offers something to drink (coffee/wine) and maybe some snacks.).

After both role-plays, participants discuss both typical visits - comparison: what is similar/different?

Activity 2: Relations with the neighbours

Time: 40 minutes

Materials: Material: *Good Neighbour Critical Incidents* (Annex 18) printed,

Procedure:

Participants are divided into groups of 3 – 4 and asked to select a spokesperson. The trainer distributes *Good Neighbour Critical Incidents*, one per group. Small groups read critical incidents and discuss the questions that follow about being a good and considerate neighbour in the host country.

After 10 minutes, trainer brings the group together and asks small groups spokespersons to share some of the things they discussed about being a good and considerate neighbour in the situations they worked on.

The trainer leads the discussion asking the following or similar questions:

- Why is it important to be a friendly and considerate neighbour?
- What are some things you can do to be a friendly and considerate neighbour?
- How should you expect your neighbours to treat you? If they don't treat you that way, what could you do?
- To be a good neighbour, what are some things you should not do?

- What is similar and what is different in how neighbours treat each other in the country/culture of origin and the country/culture of resettlement?

In online workshops, the group work takes place in break out rooms, and debriefing and reflection in the main session.

Activity 3: My home in the future deleted

Activity 3: Who will be your neighbour

Learning outcomes:

- Participants become aware of their potential own prejudices against minorities
- They reflect reasons and consequences
- Participants can express their views in a group discussion and train their ability to listen to others and deal with the arguments of other
- Participants practice finding of consensus
- Participants practice paying attention to their neighbours
- Participants learn about possible housing communities

Time: 60 min

Material: *Who will be your neighbour?* (Annex 20), worksheets pens

Procedure:

Preparation:

As part of written materials the trainer prepares 4 versions of cards with the description of four persons (or a group of persons) with different origins, different family compositions, different religions, ethnic characteristics (minorities), and other criteria relevant for the receiving country. These profiles shortly describe applicants for an apartment for rent and are described in a neutral manner. They will be distributed to participant in a worksheet.

Eg. **Profiles of the candidates:**

a) **Mr. and Mrs. Pagatschnig.** The two have been married for over 25 years and come from a small town in Carinthia. Mr. Pagatschnig works currently as a security guard in a shopping centre. Mrs. Pagatschnig is looking for a job. They have two grown up children.

b) **Serdal, Hasan, Arif and Özdemir:** Four students of medicine from Turkey. They have just recently begun to study. They met in college and decided to move in together in a common apartment.

c) **The Gazdiks** are a young couple with two small children. Lina 3 years old, his little brother 3 months. Mrs. Gazdik is on maternity leave, Mr. Gazdik works for a construction company. The Gazdiks are Romes.

d) **Mrs Hochmüller and Mrs Sandra Bauer:** Mrs Hochmüller has a 10 year old daughter, Paula. She is raising

Paula together with her partner Sandra. Mrs. Hochmüller works as a translator and is often at home. Both ladies are Viennese.

Step 1:

The trainer divides the participants into 4 groups. Then he/she sets the context of the exercise: You and your family live in a medium sized city in a comfortable house with two separate apartments. You and your family live in one of the apartments, while the second one is empty. Several candidates are interested to rent it. You and your family are in charge of selecting your neighbors. For that reason, you meet them one day one by one. For this activity, your group will act as your family.

The trainer then distributes the Material "*Who will be your neighbour?*" worksheets. Participants have 20 minutes for discussion in their small group and for filling in the worksheet. After that groups present their results without intervention/comment of the trainer.

Step 2:

After the presentations, the trainer leads a discussion about the reasons given by the different groups and about how they came to a common decision in their group. Use these questions as a guide:

- How easy/difficult was it to make a personal decision? Common decision?
- Did you succeed in convincing your group or you have been convinced by another member of the group?
- Does the reactions in the group were emotional? If so, does that surprise you? Why?
- Which candidates caught your attention the most? Why?
- Do you know the composition of your neighbouring families?
- Which role do prejudices played in the decisions you made?
- Are they additional information you would have liked to have about the candidate to help you with your decision?
- Which consequences have or may have our prejudices on people who suffer them?
- Have you ever suffered prejudice in your neighbourhood? If Yes, which was your reaction??

Debriefing

In case preconceptions took place in the discussions despite the fact that all profiles were described neutrally, explore with participants why this happened and draw their attention on the importance of knowing and being aware of their own prejudice.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to interact with their neighbourhood and community? What additional help they find they need for better inclusion into the local community? Who do they know who can be helpful?

11. Relationships, family & children

Version for adult participants

Learning objectives:

- awareness of similarities and differences in concepts of family and gender roles in country/culture of origin and country/culture of resettlement
- participants will be able to differentiate what's legally binding and what's culturally/socially expected and accepted with regards to family and the care of children
- understanding rights and responsibilities regarding care for children and the rights of a child
- understanding the role of family help & support services

Activity 1: Diverse families

Time: 50 min

Materials: flip chart papers and markers, small pieces of paper or post-its

Procedure:

Step 1: Brainstorming

The trainer gives a short explanation about the rules of brainstorming:

- there are no right and wrong answers or ideas;
- all ideas are welcome; there is no criticism of others' ideas
- build on other people's ideas
- the more the better

Participants are asked to give ideas about what is family. The trainer and interpreter note ideas on the flip chart, summarize and give a short explanation that family has different meanings to different people, and that there is no one universal definition of family.

Step 2: Who is in a family?

Interpreter writes the question on a large piece of paper on a language participant understand. The participants get as many as they want small pieces of paper, coloured pencils and tape (or large sticky notes); they are instructed to draw on each piece of paper one member of the family; they are told it can be anyone or anything that is a part of the family.

Once they are done, they are invited to paste their work on the large sheet of paper, and in a second step to group "members" that are somehow similar.

Step 3: The trainer elicits and facilitates group discuss about:

- what is similar and what is different in the concept of family in different cultures
- how concept of family changes across time (what was family for our grandparents, our parents and what our children and they children will consider family)

The trainer concludes with distinction of social and cultural diversity of the notion of a family, family relations ... and how the law regulates marriage and family in the country of resettlement: who can get married, difference between marriage and life partnerships (if any), equality of spouses, custody over children ...

Adaptations for online workshops: Images are shown in the main session about a typical family in the country of resettlement; after that a discussion is facilitated in relation to what are the differences and similarities in concept of family in relation to culture, in the main session or in the break out rooms, depending on the number of participants.

Activity 2: Real men and real women

Adapted from:

<https://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

Time: 30 min

Materials: Drawings of the face of man and women; List of articles, activities and roles

Step 1. Write or cut/draw a list of common articles, roles and activities. Put up the face of a man at one end of the room and a face of a woman at the other end.

Step 2. Call out the name of each article, role or activity from the list and ask participants to take their position whether it belongs to a man or a woman.

Articles	Activities	Roles
Broom Car keys Saree Rolling-pin Screw-driver Hammer Stove	Sewing Cooking Washing Clothes Reading newspaper Breast-feeding babies Bathing children Fixing the electric bulb	Chef Tailor Farmer Housewife Breadwinner Nurse Mother

Tie Lipstick Briefcase	Knitting sweaters Driving Sweeping	Barber Politician Head of the family
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Step 3. Discuss the responses of the participants.

- Why do we associate certain articles/activities/roles with women, and some with men?
- Which of the activities above have any biological basis?
- Which activities do not have any biological basis and yet are performed by either men or women only?
- For example, are women born with cooking skills? Are men “naturally” better at repairing and handling electrical gadgets?
- Is there a hierarchy in roles? Do roles extend into public spaces?
- What happens when economic value is attached to an activity/role?

Facilitator's Tips

The intention behind this exercise is to reveal how our association with articles and activities is reflective of gender. Also, we see how it could be different in different socio - cultural contexts.

Activity 3: Rights of children

Time: 30 min

Materials: *Right of a child statements* (Annex 21) for each subgroup

Step 1:

Divide participants in group of 3-4. Each group is presented with a list of statements, where some represent the rights of children (from the Convention) and others are not listed as children rights (e.g. to have a smartphone, to be protected from difficult school assignments, ...). The trainer gives introduction that the rights of a child are defined in the Convention on the Rights of the Child, which is integrated in the laws of the resettlement country. The trainer also gives the definition of a child, according to the law in resettlement country. The groups should decide which of the statements are the rights of a child from Convention and which are not.

Step 2: Groups present what they think are children's rights, according to the Convention and the arguments for their decisions.

The trainer summarizes the rights of the child and the responsibilities of the parents regarding care, upbringing, education and autonomy of a child.

The trainer gives presentation of family help and support services in resettlement country, including the procedures to access services.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to access family help and support services?
What other assistance is needed and who do they know that can provide such assistance?

Adaptations for online workshops: participants are invited to join breakout rooms where they discuss what children's rights they know from their country of origin and in the country of resettlement. In the main session, presentation is shared on the topics, with information on what are the rights of children in the country of resettlement. For each of the statements provided in the presentation (Annex 21), the trainer allows time for participants to comment.

Version four youth and young adult participants

Learning objectives:

- awareness of similarities and differences in concepts of relationship and marriage in country/culture of origin and country/culture of resettlement
- awareness of similarities and differences in concept of gender roles in country/culture of origin and country/culture of resettlement
- understanding of what's legally binding and what's culturally/socially expected and accepted with regards to relations between men and women
- awareness of the protection against violence mechanisms and institutions

Activity 1:

Time: 40 min

Materials: statistical data on dating, marriage, divorce, children

Procedure:

Step 1. Prepare statistical data (for the country of resettlement) on:

- average age of men and women when they first get married
- percent of couples living in life partnership and those being married
- average no of children in family
- average duration of marriage
- percentage of marriages that end with divorce
-

Prepare scale on the floor and the critical points (for example: 21 years, 25 years, 32 years - for the average age of first getting married).

Ask a question (e.g. what do you think is the average age of men in (country) when they first get married) and ask participants to stand on the place along the scale, according to their opinion on the right answer. After the group takes their position, tell them what the statistic says and proceed with the next question.

Step 2: In the group, ask participants to share:

- what was surprising to them about the statistics and what was not surprising?
- what is similar to the country/culture of origin and what is different?
- where the differences in dating and marriage come from?

Elicit the discussion about the similarities and differences in social norms about dating, living together before getting married, living in life partnership (without getting married), equality of spouses/partners, who can get married in the resettlement country (legal preconditions), freedom of choice for men and women in dating and choosing a partner/spouse.

Activity 2: Real men and real women

Adapted from:

<https://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

Time: 30 min

Materials: Drawings of the face of man and women; list of articles, activities and roles

Step 1. **Write or cut/draw** a list of common articles, roles and activities. Put the face of a man at one end of the room and a face of a woman at the other end.

Step 2. Call out the name of each article, role or activity from the list and ask participants to take their position whether it belongs to a man or a woman. If they are indecisive, they can take the position in the middle.

Articles	Activities	Roles
Broom Car keys Saree Rolling-pin Screw-driver Hammer Stove	Sewing Cooking Washing Clothes Reading newspaper Breast-feeding babies Bathing children Fixing the electric bulb	Chef Tailor Farmer Housewife Breadwinner Nurse Mother

Tie Lipstick Briefcase	Knitting sweaters Driving Sweeping	Barber Politician Head of the family
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Step 3. Discuss the responses of the participants.

- Why do we associate certain articles/activities/roles with women, and some with men?
- Which of the activities above have any biological basis?
- Which activities do not have any biological basis and yet are performed by either men or women only? For example, are women born with cooking skills? Are men "naturally" better at repairing and handling electrical gadgets?
- Is there a hierarchy in roles? Do roles extend into public spaces?
- What is similar and what is different regarding roles of men and women in the country/culture of origin and culture of resettlement country?
- How these roles changed over time (what was it like 100, 50, 20 years ago)?
Way these changes occur?

Activity 3: Healthy and unhealthy relationships

Time: 30 min

Material: Healthy Relationships Question Set, TRUE and FALSE signs for each group, small prizes for each group.

Procedure:

Step 1. Divide participants into groups of 3-4 and give each group TRUE and FALSE sign

Explain that this is a competitive exercise: groups will get 2 points for each correct answer and -1 point for each incorrect answer. Co-trainer records points on the flip chart.

The trainer reads the statements and groups should decide whether they are true or false. After each statement is read the points are assigned to each group. The winner is declared and all groups get a small prize.

Statements:

- In a healthy relationship you respect each other's opinion.

- In a healthy relationship you enjoy doing things apart from your partner as well as when you are together.
- In a healthy relationship it is important that you have control of who your partner meets and how your partner behaves.
- In a healthy relationship, you are comfortable being who you are when you're with the other person.
- In a healthy relationship you enjoy the time you spend together.
- In a healthy relationship it is necessary that partners agree on everything and that they do not have different opinions.
- In a healthy relationship there is no fear in your relationship.
- Getting jealous and accusing the other person of cheating is a characteristic of a healthy relationship.
- Name calling, criticizing and putting the other person down is normal in a healthy relationship.

Debriefing and discussion: The trainer invites participants to share their thoughts and ask questions, if they have any, about healthy relationships.

1. What does a healthy relationship look like for you?
 - How should it make you feel?
 - Does love means you are in a healthy relationship?
2. What behaviours do you look for in a dating partner?
 - Are these the same qualities you look for in a friend?
 - What qualities do you bring to a relationship?
3. What makes you feel safe in a relationship? What doesn't make you feel safe? What the other person makes feel safe in a relationship with you?

Step 2: Introduce the protection against violence laws, instruments and procedures in the country of resettlement. Ask participants to share their thoughts about protection against violence in relationship and inquire if they have any questions.

Reflection and evaluation:

- What will participants take from this workshop? What was most useful?
- What was most surprising to them in this workshop? Why?
- What else will they want to learn on this subject? Who do they know who can be of help?

Tip: This workshop can be implemented in gender separated groups, if trainers conclude it would be more beneficial to participants

12. Employment & workers' rights

Learning objectives:

- understanding the basics of job search and employment system and procedures
- awareness of the role of work in integration and overall well-being (not just a source of income)
- being able to differentiate the advantages and disadvantages of different types of work contracts
- understanding of the gross and net salary, mandatory taxes and social security contributions
- participant will be able to identify types of jobs they may hold in the resettlement country during the initial resettlement period
- understanding of rights and responsibilities regarding employment and work, including protection mechanism
- participants will have a basic understanding of procedures and process of finding a job, and identify support & assistance services

Preparations

In preparation for this workshop, trainers should get familiar with employment and labour system and basic regulations in this field for their country. In particular, trainers should be well informed on rights to work for third country nationals, with regards to their residence status. The trainers should understand different types of employment in the country of resettlement, advantages and disadvantages to help participants avoid exploitation by employers. The trainers should be able to explain differences between nett and gross salary, and what social security contributions are mandatory deducted from the gross salary; in addition, trainers should be able to give explanations what is collectively financed by social security contributions and taxes paid from gross salary. Trainers should learn and be prepared to explain the disadvantages and dangers of unregulated work.

If applicable, trainers should obtain informational materials regarding registering with employment services, job search and active job search measures applicable to third country nationals.

Trainers should be familiar with current employment and labour market trends as well as regulations: the unemployment rates, workforce demands, minimum guarantee, average salary and salaries in particular sector.

Activity 1: Motivation for work

Time: 30 minutes

Materials: Flip chart papers and stand, sticky notes/post-it notes

Procedure:

The trainer prepares a flipchart with scale from 1 to 5, where 1 is that some driver/motivation is the least important and 5 is the most important for having a job in the new country.

The trainer gives a short explanation of the following drivers/motivators having a job: Integration, Learning the language, Paying for life expenses and costs, Socializing (meeting people), Self-actualization (to realize one's potentials and talents). Participants are handed 5 motives each, printed, or illustrated – for those that do not read, on small pieces of paper and then asked to stick the papers in an order from most important to less important on the flipchart that has the ranking (numbering 1. 2. 3...) written down.

After all participants placed their ranks, trainers calculate the average rank for every motive. The trainer leads the discussion by asking questions:

- Have you worked in a country you came from? What? How long?
- Way that work was important to you? What did you get from it, apart from salary?

The trainer summarizes the discussion by highlighting various reasons why having a job in resettlement country is important and what various benefits it brings.

Adaptations for online workshops: the trainer starts the session with the introduction about the topic and then shares a presentation with the statements and asks participants to share their scores (1 to 5) verbally or in chat. This allows participants to also listen to other's perspectives in the topic.

Activity 2:

Time: 40 minutes

Materials: Material: *Job positions* (Annex 22)

Procedure:

OPTION 1. We are hiring!

Participants are divided into 3 – 4 groups and are asked to select a spokesperson. Each group gets one *Job position*. Each group represents an employment committee with the task to decide on the profile of the person they would want to employ for that position and how would they check and verify that persons applying for the job fit the profile.

They are also to decide what would be an appropriate salary and other conditions of work (working hours, working in shifts, working days a week ...)

Participants are given a list of possible criteria (for the profile) and work conditions, but they are not restricted with that – they can add their own characteristics. Participants are instructed that they can use mobile devices to search the Internet, as help to complete the assignment.

Profile list can include: education (level, type), professional experience, professional skills, language competence (what languages and the level), drivers' licence, computer competences, motivation ...

After 20 minutes group spokespersons are invited to present how the group worked, what profile of the employee they want for the position, how they will check if the candidates meet the requirements and on what grounds will they decide who to hire.

Other participants are invited to ask additional questions and to give suggestions on how to select the employee for the stated position. The trainers give additional information regarding formal requirements and usual practices in employment procedures, regarding average salaries for different positions and work regulations in the country of resettlement.

After all groups presented, the trainer leads discussion asking the questions:

- What positions are you currently qualified and skilled for?
- How can you best show potential employers that you have the necessary skills for a job?
- If you did not have the necessary skills or qualifications for a position, what would you do?

Alternatively, groups can be given all case examples (job position). This option allows to compare different outcomes on the same job position from different small groups in the plenary. Additional time needs to be allocated if activity is implemented like this

OPTION 2. I'm good at

Time: 20 minutes

Materials: papers, pens

Procedure:

The trainer gives instructions that each participant identifies 2 competences (what they are good at, what they do better than other things they know/can) and choose one competence that they affirm to don't have (they need to lie that they are good at something they aren't good at). They can write them down on paper if they want. During the sharing moment, they will not say which one is the lie, the others should guess it. Sharing competences would permit everybody to reflect on a variety of competences. Sharing the "lies" permits to reflect about competences they wish to obtain.

Debriefing questions:

- Are the competences you choose, the first competences that came to your mind?
- During the sharing, do you realise that you have other competences that others presented?
- If yes, how many other competences you recognized you have?
- Why have you chosen that competence as a lie?

Activity 3. How to find a job?

Time: 20 minutes

Materials: A PowerPoint presentation of public employment system service and procedure

Procedure:

The trainers prepare a PowerPoint presentation of all relevant information on public employment system in their country that are relevant for resettled refugees. The PowerPoint presentation should contain all the steps necessary for finding and maintaining a job, working rights and obligations, as well as where they can look for help and who they can contact for job searching.

Activity 4: Rights and responsibilities at work

Time: 20 minutes

Materials: Green (TRUE) and Red (FALSE) cards for all participants

Procedure:

OPTION 1.

Participants are given one green (TRUE) and one red (FALSE) cards. The trainer reads statements (one by one) and participants lift green card-board if they think the statement is true or red if they think it is false.

- I need a work permit to legally work as a person granted international protection in [country].
- In [country] it is common for men and women to work together.
- In [country] men and women are equally paid for the same work.
- 13-year-old person can sign an employment contract.
- I will not get paid for the time spent on the vacation.
- Employer cannot cancel my work contract while I am on sick leave.
- I do not have to notify the employer in advance if I want to quit the job.
- When I sign the employment contract I am immediately insured on health insurance.
- If I work without employment contract (on the black market) and get injured, the state will cover the costs of my treatment.
- The Employment Service have to find a job for me.
- If I am discriminated at work because of my colour, gender, age, sexual orientation ... the best protection is to report it to the police.
- According to the law in [country] women cannot wear scarf (hijab) on the work-place.

After each answer TRUE or FALSE from the participants, the trainer confirms correct answer and gives additional explanations about employment and work regulations in the country of resettlement.

Adaptations for online workshops: statements can be presented as pool for digitally more advanced participants or as presentation, to which participants give responses orally or with reactions or in chat box.

OPTION 2.

Materials: Rights and responsibilities cards related to working rights

The trainers prepare cards with different rights and responsibilities. The trainers also prepare several "fake" rights or responsibilities (listening to music, going out for a cigarette, paying for boss's dinner). Each of participants chooses one and tells her/his opinion (what it means, is this or not a worker's right/responsibility). The trainers explain more for each right/responsibility mentioned (for example sick leave – when

can we get it, what do we do when we are sick, how much salary we get when on sick leave...)

EG 1. *Rights and responsibilities cards*

Rights:

- written contract,
- salary,
- daily rest,
- paid holiday,
- paid sick leave,
- protection against discrimination,
- lunch break;

Responsibilities:

- paying taxes,
- be punctual,
- work according the instructions,
- respect security measures,
- giving notice before quitting the job

"Fake" rights:

- listening to music,
- going out for a cigarette,
- paying for boss's dinner
- ...

Reflection and evaluation:

- What will participants take from this workshop? What was most useful?
- What was most surprising to them in this workshop? Why?
- What else will they want to learn on this subject? Who do they know who can be of help?

13. Social life & leisure

The order of the activities replaced!

Learning objectives:

- participants will have a notion of structured and organized leisure time and its importance in integration and wellbeing (language learning, social network, etc.)
- awareness of the social life and leisure habits in the country of resettlement and in the local community
- participants will be able to identify different ways of spending leisure time in resettlement country and make leisure time plans for themselves
- participants will be able to explore and list social life & leisure opportunities in their local community

Preparations

Before the workshop trainers should prepare information on various opportunities for structured leisure time in local community: community-based organizations, recreational and sport clubs, artistic/creative workshops and clubs, volunteering organizations and initiatives, specific interest groups. Trainers should also be familiar with the conditions of joining or taking part in such clubs, organizations and/or activities, particularly if there are any fees or membership required and who is eligible to take part. If possible, trainers should acquire leaflets, brochures and contact information for participants who turn out to be interested.

Activity 1: The benefits of structured leisure time (brainstorming)

Time: 20 minutes

Materials: Flipchart stand and papers

Procedure:

The trainers write the question “What are the benefits of structured and organized leisure activities?” on the flip chart. The trainer explains the concept of leisure: time spent away from business, work, job searching, domestic chores, and education, as well as necessary activities such as eating and sleeping; it is a voluntary use of free time for activities outside the daily routine, for the purpose of relaxation and/or enjoyment. The person can have leisure activities on one's own or with other people; people can join in groups for the purpose of leisure activities.

Then, the trainer explains the rules of brainstorming: they are to give ideas answering the question as it comes to their mind – one word or short sentences, and that every idea is valid; the aim is to give as much as possible different answers, however unusual

they seem at the beginning. The answers are not to be commented during brainstorming by participants or by the trainers.

The trainer takes part minimally, as to encourage participants and to elicit creativity and thinking outside of the box. The co-trainer or interpreter writes down ideas on the flipchart.

Brainstorming is completed when there are no more new ideas.

The trainer groups the brainstormed ideas, for example: learning, integration, contribution, prevention of dysfunctional feelings

The trainer leads the discussion about leisure time and its benefits, by asking questions like:

- What do you usually do with your leisure time? How is that helpful to you?
- What else could you do with your leisure time? What difference will that bring?
- What opportunities are there for leisure activities in the country of resettlement? How to get involved and where to find information? Who can help?

Adaptations for online workshops: participant can be invited to give their ideas in brainstorming exercise in chat or shared whiteboard (interpreter needs to translate) and discussion can be facilitated either in main session or in break-out rooms (with facilitator in each) for larger groups.

Activity 2: My hobby - pantomime

Time: 30 minutes

Materials: none

Procedure:

The trainer asks the participants to think about their hobby – one that they used to practice earlier, or are still practicing now, or would like to try. They should, one by one in a circle step up and nonverbally show the hobby. The rest of the participants guess what is the hobby.

After all participants demonstrated their hobbies, the trainer starts the discussion by asking participants in the circle (starting with the first who showed his/her hobby):

- How/when did you start with this?
- How long did you practice it? With whom?
- Why it is/was important to you?
- What did you learn/develop/improved doing that?

- What else happened, that was positive as a result of practicing that?
- How could you continue with this?

The trainers give additional information on how it might be possible to continue with the hobby or improve or use the skills learned.

After all participants have complete, the trainer asks in turn what they heard from others that was particularly interesting to them and what would they like to try.

Tip: It is possible that more mature participants will have trouble identifying their hobbies, and trainers should have this in mind and be prepared to assist by asking additional questions: what hobbies you used to have earlier? what do you like doing for yourself, when you have the time? what is your favourite activity that you like doing to relax and enjoy, when you finish all work?

Activity 3: My personal interests action plan

Time: 60 minutes

Materials: Material: *Personal interest action plan sheet* (Annex 23), pens

Preparations

The trainers prepare a list of places or ways participants can access various activities that could interest them, that are easily accessible to third country nationals in the host community, as a help in identification and planning process.

Procedure:

The participants are given *Personal interest action plan sheet*. In it, they are instructed to write 2 things that interest them which they want to start doing in leisure time. They are instructed to work out an action plan of how to follow this in the next 6 months: where to get information, what to do first, are there costs involved, do they need to know the language, who can help?

The trainers and the interpreter walk around the room and help participants with their action plans.

The trainers prepare a list of places or ways participants can access various activities that could interest them, that are easily accessible to third country nationals in the host community, as a help in the identification and planning process.

After 20 minutes of work, the trainer invites the participants to share their personal interest action plan with the group.

Adaptations for online workshops: two sessions are needed. Personal interests action plan should be explained and sent out to participants as a homework, and on the follow-up session action plans are discussed and participants supported with going about it.

Tip: facilitators are advised to use additional resources, like Guidebook, volunteering data bases, brochures, web pages of different community-based organizations, fitting the interests and needs of the particular participants' group.

14. Money management

Learning objectives:

- awareness of the regular/recurring costs of living
- understanding the basics of banking and paying bills
- participants will be able to plan a monthly budget, differentiating between wants and needs
- awareness of the risks related to not paying the bills and excessive spending
- participants will be able to make plans to increase their (family) income in the future

Preparations

To prepare for this workshop, the trainers should learn about mandatory and common ways of money transfers and payment in the country of resettlement, payment of salaries, gross and net salary, salary ranges, income tax and social security contributions, other taxes (like VAT) and regular expenditures. The trainers should be able to explain, in simple terms, how the taxes people pay are collected and what public goods and services are financed by collective tax payments.

The trainers should get prepared by knowing the amounts of welfare benefits that persons without other income can receive, the amounts of minimum guaranteed (if there is) as well as average salary; costs of basic and necessary life expenditures as well as ways to rationalize purchasing.

Activity 1: Earning and spending – commonalities and differences

Time: 30 minutes

Materials: Flipchart stand and papers, markers

Procedure:

The trainer invites participants to share (in smaller groups or in plenary, depending on the size of the group) about money, earnings, taxes and expenditures in their country of origin (or country they are resettled from), particularly about (notes are written on the flip chart):

- How are earnings paid (weekly, monthly, in cash, on the account ...)?
- Did they have bank account and bank card?
- What were their regular expenses in home country?
- How did they usually pay the bills and other expenses (in cash, with bank cards...)?
- Did they pay taxes and what kind of taxes?

After **that**, the trainer introduces and explains the mandatory and common ways of money transfers and payment in country of settlement, payment of salaries, gross and net salary, salary ranges, income tax and social security contributions, other taxes (like VAT), regular expenditures. Then the trainer invites the participants to discuss and share:

- What is similar and what is different?
- What they knew about finances in resettlement country and what is new to them?
- What they think taxes and social contributions are used for?

Adaptations for online workshops: presentation is made by the trainer on the country specific key topics in relation to money management and savings, in the main session. These are around income tax and social security contributions, other taxes (like VAT), earnings, bank accounts, card payments, tax payments. The discussion on similarities and differences takes place in break out rooms or in mains session, depending on the number of the participants.

Activity 2: Monthly budgeting exercise

Time: 60 minutes

Materials: *Case and income description sheet* (Annex 24), *Expense List* (Annex 25)

Procedure:

OPTION 1.

Participants are divided in 3-4 groups. Each group is given *Case and income description sheet* and *Expense List*.

The trainer gives instructions that groups need to select expenses from the list that they want to include in the monthly budget, according to the needs and income described in *Case and income description sheet*; next to each expense (item) they have to decide is that expense necessary (mandatory) or something that is wished for but not a necessity.

If the income from the *Case and income description sheet* is decided as not sufficient to cover life expenditures, participants are invited to discuss and propose ideas and practical steps on how to create balance.

After 25 minutes the trainer brings participants back in the circle and invites groups spokespersons to present their Case and income and how the expenses are balanced with the income as well as ideas on how to handle the shortages. After all groups have presented, the trainer leads the discussion and helps out with ideas on:

- How to increase individual/family income?

- How to cut costs/rationalize spending?
- How to prioritize and differentiate between wants and needs?

The trainers give ideas on rational purchasing/spending: buying unpackaged goods/items (for example detergents, shampoos, grains, spices...), buying in groups, buying items on sales etc.

OPTION 2.

Materials: Printed fake money (or Monopoly money), Material: *Expenses List*

The trainers prepare and print out cards representing money in different banknotes (monopoly money can be used successfully). Participants are divided into 2 groups: 1 group is given the amount of average salary and the other of minimum salary. Their task is to distribute the money for different expenses from *Expenses List*.

If the given amount of money is not sufficient to cover life expenditures, participants are invited to discuss and propose ideas and practical steps how to make a balance.

After 25 minutes the trainer brings participants back to the circle and invites groups spokespersons to present how they balanced the expenses with the income as well as ideas on how to handle the shortages. After all groups presented, the trainer leads the discussion and helps out with ideas on:

- How to increase individual/family income?
- How to cut costs / rationalize spending?
- How to prioritize and differentiate between wants and needs?

Activity 3: Attitudes barometer

Time: 30 minutes

Materials: Markers or tape for floor scale

Procedure:

Participants are asked to stand up. The trainers draw/form the scale on the floor with equally distanced points (with a marker or a tape):

- Disagree
- Neutral/not sure
- Agree

The trainer invites participants to take the position in the room depending on what they think of the statement the trainer will read (optionally, statements can be projected on the wall/screen one by one).

- It is better for the family for both spouses to have a job.

- Money invested in supplementary health insurance is well spent.
- It is good to pay with credit cards because you can buy more expensive things and pay them out in more instalments.
- Children should be given pocket money for them to learn how to manage it.
- Every person, regardless of how much s/he earns, can save some amount each month for the future.
- It is better to save money by keeping it on the secured place at home than in the bank.
- If a person needs to borrow money, it is better to avoid the banks and to lend it from private persons who offer loans.
- It would be better not to pay taxes but to have higher salaries.

After participants take their position, the trainer asks participants to comment on their choices. Participants are allowed to change their position if are convinced by arguments given by other participants.

Reflection and evaluation:

- What participants learned during the workshop?
- How prepared they think they are to access the labour market and look for a job? What other assistance is needed and who do they know that can provide such assistance?

Adaptations for online workshops (Activities 3 and 4 combined): participants are asked to join break out rooms to discuss the following:

- How to increase individual/family income?
- How to cut costs/rationalize spending?
- How to prioritize and differentiate between wants and needs?

After that discussion is facilitated in the main session where participants are asked to express agreement/disagreement with the statements presented. Alternatively, statements could be transformed in anonymous pool, results displayed and used for discussion.

15. Review and evaluation

Review and Outlook

(Suitable for participants that have attended more than 10 modules)

Learning outcomes:

- Participants review the contents learned through the modules
- Participants conduct a self-assessment about the acquired knowledge and skills
- Outlook – Participants connect the acquired knowledge to their personal situation
- Participants assess the curriculum

Time: 120 minutes

Materials: So many flip chart papers/posters as modules covered (Annex 26), sticky notes/post-it notes in 3 different colours (red, yellow and green), markers, *worksheet "review and outlook"* (Annex 27)

Preparation:

The trainer prepares as many flip charts papers as the modules covered. On each paper they write down the title of a module and the outcomes that were expected. The trainer pins all the papers on the walls to allow participants to have an overview on all the topics addressed.

Instructions:

Step 1:

The trainer gives each participant a worksheet and so many sticky notes/post-it notes of each of the 3 colours as the papers on the walls, then invites the participants to organise themselves in pairs. The trainer tells the participants that they are going to share their experiences and memories about the modules they attended and that they will be invited to report each other's statements. That is why they should take notes on key words on the worksheet. The participants can also write comments on the sticky notes/post-it notes before pinning them on the flip chart paper.

Step 2:

In pairs, participants should go through all papers/posters, stopping by each one to share their learnings on the module. They should each first assess their understanding of the contents by marking them **red** for "did not understand at all",

yellow for “fairly understood” and **green** for “did get it”. Then they should shortly discuss in their pair to exchange their memories on the module. Each participant should write down the main statements of their partner on the field of the worksheet dedicated to the given module. The trainer tells participants that they will not return the worksheet; it is just for their notes.

Step 3:

At the end of the “Share Walking” in pairs, the trainer invites the participants to sit down in plenum and start a reflection by making comments on the trend that is visible from the posters. E.g., are there more red than green ones, what does it mean?

Step 4

The trainer and the participants then get down to specific analysis. For that purpose, the trainer calls out the modules one by one, and invites participants to share the statements of their partners. For each module, the trainer sums up the key learnings (expected) and gives any additional information they may have. The sharing is over when the group has gone through all the posters.

Reflection through following questions:

- Why is it important to conduct a self-assessment?
- Are there other contents they would have liked to address in the curriculum? If Yes, which ones?
- In case they would like to recommend the training how would they describe it?
- Do they feel confident with the contents enough to help out others? Would they imagine being a co-trainer in those fields? If yes/no why?
- What is their best experience in the course of the whole training?
- In which specific life situations are they going to apply the learnings?

Tips for the trainer:

- The duration is according to the number of posters (modules) the trainer needs to review
- If necessary, e.g. many posters to review, the trainer allows a break in the “share walking”
- If planned so, the trainer hands out certificates of attendance to close up the training in a pleasant way. Second option could be to randomly give each participant one certificate and then they find the person from the certificate they were handed and give them to each other and congratulate each other.
- The trainer informs the participants about current training and project they could attend to further empower themselves.

16. Annexes

Annex 1: Hopes and Concerns

hope

concern

hope

concern

hope

concern

Annex 2: My resettlement journey sheet

What they were doing as a child in their home country	What they were doing as an adult in their home country	What they were doing in previous country they stayed in
What they hope to achieve in first year in [country]	What they hope to achieve after five years in [country]?	

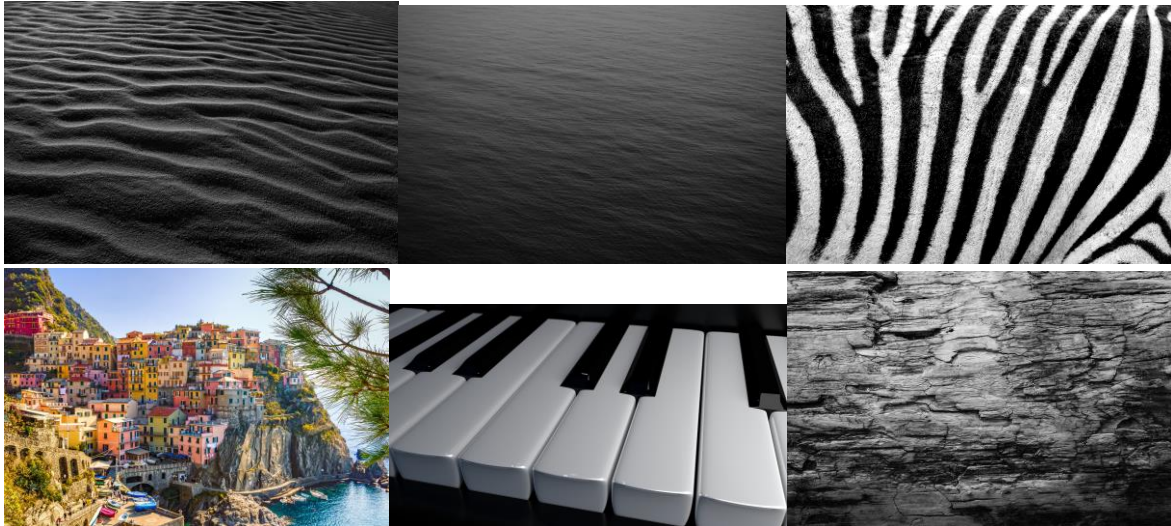
Annex 3: Ice-berg model of culture



Annex 4: "In my country..." sheet

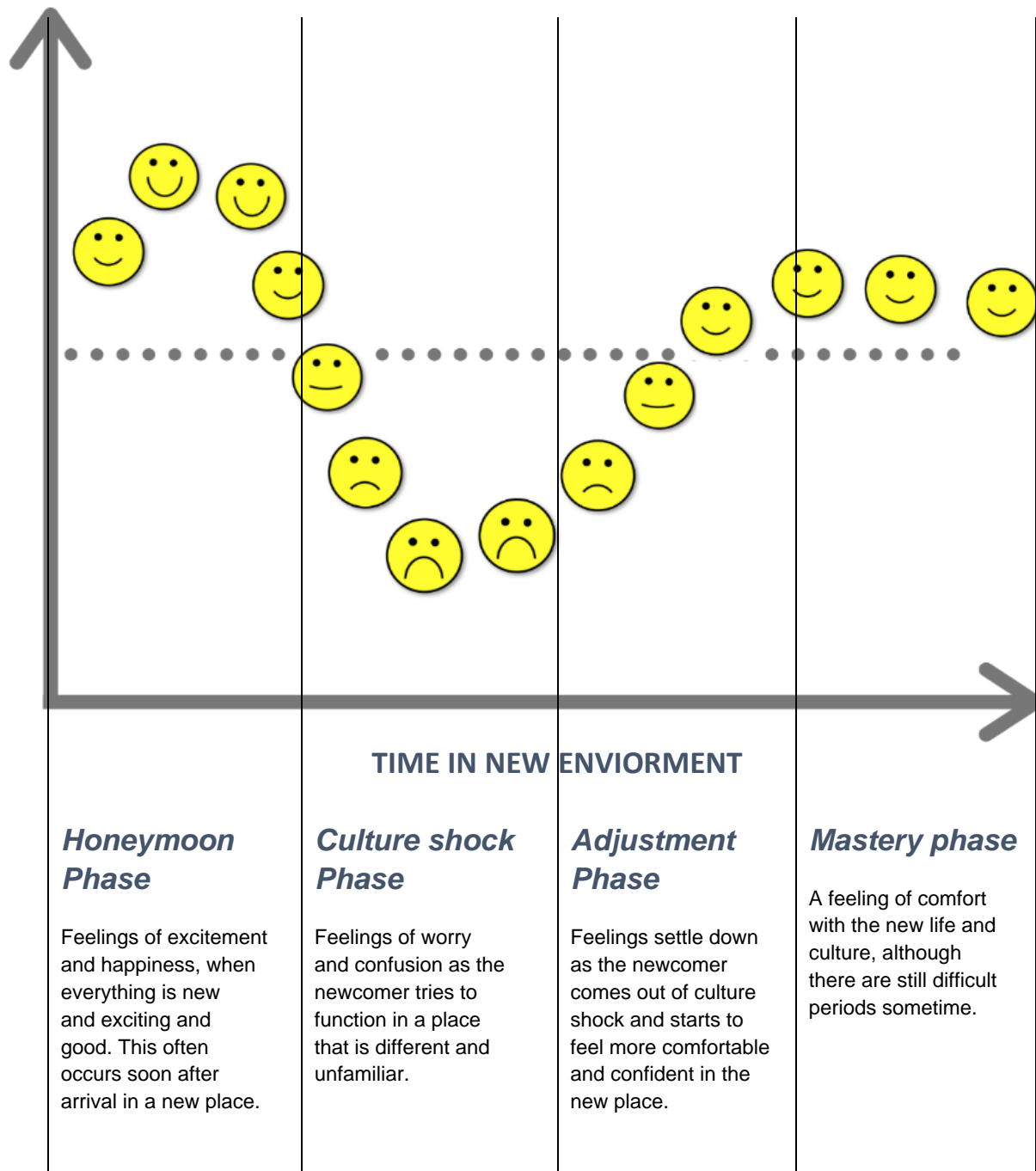
- 1) Speaking in the street with unknown people is usual.
- 2) Eating is a sharing moment.
- 3) *It is usual to spend time with your neighbours;*
- 4) *Most families have more than 3 children;*
- 5) *In most schools children wear uniforms;*
- 6) *Young people older than 25 don't live with their parents...)*
- 7) Every day the children after school go to play football, or generally sport.
- 8) Boys and girls kiss in the street.
- 9) People use bicycles a lot.
- 10) Young people don't raise their voices to their parents.
- 11) Children don't look at the parents' eyes.
- 12) It is possible to meet people of the same gender holding hands.
- 13) Girls can go out alone during the night.
- 14) Women and men work together in doing house chores.
- 15) If you are religious, you respect all the rules and practices expected by your religion.

Annex 5: Is everybody looking at me? Photographs



Annex 6: Culture adjustment graph

CULTURAL ADJUSTMENT GRAPH



Mark where you are currently on the graph by circling the smiley.

Annex 7: CULTURE SHOCK INFO SHEET

Culture shock is the feeling of uncertainty, confusion, or anxiety that people experience when visiting, doing business in, or living in a society that is different from their own. Social norms can vary significantly across countries and regions. Culture shock can arise from an individual's unfamiliarity with local customs, language, and acceptable behavior.

Culture shock isn't caused by a specific event; it results from encountering different ways of doing things, being cut off from behavioral cues, having your own values brought into question, and feeling you don't know the rules.

Culture shock and stress are normal.
Anyone living in a new place can experience them.

Coping with Culture Shock and Stress

When you are in culture shock, you often feel helpless and frustrated living in a country you do not understand. Culture shock is normal. Anyone living in a new place can experience it.

If you are experiencing culture shock, here are some of the feelings you might have:

- Frustrated because you can't do simple things like shop or take public transportation.
- Tired during the day or unable to sleep at night.
- Angry or irritable.
- Sad or not interested in anything.
- Depressed without knowing why.
- Not interested in eating or overeating...

Different cultures and different people cope with culture shock in different ways. You may already have developed your own coping skills, such as:

- Eating well, exercising, and getting enough sleep.
- Getting together with friends or attending a social or cultural event.
- Setting personal goals.
- Contacting religious or spiritual resources.
- Enjoying a favorite activity or listening to familiar music.
- Joining groups of people from your country or ethnic group.

What are your ways to cope with Culture shock, and stress?

Annex 8: Quiz on culture, norms and values in the country of settlement

1. In [country] being punctual is not as important as in some other countries; moderate tardiness is tolerated and even expected.

Answer: FALSE. In [country] people usually tend to be punctual and expect others to be on time; being late is regarded as disrespectful and is particularly not tolerated in work.

2. Political affairs and public life are separated from any religion in Croatia.

Answer: TRUE. In [country] state and religion are separated; however, traditions and customs in [country] are strongly influenced by Catholicism. For example, many of the Catholic Cristian festivities are celebrated as national holidays.

3. Muslims are expected to work on their religious holidays, as Muslim holidays are not recognized as national holidays in [country].

Answer: FALSE. Even though Muslim holidays are not celebrated as national, Muslims are allowed to a day off on Korban Bairam and Ramadan Bairam.

4. The custom greetings of [country nationals] when they meet each other with a hug and kiss on both cheeks; this is usual both for men and women.

Answer: FALSE. Custom greetings of people who meet for the first time, but also acquaintances and friends, is with a handshake and eye contact. Only relatives and very close friends hug and kiss each other, women more often than men (men will, if they are close, hug and tap each other's back)

5. In [country] it is offensive if a person declines neighbours' invitation to a cup of coffee or a meal.

Answer: FALSE, this is not considered offensive even though many people socialize with their neighbours, particularly if they live close to each other for a long time. Getting your neighbour upon meeting them is expected but socializing with your neighbours is not a norm.

6. If you suspect your neighbour is hitting his wife/partner, you should keep out of it as respecting other people's privacy is a rule in [country].

Answer: FALSE. Even though people have a right to their privacy, domestic violence is not a private matter: it is a serious offence and everyone is responsible to report it to the police.

7. Men and women who live together but are not married can adopt children, same as a married couple.

Answer: TRUE. Man and woman who live together as a couple have the same rights as married couples, including to adopt children.

8. If young women and men start dating (start a relationship) it is expected for them to get married.

Answer: FALSE. In [country] it is usual for a couple who fall in love (men and women or two men or two women) to be in a relationship: to date, go out together to cinema, cafés, travel together, meet each other's families BUT it is not necessary for them to get married. It is common that person (man or woman alike) in having more than one relationship before decides to get married. Some people (man or women alike) decide not to marry at all.

9. In [country] it is usual that women work and contribute to the family budget, even if her husband earns enough to support her and their children.

Answer: TRUE. Women and men have equal rights and responsibilities in family and household. Both women and men have to equally take care of their children and household, and it is expected for both of them to work.

10. In [country], it is equally possible that woman is boss to men and women on the job as well as that man is boss to both men and women.

Answer: TRUE. Men and women work together in most workplaces and have equal rights and responsibilities in work. Discrimination of women in work is not allowed so women can advance and become boss same as men.

11. It is acceptable to sometimes punish your child physically if he/she is behaving badly.

Answer: FALSE. Physical punishment of the child is forbidden by the law and is treated as violence against children, even though some people do not consider it as a serious offence.

12. Parents in [country] are expected to influence the decision of their children about who they marry.

Answer: FALSE. Choosing a partner is a private, individual decision and parents are not allowed to force children to marry or not to marry someone, particularly if they are adults (over 18 years old).

Note: adapt/change questions and answers to fit resettlement country.

Annex 9: Human rights picture cards

1



2



3



Pictures adapted from:

https://www.cartercenter.org/documents/teacher_resource_ctr/high/whos_got_rights.pdf

4



5



6



Pictures adapted from:

https://www.cartercenter.org/documents/teacher_resource_ctr/high/whos_got_rights.pdf

Annex 10: Rights and responsibilities sheets

RIGHTS	Person granted international protection	Family member of person granted international protection	Citizen of [country]
To apply for family reunification			
To work			
To travel freely within [country]			
To travel outside [country] without permission			
To vote			
Government funded housing in duration of ...			
Basic health care			
Free legal aid			
To apply for social welfare benefits			
To enrol child in elementary school			
To obtain identification document			
To have basic health insurance			

RESPONSIBILITIES	Person granted international protection	Family member of person granted international protection	Citizen of [<i>country</i>]
To know and obey the laws of the [<i>country</i>]			
To respect the rights of others			
To serve on a jury in a court			
To support and provide for your children			
To pay taxes and social contributions			
To take care of environment			
To learn the local language			
To participate in political life and hold the government responsible for its actions			
To search for a job			

Note: adapt/change list of rights and responsibilities to fit resettlement country.

Annex 11: Rights, services, benefits

BASIC HEALTH INSURANCE

GOVERNMENT FUNDED HOUSING

FREE PUBLIC TRANSPORTATION

FREE LEGAL AID

LEISURE AND RECREATION

PSYCHOLOGICAL HELP

PERSONAL IDENTIFICATION NUMBER

BANK ACCOUNT

PRIMARY EDUCATION

PUBLIC KITCHEN

WELFARE BENEFIT

DISABILITY BENEFIT

CHILD ALLOWANCE

RESIDENCE PERMIT

PASSPORT

CHANGE OF PLACE OF RESIDENCE

DRIVERS LICENCE

VACTINATION OF CHILDREN

HELP IN FOOD AND CLOATHING

HELP IN JOB SEARCH

RECKOGNITION OF FOREING DIPLOMA

LANGUAGE COURSE

ADULT VOCATIONAL TRAINING

*Note: adapt/change list to fit resettlement country.

Annex 12: List of institutions/providers

POLICE STATION (Ministry of Interior)

SOCIAL WELFARE CENTRE

PUBLIC HEALTH INSURANCE FUND

COMMUNITY HEALTH CENTRE

BANK

CIVIL SOCIETY ORGANIZATION (NGO)

PUBLIC EMPLOYMENT SERVICE

PENSION INSURANCE FUND

MINISTRY OF EDUCATION

CITY/MUNICIPALITY OFFICE

SCHOOL

TAX OFFICE

Each title should be placed/written at the top of a large sheet of paper/flip chart paper

*Note: adapt/change list to fit resettlement country.

Annex 13: Education Statement Sheet

1. In [country] school is compulsory for children from 5 years of age.
2. In [country] girls are not obligated to attend school after the age of 13.
3. School year in [country] starts in September.
4. Kindergarten is not compulsory for children in [country].
5. Girls and boys attend classes together in public and most of the private schools in [country].
6. Public school is free, but there may be some costs related to your child's education.
7. Primary school in [country] lasts 9 years.
8. All children have to go to secondary school in [country].
9. Children can enrol any secondary school they like in [country].
10. Persons who are granted international protection can't study in public universities in [country].
11. Children who do not speak [country] language well will get preparatory language classes when starting school in [country].
12. When family income is low, working is more important than school for young adults.
13. Persons granted international protection can continue with studies which started in other countries on [country] universities and higher education institutions.
14. It is not expected for adult persons older than 30 to continue with education in [country].
15. If you are working, you cannot go to school or a training program.
16. Most educational programs for adults in [country] have to be paid for.
17. Qualifications obtained in another country can be officially recognized in [country].

*Note: adapt/change questions and answers to fit resettlement country.

Annex 14: Individual Learning Plan

1. My learning goal is (be as specific as possible):

2. What small step can I take RIGHT NOW to make some progress towards achieving this goal?

3. What other steps will I need to take to make my goal a reality?

STEP 1:

Time needed:

Who/what can help:

STEP 2:

Time needed:

Who/what can help:

STEP 3:

Time needed:

Who/what can help:

4. How will I know (what will be different in every-day life) when my goal is achieved?

Annex 15: Health situations

Mustafa and his family are granted international protection in [...]. Mustafa's 3-year old daughter Azhar, should start going to the kindergarten. Kindergarten management called Mustafa and told him that he can't enrol Azhar if she is not vaccinated. Azhar got some vaccinations when she was born but none after that. What Mustafa should do and where he needs to go?

Lina (16) came to [...] to reunite with her father, who is granted international protection. She helped father in the kitchen and cut her finger while cutting the meat. The cut is not deep but bleeds quite a bit. What should Lina do?

Ameer is asylum seeker and lives in reception centre. He has a diarrhoea for a week now. He hoped it will stop, but now he feels very week and exhausted. What should Ameer do?

Soraya is asylum seeker and she recently got work permit and started working in a restaurant. But yesterday she started feeling feverish and during the night she had high temperature – over 39 degrees. She is not able to go to work. What she should do?

Hassan is granted international protection in [...] but he does not have health insurance. He is a diabetic and needs to take medicines regularly, but the doctor who treated him in reception centre told he needs to check his blood sugar to have the right therapy. He got some kind of paper with types of blood tests he needs done. What should Hassan do?

Odai injured his leg while playing football. In the beginning it did not hurt much and he thought that it will pass if he is inactive for a while, but his leg started swelling more and more. Odai is asylum seeker and lives in reception centre. What he should do?

Sawsan has a lump on her back for several years now. When she was granted international protection in [...], she went to a doctor to examination as she was worried about it. It turned out it is benign but doctor recommended removing it anyway. She got a paper for surgery. What Sawsan needs to do and where she should go?

Shirzad is granted international protection in [...], and he has health insurance as he is employed. Occasionally, he suffers from headaches – sometimes mild and sometimes quite severe, so he needs to lie down and turn off the lights. What should Shirzad so and where he needs to go?

Noureddine went to park with his family during the weekend. They were sitting on the ground. At home he noticed unusual black spot on his leg, slightly red skin around it and it itched. Three days after that the redness spread over 10 cm in diameter and started to swell. He is granted international protection but he does not have health insurance. What should Noureddine do?

Malik, Ibrahim's 1-year old son, who just came last month with his mum to reunite with Ibrahim in [...], accidentally swallowed a sharp part of the toy. They are both afraid it could be dangerous for the baby. What should they do?

Mario is granted international protection in [...]. He was always relatively healthy, but recently he started to get tired easily and have short breath. This morning he was awakened by severe pain in his left arm, a feeling he cannot breathe and fast and irregular throbbing of the heart. What should Mario do?

Ali Reza experienced several traumatic experiences in his home country. Now, he is granted international protection in [...] and moved in government funded apartment and wants to start working. But he started to experience nightmares, to experience headaches, strong and irregular heart beatings and to feel anxious and he is afraid to leave the apartment on his own. What he could do and where to go?

Annex 16: Health posters



<https://favpng.com/>

EMERGENCY AMBULANCE



<https://favpng.com/>

PHARMACY



<https://favpng.com/>

SELF-TREATMENT AT HOME



<https://favpng.com/>

HOSPITAL

*Note: adapt/change health posters to fit resettlement country.

Annex 17: Role-play scripts

1. Malek is a young man from Syria. Since yesterday he is feeling weak and feverish. He measured his temperature at 37.6°C. His throat is sore and he has a dry cough. He has no other symptoms. He wants to make an appointment with his doctor. He needs to check what shift his doctor works and call him to make an appointment. After the call, he makes the appointment for tomorrow at 11am. When he came to the doctors the next day, he put his insurance card on the small shelf in front of the door to let the nurse know that he came. He waited for 10 minutes and then the nurse called him into the room. The doctor did a check up on Malek and told him to rest for a few days and prescribed him some antibiotics and lozenges for his throat which he will pick up at the pharmacy.
2. Nadia is a middle-aged woman from Iraq. Today she woke up with a sharp pain in her stomach. She has been vomiting for a few hours and is feeling weak. She is worried and wants to see her doctor the same day. She went to the health centre and saw that there is 4-5 people waiting in front of the doctor's office. She puts her insurance card on the shelf and waits for the nurse to collect it. She then waits for all patients that came before her and had an appointment to finish, and then the nurse called her name. She went in and the doctor did a check up on her.
3. Wajiha is feeling weak for 7 days now. She went to see the doctor and the doctor wants to do a blood test. After the check up the nurse gave Wajiha a referral for the laboratory. She needs to come the next day between 7 am and 8 am to the laboratory in the same health centre but on the second floor. She comes next morning and puts her health insurance card on the shelf. When the nurse calls out her name, she enters and shows her referral. She then sits on the bed and the nurse takes her blood. She is told to make an appointment with her GP in two days when the results will be over. The results will be e-mailed to her GP when she visits.
4. Mohamed did a check-up with GP and needs to start taking medicine for blood pressure and some vitamin supplements. The blood pressure medicine is covered with health insurance, but the vitamins aren't. The referral for the blood pressure medicine is sent to his health insurance card and doesn't need to be printed. Mohamed comes to the pharmacy and shows his card to the pharmacist. He tells the pharmacist that he also needs multivitamin supplements. The pharmacist gives Mohamed his blood pressure medicine with no extra charge and writes on the box how often he needs to drink them. Then he is billed for the multivitamins and gets a receipt.

Annex 18: Good Neighbour Critical Incidents

Group 1: **Mohammed and his children**

Mohammed and his family move into their new home. Their new neighbours have two large dogs, and Mohammed's children are afraid of the dogs, although they seem friendly. Mohammed's children refuse to play in the backyard alone because the neighbour's dogs are often playing in the fenced-in lot next door.

Consider the following questions:

- What can Mohammed do so everyone feels more comfortable?
- How would you handle this situation while keeping a good relationship with your neighbours?
- What is important for Nahid to keep in mind so he can be a good neighbour while making sure that his family is safe

Group 2: **Suhaila and her family**

Suhaila and her husband move into their home and are happy to be living near cousins. Their cousins come to Suhaila's house often, and they all cook and listen to music from their country together. One day Suhaila's landlord calls and tells Suhaila that she cannot play music after 9:00 p.m. anymore, because it is disturbing the neighbours.

Consider the following questions:

- What is the issue in this situation?
- What could Suhaila and her family do to be more considerate of their neighbours?
- What is important for Suhaila and her husband to remember so they can be good neighbours, but also be comfortable and happy in their new home?

Group 3: **Awadis's baby**

Awadis moves into his new apartment with his wife and baby. Their next-door neighbour, Richard, is friendly and helpful. He tells Awadis how to find places like parks and convenience stores near their new home. One night, Awadis's baby cannot sleep because Richard has music playing loudly. Juan likes Richard and does not want to bother him because he has been helpful to their family. However, the next night, Richard again has loud music playing and the baby is again unable to sleep.

- What is the issue in this situation?

- What could Suhaila and her family do to be more considerate of their neighbours?
- How would you handle this situation while keeping a good relationship with your neighbours?

Group 4: **Ahmad's bike**

Ahmad got a bicycle from a friend, which he ties to a fence in his building staircase hall because his apartment is too small to keep it inside. The next-door neighbour warned him a few times that the staircase is a common space and that he shouldn't keep his personal things there.

- What is the issue in this situation?
- How would you handle this situation while keeping a good relationship with your neighbours?

Annex 19: My future home questions

- Where would I want to live? How far it should be from work, school, city centre ...?
- With whom I want to live?
- How much the rent will cost?
- How much are other bills: electricity, utilities, maintenance?
- What furniture and appliances I want my accommodation to have?
- How will I find that kind of accommodation?

Annex 20: Who will be your neighbour?

You and your family live in a medium sized city in a comfortable house with two separate apartments. You and your family live in one of the apartments, while the second one is empty. Several candidates are interested to rent it. You and your family are in charge of selecting your neighbours. For that reason, you meet them one day one by one.

Your task in the working group is the following:

1. Read the profile of all candidates individually
2. Make up your mind individually
3. Present your decision to the other participants in your group/family
4. Discuss all individual decisions of the group's members and make a common decision
5. Summarize your discussion in the chart below.

Profiles of the candidate (adapt the examples to be realistic for your country):

a) **Mr. and Mrs. Pagatschnig.** The two have been married for over 25 years and come from a small town in Carinthia. Mr. Pagatschnig works currently as a security guard in a shopping centre. Mrs. Pagatschnig is looking for a job. They have two grown up children.

b) **Serdal, Hasan, Arif and Özdemir:** Four students of medicine from Turkey. They have just recently begun to study. They met in college and decided to move in together in an common apartment.

c) **The Gazdík** are a young couple with two small children. Lina 3 years old, his little brother 3 months. Mrs. Gazdík is on maternity leave, Mr. Gazdík works for a construction company. The Gazdíks are Romas.

d) **Mrs Hochmüller and Mrs Sandra Bauer:** Mrs Hochmüller has a 10 year old daughter, Paula. She is raising Paula together with her partner Sandra. Mrs. Hochmüller works as a translator and is often at home. Both ladies are Viennese.

*Note: adapt/change profiles to fit participants experience and/or to be country specific.

Candidates	Negative points	Positive points	Final decision, reasons for that decision
a) Pagatschnigs			
b) Serdal, Hasan, Arif and Özdemir			
c)The Gazdík			
d) Mrs. Hochmüller and Mrs. Sandra Bauer			

Decision of the group - Name of the chosen candidate:

Most important criteria for your decision in the group:

Annex 21: Right of a child statements

1. Right to access education (right)
2. Right to protection from kidnapping (right)
3. Right to own a smartphone (not a right)
4. Right to be protected from difficult school assignments (not a right)
5. Right to protection from harmful work (right)
6. Right to choose their own meals (not a right)
7. Right to rest, play, culture and art (right)
8. Right to skip school (not a right)
9. Right to life, survival and development (right)
10. Right to yell at parents (not a right)

Annex 22: Job positions



Waiter in a hotel restaurant

Job description:

- greeting and serving customers
- Taking customer orders and delivering food and beverages
- Making menu recommendations, answering questions and sharing additional information with restaurant patrons

Profile of the employee and work conditions:

--



Car mechanic in an automobile workshop

Job description:

- Inspecting vehicle engine and mechanical/electrical components to diagnose issues accurately
- Inspecting vehicle computer and electronic systems to repair, maintain and upgrade
- Conducting routine maintenance work aiming to vehicle functionality and longevity

Profile of the employee and work conditions:



Kitchen assistant

Job description:

- Ensuring the food preparation areas are clean and hygienic.
- Washing utensils and dishes and making sure they are stored appropriately.
- Sorting, storing and distributing ingredients.
- Washing, peeling, chopping, cutting and cooking foodstuffs and helping to prepare salads and desserts.

Profile of the employee and work conditions:



Warehouse worker

Job description:

- Preparing and completing warehouse orders for delivery or pickup according to schedule
- pulling materials; packing boxes; placing orders in delivery area.
- Receiving and processing warehouse stock products
- Performing warehouse inventory controls and keeping quality standards high for audits

Profile of the employee and work conditions:

--



Professional Laundry Worker

Job description:

- Sort all linens and treat stains
- Load all laundry into washer and add specified cleaning agents
- Take wet, clean items and dry as directed
- Sort and fold or hang clean dried items
- Maintain inventory of all cleaning supplies and communicate needs to general manager
- Maintaining all laundry equipment and inform facilities manager as to any maintenance need

Profile of the employee and work conditions:

--

Annex 23: Personal interest action plan sheet

1. Activity that interest me and I would like to do it in my leisure time:

Where to get information? Whom to ask for help?

Do I need to know the language to get started with this activity?

How much does it cost? Can I find it for free?

What small step can I take RIGHT NOW to make some progress towards starting with this activity?

What other steps will I need to take to make to get on with this activity?

Step 1:

When?

Who can help?

Step 2:

When?

Who can help?

2. Additional activity that interest me and I would like to do it in my leisure time:

Where to get information? Who to ask for help?

Do I need to know the language to get started with this activity?

How much does it cost? Can I find it for free?

What small step can I take RIGHT NOW to make some progress towards starting with this activity?

What other steps will I need to take to make to get on with this activity?

Step 1:

When?

Who can help?

Step 2:

When?

Who can help?

Annex 24: Case and income description sheet

HASSAN, HIS WIFE AND 7-MONTH-OLD BABY. HE HAS INTERNATIONAL PROTECTION FOR 3 YEARS NOW. HIS WIFE IS REUNITED WITH HIM TWO YEARS AGO. HASSAN IS WORKING AND EARNS AVERAGE SALARY.

IBRAHIM, 29 YEARS OLD. SINGLE. EMPLOYED WITH AVERAGE SALARY. HAS INTERNATIONAL PROTECTION FOR 2.5 YEARS

FAMILY OF 5: MOHAMMED AND RAWAA AND THEIR 3 CHILDREN 7, 5 AND 2 YEARS OLD. NOT EMPLOYED. THEY RECEIVE GUARANTEED MINIMUM BENEFIT. THEY GOT INTERNATIONAL PROTECTION 5 MONTHS AGO

ZAINAH AND HER 16 YEARS OLD SON. SHE IS EMPLOYED AND EARNS MINIMUM SALARY. THEY HAVE INTERNATIONAL PROTECTION SINCE LAST YEAR.

YOUSEF AND NAJAT AND THEIR 3 CHILDREN: AMEER (24), SUAHILA (19) AND IDREES (17). THEY HAVE INTERNATIONAL PROTECTION FOR 11 MONTHS NOW. YOUSEF AND NAJAT ARE UNEMPLOYED. AMEER AND SUHAILA WORK AND EARN AVERAGE SALARY. IDREES IS IN THE SECONDARY SCHOOL.

*Note: adapt/change case description to fit rights and entitlements in the resettlement country.

Annex 25: Expense List

<i>EXPENCE</i>	<i>AVERAGE COST</i>	<i>N</i>	<i>P</i>
<i>Apartment/house rent</i>			
<i>Electricity</i>			
<i>Water</i>			
<i>Waste collection & removal</i>			
<i>Cigarettes</i>			
<i>Cable TV</i>			
<i>Internet</i>			
<i>Bread</i>			
<i>Meat</i>			
<i>Milk</i>			
<i>Fruits</i>			
<i>Vegetables</i>			
<i>Basic foodstuffs (salt, sugar, oil, flowers...)</i>			
<i>Coffee</i>			
<i>Juices</i>			
<i>Snacks</i>			
<i>Sweets</i>			
<i>Clothes</i>			
<i>Footwear</i>			

<i>Drinks at the café</i>			
<i>Cinema</i>			
<i>Gym/Sport</i>			
<i>Books</i>			
<i>Mobile phone (device)</i>			
<i>Mobile phone costs</i>			
<i>Decorative cosmetics</i>			
<i>Personal hygiene products (soap, toothpaste, deodorant, shower gel, shampoo)</i>			
<i>Cleaning products</i>			
<i>Bottled water</i>			
<i>Decoration for the house</i>			
<i>Education</i>			
<i>Travel</i>			
<i>Transportation</i>			
<i>Savings and support for your family overseas</i>			
<i>Something else?</i>			

N – necessary (need)

P – preferred (want)

Annex 26: Example of flip chart papers/poster the trainer prepares

<p>Module 2. Culture and identity</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • understanding what constitutes culture: visible and invisible features • awareness that some features of culture are easier to change and some are more difficult to change, and why • understanding how culture(s) shape who we are and that identity is something that develops over time 	<p>(place for sticky notes/post-it notes)</p> <p>red for did not understand,</p> <p>yellow fairly understood,</p> <p>green got it</p>
<p>Module 7. Welfare system and social benefits</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • understanding the basics of the social welfare system in resettlement country, including legal requirements and criteria • awareness of the rights and entitlements for refugees in the social welfare system in resettlement country • being able to link institutions/service providers with type of social benefit or service • participants are able to independently manage basic procedures and required documents related to welfare and social benefits entitlements 	<p>(place for sticky notes/post-it notes)</p> <p>red for did not understand,</p> <p>yellow fairly understood,</p> <p>green got it</p>

Annex 27: Review and outlook

Review and Outlook

Name of my partner _____

Nr	Module Title	Statements of my partner
0	Introduction	
1	Welcome to <i>[country]</i> : hopes and concerns	
2	Culture and identity	
3	Cultural differences & culture shock	
4	Social norms and traditions in the receiving country	
5	Rights and responsibilities	
6	Education and lifelong learning	
7	Welfare system and social benefits	
8	Health care & health services	
9	Housing	
10	Living in the community and neighbourhood	
11	Relationships, family & children	
12	Employment & workers' rights	
13	Social life & leisure	
14	Money management	