

## SHARE CITY CURRICULUM

### A Toolkit For Welcoming, Supporting & Empowering Resettled Refugees

This toolkit is produced in the framework of the [SHARE Project](#), an 18-month programme led by ICMC Europe to build a network of European regions, cities, municipalities and their civil society partners involved in and/or with a commitment to refugee protection, resettlement and integration. An integral part of the wider [European Resettlement Network](#), [SHARE](#) provides a platform for structured dialogue, exchange of practice and networking between cities and regional actors and between experienced and emerging resettlement countries planning or considering resettlement.

- **Why a toolkit for reception and integration in resettlement?**

In general, all newcomers to a country face similar challenges - learning the language, finding housing and employment, understanding institutions and systems, and building relationships and friendships. Both the process of being resettled and the backgrounds of resettled refugees can create some additional challenges, for example in:

- adjusting to modern urban environments after long periods spent in a camp setting;
- managing what might be unrealistic expectations of life in the resettlement country; and
- settling into a new community often without pre-existing family links or social networks.

This publication is designed to provide tools, templates and ideas that will support those working on resettlement programmes to respond to these challenges, better meet the needs of resettled refugees and support their aspirations for their resettlement. The tools it includes have been compiled based on the successful approaches used by many SHARE Network partners and stakeholders across Europe, shared with us and our partners through SHARE activities, events and research throughout 2012-14.

For more good practice examples in resettlement and integration, take a look at the SHARE publications '[Welcome to Sheffield: Reflections on 8 years experience of receiving resettled refugees at the local level](#)' and '[A Place to Live, a Place to Stay: A Good Practice Guide for Housing in Refugee Resettlement](#)', and ICMC's '[Welcome to Europe: A Comprehensive Guide to Resettlement](#)' publication.

- **How can the toolkit be used?**

The toolkit includes template and guidance in three distinct sections - 'Arrival, Reception & Orientation', 'Integration Support & Planning' and 'Tools for Caseworkers' - which you can use in whichever way you like! You can make use of just one or several tools, adapt any of the templates for use in your work, or use the toolkit material as an inspiration to develop your own approaches and ideas for resettlement and integration in your regional or local context.

We hope the toolkit will prove helpful in the process of welcoming resettled refugees to your community. Please do let us know if and how you made use of the toolkit and send your feedback, comments or request for further information, by contacting Rachel Westerby, City Coordinator at ICMC ([westerby@icmc.net](mailto:westerby@icmc.net)).

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## 1. RESETTLEMENT

### 1.1 What is resettlement?

Resettlement involves the transfer of refugees from the country in which they first sought asylum, generally a developing country, to a third country that has agreed to admit them with a long-term or permanent resident status. Resettlement provides protection for refugees whose safety is immediately at risk, and is a tool of international protection and an expression of international solidarity and burden-sharing amongst states.

### 1.2 Who is resettled?

In practice, resettlement is available as a durable solution for a comparatively small number of refugees. Of the 11.7 million refugees of concern to UNHCR in the world (June, 2014), less than 1% are submitted for resettlement.

### 1.3 What role do regions and cities play in resettlement?

Although national governments are responsible for the selection of refugees for resettlement, regional and local authorities play a central role both in offering places for resettled refugees and providing reception and integration support once they have arrived. The success of national refugee resettlement programmes thus depends on the commitment, ability and partnerships of cities, municipalities and regions.

## 2. RECEPTION & INTEGRATION FOR RESETTLED REFUGEES

### 2.1 What is integration?

Integration is generally recognized as being a 'dynamic, multifaceted and ongoing' process, that is 'two-sided' in the sense that it requires some level of mutual adaptation and accommodation by refugees, migrants and other newcomers as well as the local population of the host country in which they resettle. Integration can be understood as a set of related processes – in areas such as housing, health, employment, language learning, civic participation and refugees' feelings of safety and welcome – that also serve as indicators and outcomes of the wider integration process.

It is widely agreed that institutions in the receiving society should provide the conditions for successful integration by guaranteeing refugee and migrant participation in the 'economic, social, cultural, civil and political life' of the receiving society.<sup>1</sup> Rights and opportunities provided by the receiving society are generally articulated together with responsibilities for individual refugees within the integration process, for example by actively pursuing opportunities for language-learning and abiding by the laws and regulations of the receiving society.

### 2.2 Approaches to integration for resettlement in Europe

Pre-departure cultural orientation (CO) refers to interventions that provide refugees with information about the travel process and the resettlement country prior to their departure. CO programmes are generally designed to prepare refugees for their initial period of resettlement, and address both practical information as well as skills and attitudes which support integration prospects. The majority of European resettlement countries organise some form of pre-departure CO programme, which typically involves refugees attending one or more training or briefing sessions.

European countries vary in their approaches regarding integration of newcomers. Concerning resettlement in Europe, two distinct ways of approaching integration of resettled refugees have been identified. In those resettlement countries with predefined programmes for the integration of

<sup>1</sup> ECRE (2005) *The Way Forward: Towards the Integration of Refugees in Europe*

newcomers, services for resettled refugees are often mainstreamed into this wider provision. Other European resettlement countries have developed specialised integration programmes for resettled refugees.

Specialised programmes can be more responsive to the particular needs of resettled refugees. They are better able to adapt the integration measures they offer according to the profiles of particular refugee groups, including by engaging new partners with expertise in relevant areas. Specialised programmes are also more likely to support the development of local expertise and refined approaches for reception, and can provide an ongoing, structured entry into mainstream services for resettled refugees at the end of the programme. Mainstream programmes in contrast, can assist the integration of resettled refugees by providing earlier opportunities for them to mix with other refugees and immigrants. In addition, mainstream programmes often have a strong basis in national policy and funding frameworks and so may be more sustainable on the long run.

### 2.3. Phases of integration

**1<sup>st</sup> week of arrival** After leaving the country of asylum in which they may have stayed for many years, resettled refugees will often undertake long journeys to reach their new home country. Although excited to start their new lives, they will arrive tired and disoriented, into a strange and unfamiliar context in which they are often confronted with new weather, a foreign language, potentially unusual housing and a whole lot of administrative tasks that must be completed shortly after their arrival.

A common and suggested approach during the first week is to provide information gradually, taking account of the fact that many of the structures and agencies that the resettled refugee will come into contact with are entirely new to them. As such, the roles of the different agencies should be outlined on a number of different occasions.

Even at this early stage, casework support should be designed to encourage refugees to take control of their own affairs wherever possible. Successful resettlement integration programmes place great emphasis on communicating the idea that the programme will give refugees as much support as possible, but that they are recognised as independent and adult people. Of key importance is the ability to respond to urgent needs within this initial period and to reassure refugees about the ways in which complicated problems will be addressed over the coming months.

#### Top tips<sup>2</sup>

##### Arrival and reception

- Welcome resettled refugees directly at the airport
- Provide key information gradually, and repeat at different points in the reception phase
- Communicate to refugees what they can expect from the local resettlement programme and what is expected of them
- Make time in the reception schedule for refugees to visit one another in their new homes
- Introduce refugees to key local service providers, local transport systems and their immediate local area and city or town centre during the first week after arrival

##### The first months

The reception phase for resettled refugees describes the period directly following their arrival in the new host country. The length of reception is generally defined by individual resettlement countries

<sup>2</sup> ICMC (2011) *Welcome to Sheffield – Reflections on 8 years experiences of receiving resettled refugees at the local level*

within their national programmes and therefore varies from the first few weeks to periods of up to 3, 6 or even 12 months after arrival.

Each resettled refugee is different, and will arrive to their new home country with different needs, vulnerabilities, skills and aspirations. Whilst all resettled refugees have the capacity to become fully participating and contributing citizens, many will make only partial progress toward this status within the first year of residency. Many local resettlement programmes aim to provide flexible support and interventions that meet the requirements of each individual refugee, with the overall aim of providing them with the tools, skills and knowledge to facilitate their long-term integration beyond the first year of residence in the city.

The common thought behind the reception programme after the first months is that resettled refugees are able to access mainstream services and participate to some degree in their local communities, and that they have developed links – formally or informally – within their new community.

The first year could be structured as followed:

1 – 3 months

- High level of support and assistance to access services

4 – 9 months

- Reduced levels of direct support
- Encouragement and assistance to live independently

10 – 12 months

- Low level of support
- Preparation for end of the Gateway integration support programme

### 3. ARRIVAL, RECEPTION & ORIENTATION:

#### 3.1. Approaches to reception – centralized reception vs. direct placement

Resettlement programmes in Europe take two distinct approaches to reception. Several European resettlement countries use a ‘centralised reception’ system, in which resettled refugees are initially received into accommodation facilities where they stay for a defined period before moving to municipalities. In other cases, resettled refugees move directly into independent accommodation in a municipality after arrival, in an approach referred to as ‘direct reception’.

#### 3.2. Partnerships to coordinate arrival & reception

In many local resettlement programmes across Europe, local actors have formed partnership groups and structures to coordinate pre-arrival planning. By this end, a reception schedule with clearly defined roles for all partners can be produced and the pooling of resources between partners can be facilitated. In successful local programmes in Europe, a single partner leads on coordinating the local programme, maintaining oversight of a central reception plan, updating partners, suggesting changes and acting as a single point of local contact for national governments.

- **timetable first week:** Can be used by the caseworkers to structure events and appointments during the first week/s after arrival. Subsequently, the timetable can be hand out, not only to the resettled

refugees, but also to interpreters or partners, in this way everybody involved has an overview of what to do and knows what to expect from the first week/s.

- **arrival day checklist:** Urgent tasks that should be done during first day of arrival can be listed here by the caseworkers. Using a checklist will ensure that all necessary tasks have been accomplished.

- **new environment checklist:** Tasks that should be done when showing resettled refugees their new neighborhood can be listed here by the caseworkers. Using a checklist will ensure that all necessary tasks have been accomplished.

- **information for resettled refugees - list of items and contacts map:** A list of items that are provided to resettled refugees by the reception team can be filled out by caseworkers and giving out to the newcomers. Setting up a map of important contacts, by adding the locations and names of relevant support organizations and individuals, will provide additional help to newly resettled refugees in finding their way around in the municipality.

#### 4. INTEGRATION SUPPORT & PLANNING:

##### 4.1. Casework in Integration

In refugee resettlement, in both mainstream and specialised reception and integration programmes, it is generally NGOs or municipality social services that plan casework integration support.

'Casework' refers to the process of supporting individuals or families ('cases') to identify and meet their needs, manage their circumstances and achieve their aspirations. Those delivering this support for refugees may have a variety of titles, including caseworkers, support workers, refugee workers, social workers or project workers.

Casework support for resettled refugees is typically provided for a defined period, from a few months to several years, and can include a range of integration support including:

- Orientation to the new country.
- Acting as a contact person for other services.
- Emotional support.
- Referral to relevant agencies.
- Advice and information on housing, benefits and other social services.
- Mediation between family members and the host community.
- Family reunion and legal assistance.

##### 4.2. Teamwork in Integration: The Multi-Agency Approach

Successful casework in refugee integration requires collaborative teamwork of all partners and institutions involved in the reception process. By bringing together all agencies working with resettled refugees, local partnerships are able to provide joint case management, involving monitoring the progress in the integration of individual refugees and developing joint strategies to address particular needs.

##### 4.3. Personal Integration Plans

Many organisations providing longer term integration support for resettled refugees use a personalised integration planning approach. Personalised integration plans are a tool to set future goals and targets for individual refugees' integration, and to plan the steps to take in order to achieve them. Plans are generally reviewed at regular intervals and can be adjusted over time, thus providing a highly individualised and flexible way of planning and managing refugee integration.

Personalised integration plans are generally co-developed with resettled refugees themselves, meaning they reflect refugees' aspirations for their resettlement in addition to assessing their needs. Plans are also a useful tool to show refugees what they have achieved and how far they have come.

- **case note sheet:** Can be completed at the end of each day by the caseworker, as a form of reflection on the work that has been done and to inform colleagues about the work progress. The case note sheet should include details of items covered with the resettled refugees and issues to be raised.

- **Personal Integration Plan template:** The Personal Integration Plan should cover a range of aspects regarding refugee integration: starting with housing, learning about their new environment, managing benefits and finance, finding employment, education and social contacts. Newcomers are hereby asked by the caseworker to reflect on their current situation, identify future goals and the necessary steps to be taken. The PIP is reviewed periodically to see how these goals are being achieved.

- **benefits & finance checklist:** Information that should be provided when managing resettled refugees' financial situation can be listed here by the caseworkers. Using a checklist will ensure that all necessary tasks have been accomplished.

- **employment and volunteering checklist:** Information that should be provided when helping resettled refugees with their occupational situation can be listed here by the caseworkers. Using a checklist will ensure that all necessary tasks have been accomplished.

- **legal status checklist:** Information that should be provided when helping resettled refugees with their legal situation can be listed here by the caseworkers. Using a checklist will ensure that all necessary tasks have been accomplished.

## 5. PSYCHOSOCIAL ASPECTS OF INTEGRATION:

### 5.1. Stress and Trauma

Through the process of migration and adaptation to a new environment, newcomers are prone to more psychological stressors than the host society which over time can lead to mental health problems and poor emotional well-being as they adapt to the receiving context. This may apply especially in the case of resettled refugees who have often suffered under stressful environments and traumatic experiences in the country of origin, during their flight or in refugee camps before finally arriving to the new country of origin. Resettled refugees therefore need support and assistance in finding a balance in this new stage of their lives.

### 5.2. Protective and Aggravating Factors

Gaining awareness of factors impacting on refugees' feelings and behaviours is essential to a good assessment of the support they may need. Psychological health experts distinguish between aggregative factors, that increase a persons' vulnerability and thereby the chance of developing mental problems, and protective factors, which strengthen coping abilities.

Aggregative factors could be experiences of stress and trauma that led to physical or psychological health problems - obtained in the country of origin. But also after arrival in their new home, resettled refugees might experience feelings "cultural shock" or loss and grievance about friends and family they have been detached from.

Protective factors may help a person develop the coping skills necessary to process traumatic and stressful life experiences. For resettled refugees, three common protective factors have been identified: safety, security and time. The newly found sense of security, as discovered in their new environment, can lead individuals to obtain feelings of security over time.

By mapping out such aggravating and protective factors, one can get an impression of an individual's capacities and potentials, and thereby provide sufficient support during the first arrival and integration phase. We therefore provide questionnaires developed to identify possible mental health problems in refugees at an early stage. By this end, and with the help of their caseworker, individuals can be referred to a specialist in order to prevent clinical health outcomes.

- **Factors guidelines:** Explanation as to the way in which each factor can be considered to be either a protective or an aggravating in terms of the individual's health and well-being; to be read before assessment.

- **Framework of protective and aggravating factors:** To have an overview of any potentially protective or aggravating factors, aims to enable case workers to better prepare for any difficult situations which might arise.

## 6. TOOLS FOR CASEWORKERS:

We suggest using the following additional tools and guidelines to assist case workers and volunteers working in refugee reception and integration during times of first arrivals.

- **contact list:** Can be used to collect contact details of clients and interpreters.

- **interpreter guidelines:** Guidelines and information regarding working with an interpreter, including suggestions for (de-)briefing.

- **looking after yourself during arrivals:** Suggestions and guidelines to ensure the case workers' general well-being during reception times.

## Time table for first weeks

The purpose of the time table is that the coordinator has a structure to follow and that the clients know what appointments and events have been planned for them; any other time is their free time.

Date	Time	Location	Event
Monday			Flight X from Y will arrive into Terminal Z, clients will be met and take by coach to...

## Arrival day – introduction & accommodation

Read document: “Interpreters”

Read document: “Personal Integration Plan”

Although you should try to cover all items on you each day’s checklist, you may not have the time and must prioritize the most important items to suit your client’s situation.

**Try to cover all of these items today**

Introduction: Introduce everybody present in the house when they arrive and clarify their roles.	<input type="checkbox"/>
Give a tour of the house (and garden)	<input type="checkbox"/>
Explain how facilities work	<input type="checkbox"/>
Explain safety rules and customs	<input type="checkbox"/>
Let client fill out the housing section of the Personal Integration Plan	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

At the end of every meeting

- make sure client knows the schedule of the following days
- leave number to call/let them know when you will be back
- fill out the case note sheet
- make sure interpreter is booked/available for next meeting

## New Environment – town & neighborhood

**Try to cover all of these items today**

Carry out basic health assessment. Ask all members of the house if they are well, notice and report changes.	<input type="checkbox"/>
Check client’s understanding of all points that were covered during the last meeting and make sure that all items were checked.	<input type="checkbox"/>
Introduce client charter to newcomers	<input type="checkbox"/>
Explain safety rules and customs	<input type="checkbox"/>
Before going out ensure that clients (especially children) are appropriately dressed for the weather	<input type="checkbox"/>
Local orientation: Show clients the local shops, doctor, pharmacy, post office, public transportation stops	<input type="checkbox"/>
Explain safety rules outside	<input type="checkbox"/>
...	<input type="checkbox"/>

At the end of every meeting

- make sure client knows the schedule of the following days
- leave number to call/let them know when you will be back
- fill out case note sheets
- make sure interpreter is booked/available for next meeting

## List of items provided

The following is a list of items that generally will be provided to properties by the asylum team. If you think that something should be provided, please contact the asylum team or your coordinator.

Facility	Description
Kitchen	Kitchen equipment -refrigerator -kettle -broom - Food -Fruits -Rice -
Dining & Living	-dining table -1 dining chair per refugee -
Bedroom	-Linen -
Bathroom	Toiletry -Towels -Soap -
...	...

## Contacts Map

The following list can be printed, and the locations and names of relevant support organizations and individuals should be added.

	<b>What for</b>	<b>Where</b>	<b>Who</b>
Family doctor	All medical and mental problems		
Dentist	Dental care/cure		
Social worker	Loneliness, psychosocial problems.		
Home care	Guidance and care Preventive care to children		
Community healthcare	Preventive care (e.g. vaccines), Public health in schools		
Hospital	Specialist medical care		
Mental health care	Psychological and psychiatric care		
Harm reduction (drug use)	Care with all kinds of addictions (tobacco, alcohol, sweet, gaming..)		
Pre- and postnatal nursing	Mother & Child Healthcare (0-5 y)		
Pharmacy	Drugs and information about medicines		
Parenting support	Information on parenting (direct or after referral)		
Pre-school education	Educational support to small children (2-4 years)		
Physiotherapist	In case of muscles, bone or joint problems and when with pains		
Sport (fitness, jogging, swimming)	Is activating and preventive. Has positive impact on mood or in case of lack of energy and / or poor condition		
Municipality / town	Social affairs, housing and financial aid		
Job agency	Guidance concerning employment		



## Resettlement worker - Case note sheet

Client name(s)		
Resettlement worker name		
Date and venue		

**Interpreter:** Was an interpreter used?                      Yes                       No

Interpreter Name		Start time	
Language		End time	

**What happened?** (continue on another sheet if needed)

Next appointment(s):	
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## Personal Integration Plan

Name	
Resettlement worker	
Case number	
Case begun	



<b>Housing</b>
What is your experience with housing and what is your current situation?
What do you want to achieve with housing?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Benefits &amp; Finance</b>
What is your experience with benefits and finance and what is your current situation?
What do you want to achieve with benefits and finance?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Health &amp; Well-being</b>
What is your experience with health and well-being and what is your current situation?
What do you want to achieve with health and well-being?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Education &amp; Training</b>
What is your experience with education and training and what is your current situation?
What do you want to achieve with education and training?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Employment &amp; Volunteering</b>
What is your experience with employment and volunteering and what is your current situation?
What do you want to achieve with employment and volunteering?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Social &amp; Relationships</b>
What is your experience with social and relationships and what is your current situation?
What do you want to achieve with social and relationships?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

<b>Legal issues</b>
What is your experience with legal issues and what is your current situation?
What do you want to achieve with legal issues?

What actions need to be taken to make this happen?	Who will do that?	When?	Outcome
When will this be reviewed?			

## Benefits & Finance

**Try to cover all of these items today**

Carry out basic health assessment. Ask all members of the house if they are well, notice and report changes.	<input type="checkbox"/>
Check client's understanding of all points that were covered during the last meeting and make sure that all items were checked.	<input type="checkbox"/>
Let client fill out the Benefits & Finance section of the Personal Integration Plan	<input type="checkbox"/>
Explain social benefits/welfare system	<input type="checkbox"/>
Explain child allowance and pension (if applicable)	<input type="checkbox"/>
Check knowledge on amount of financial benefits that family will receive	<input type="checkbox"/>
Plan money management (e.g. upcoming bills, savings)	<input type="checkbox"/>
Check client's understanding of household bills, especially regarding heating/electricity management	<input type="checkbox"/>
...	<input type="checkbox"/>

At the end of every meeting

- make sure client knows the schedule of the following days
- leave number to call/let them know when you will be back
- fill out case note sheets
- make sure interpreter is booked/available for next meeting



## Employment & Volunteering

**Try to cover all of these items today**

Carry out basic health assessment. Ask all members of the house if they are well, notice and report changes.	<input type="checkbox"/>
Check client's understanding of all points that were covered during the last meeting and make sure that all items were checked.	<input type="checkbox"/>
Let client fill out the Employment & Volunteering section of the Personal Integration Plan	<input type="checkbox"/>
Clarify role of job agency	<input type="checkbox"/>
Provide additional information regarding search of employment in your country (e.g. job interview, résumé, language requirements)	<input type="checkbox"/>
...	<input type="checkbox"/>

At the end of every meeting

- make sure client knows the schedule of the following days
- leave number to call/let them know when you will be back
- fill out case note sheets
- make sure interpreter is booked/available for next meeting

## Legal Status

**Try to cover all of these items today**

Carry out basic health assessment. Ask all members of the house if they are well, notice and report changes.	<input type="checkbox"/>
Check client's understanding of all points that were covered during the last meeting and make sure that all items were checked.	<input type="checkbox"/>
Let client fill out the Legal Status section of the Personal Integration Plan	<input type="checkbox"/>
Clarify process of resident permit/visa	<input type="checkbox"/>
Communicate necessary steps to be taken regarding residence permits/visa application	<input type="checkbox"/>
Communicate country specific rules regarding ID checking	<input type="checkbox"/>
...	<input type="checkbox"/>
...	<input type="checkbox"/>
...	<input type="checkbox"/>

At the end of every meeting

- make sure client knows the schedule of the following days
- leave number to call/let them know when you will be back
- fill out case note sheets
- make sure interpreter is booked/available for next meeting

## Brief notes on the various factors

The aim of this framework is to have an overview of any potentially protective or aggravating factors in relation to an individual or a family before they arrive. For each factor, an explanation is provided as to the way in which and the extent to which it can be considered to be either a protective or an aggravating factor in terms of the individual's health and well-being. Many factors can have both a protective and an aggravating effect, depending on how they play out in individual cases.

### *1. Age*

Age is a challenging factor. On the one hand, children and young people may find it easier to integrate and may have better health. However, this may also very much depend on the tasks they face and to what extent they are safe in their families. As an example, children from families where the parents have mental health issues, may be more at risk of problems themselves. Similarly, young solo mothers often find parenting a challenge. Older refugees may find it difficult to fully integrate into a totally different society. From a psychological perspective, having children who manage to integrate may help to compensate for this.

### *2. Gender*

Women are more at risk in a flight situation. They are more likely to be the victims of (sexual) violence. Men are more likely to be involved in violence related to war or political conflict.

### *3. Education*

The better educated the individual is, the more likely it is that they will be able to quickly acquire a new language and to quickly integrate. The other side of the coin is that being well-educated may also lead to frustration around the barriers to achieve training or a career at a similar level as previously. A low level of education often means a lower level of health literacy. This includes not being able to understand written texts (health information flyers, instruction leaflets) and medical terminology. This means it is difficult to pass on knowledge about illness and healthy behaviors.

### *4. Developmental history*

Having a carefree childhood in a safe family setting, will result in a healthy development. Having a difficult childhood involving abuse and loss will contribute to someone being more vulnerable. Generally speaking, refugees who were born in camps will have had a difficult childhood.

### *5. Health*

Having a chronic illness or a disability constitutes an aggravating factor. This may lead to a further deterioration in health. Being in good health protects and offers options for further development. Longstanding physical health issues will erode mental resilience.

### *6. Religion*

Religion can be protective in terms of giving life meaning, providing answers to life's questions and feeling safe as part of a community. However, it can be an aggravating factor when behavior that deviates from the norm leads to someone being shunned and expelled.

### *7. Living situation*

Living with one's family usually has a protective impact on individuals, provided that relationships within the family are positive. Dysfunctional families constitute an aggravating factor. Living by oneself means one is more at risk of feeling lonely. Living with a group of other people as a single person, may have either a protective or an aggravating impact. This will depend on the quality of relationships within the group.

### *8. Expectations*

Having unrealistic and high expectations may result in frustration and disappointment. Achievable expectations will result in individuals experiencing success and therefore have a protective impact. Realistic expectations, once achieved, will encourage individuals to explore fresh options and expectations.

### *9. Family members in the host country*

Having family members in the new home country is protective because (extended) families are very important. Again, this is only the case when relationships within the family are positive and meaningful. Families can be an aggravating factor when they involve strict norms which hamper personal undertakings and options. People are ready to face a new future when their nuclear family is complete. If it is not complete as yet, this may mean that too much energy goes into family reunification (focusing on those who were left behind) with the attendant risk of the family not focusing on the here and now and their own development.

### *10. Experiences of violence*

Having experienced violence is often an aggravating factor in terms of health and wellbeing. The impact depends on the severity of the violence experienced, the presence of any protective factors, and the individual's coping style. Generally speaking, activities which are creative or which involve moderate physical activities are protective, while apathy, social isolation and irresponsible use of drugs are aggravating factors.

### *11. Experiences of loss*

The loss of loved ones, social status and possessions is aggravating. Not having experienced such loss is relatively protective.

### *12. Stay in the initial recipient country*

A long stay in the initial recipient country, often in camps or under primitive circumstances, often means the life of a resettled refugee has come to a standstill and is therefore an aggravating factor. Having lived under such circumstances for a relatively short time is protective.

### *13. Cultural differences between the country of origin and the host country*

Where there are significant cultural differences between the refugee's country of origin and the host society, it will be more difficult for refugees to integrate. This can be an aggravating factor. A greater similarity between cultures can make this process easier and is therefore protective. Obviously, personality traits also play a role in all this.

### *14. Personality traits*

Migration places great demands on people's resilience and coping ability, especially in the case of forced migration. Such traits are partly to do with the individual person, making this a factor that is difficult to assess in this context. Even so, support workers may often have a gut feeling as to whether resettled refugees will find it easy to integrate or not. This may be to do with traits such as being flexible, having good social skills, showing interest and being emotionally stable.

### *15. Allocation of residential accommodation (as an individual/as part of a group)*

Where resettled refugees are relocated as groups, this usually has a protective effect on individual refugees, because of the availability of social support and social contact. Being relocated as an individual may be more stressful.

## Framework of protective and aggravating factors

The aim of this framework is to have an overview of any potentially protective or aggravating factors in relation to an individual or a family before they arrive. This enables support workers to better prepare for any difficult situations which might arise. The higher the number of protective factors, the greater the likelihood that the person will be able to cope in their new home country.

How to proceed: Ask yourself what the important factors are. This may include either negative (i.e. aggravating) or positive (i.e. protective) scores. Represent scores by using pluses and minuses, with +++ and - - - representing highest and lowest scores.

The list below is not exhaustive. The list may be customized by adding in other factors.

Protective	Factors (see notes below)	Aggravating
	1. Age	
	2. Gender	
	3. Education	
	4. Developmental history	
	5. Health	
	6. Religion	
	7. Living situation (single/family)	
	8. Expectations	
	9. Any family member in the new home country	
	10. Experiences of violence	
	11. Experiences of loss	

	12. Stay in the 'in-between' country (camp)	
	13. Cultural differences between the country of origin and the host society	
	14. Personality traits	
	15. Allocation of residential accommodation (as an individual/as part of a group)	

## Contact List

### Client(s) phone numbers

Name	Mobile

### Client(s) email address

Name	Email

### Interpreter Times

Date	Interpreter	Start time	Finish time

## Interpreters

Some countries have stopped covering the costs of interpreters during refugee arrivals, due to budget cuts, the client's children are sometimes asked to step in and translate between their parents and the social worker/volunteer. This practice can impact family dynamics and impede communication between clients and coordinator, as children have of course not been trained to interpret. We therefore highly recommend working with professionals, especially during first days of arrival, but to further facilitate client's integration, we advocate hiring interpreters for all their meetings with the social workers during the first weeks after resettlement.

In most cases, manifest information has been used to allocate appropriate interpreters to clients. Until clients arrive, it is not clear whether this information is absolutely correct. It is therefore essential that you check client's ability to understand their interpreter when you first meet them. Contact your supervisor/organization if there is a problem.

Some interpreters are experienced; others are new to interpreting work. The following points should help with working with the interpreters during arrival week.

- Always arrange to meet interpreters before meeting the client.
- When you meet the interpreter, agree a start time (most likely, they will be paid by the hour) Record the start time on the checklist for the relevant day.
- Each time you meet the interpreter, brief them before you meet with the clients with information relevant to that specific appointment. During arrival week, the first days briefing will probably be the most in depth. The briefing could include information on:
  - The clients' language ability
  - Number of people in the household
  - Venue and probable timetable for the day
  - Clients' ethnicity
  - Any particular vocabulary that's likely to be used, for instance legal language
  - Explain your role, and their role, namely to act as an empathetic channel of communication between you and the client
  - Ask if they have any problems remaining in that role and tell them of anything likely to occur during the appointment that may make it difficult for them to remain in this role
  - Remind them that they are expected to remain impartial through-out the appointment
  - Remind them that they are expected to keep the client's information confidential
  - Inform them that you may pause the appointment if you feel the interpreter is not remaining in their role or if you have concerns surrounding impartiality or confidentiality. And, if this happens, the Worker will inform the interpreter that they have requested a pause and the interpreter will be expected to tell the client that the worker has requested a pause.
  - Remind them that they may pause the interview if they experience a problem when interpreting and that they should explain this to both worker and client before seeking the workers advice on how best to proceed.
  - Remind them that interpreting can be tiring work and that they can request a break at any reasonable point if they feel they need to.
  - Remind them that there will be a debriefing after the appointment in which they can raise any concerns they may have with you.



### At the beginning of the appointment

- The interpreters have been told that, ideally, seating will be arranged so that the coordinator is facing the client at a slight angle with the interpreter seated between, in a neutral position. This can prove very difficult, particularly when working outdoors or when clients' living rooms are not set out in a way that makes it easy. Always try to arrange things so people are positioned in as similar a way to the ideals as possible.
- Ensure the client is aware of the interpreter's role and where they stand with impartiality and confidentiality. Do this either by explaining through the interpreter or ask the interpreter to explain this for you.
- Ask the clients permission to use the interpreter.

### During the appointment

- Address the client directly, making eye-contact with them rather than the interpreter. And, avoid referring to the client in the third person.  
For instance: Say to the client, ``Do you understand?``  
Avoid saying to the interpreter, ``Could you ask him if he understands?``
- Speak in short sentences and pause regularly to allow the interpreter time to relay the information.

### After the appointment

- Ask the interpreter how they felt about interpreting during the appointment. Was there anything that they found difficult or upsetting?
- If you feel any problems arose with the interpreting during the appointment, explore these.
- Ask the client if they found it hard to remain in the role and remain impartial.
- Ask interpreter if they expect to have any problems keeping the information they heard confidential
- Agree an end time for the appointment with the interpreter and record the time in the checklist for the relevant day

## Looking after yourself during arrival

Being involved in the process of helping refugees upon arrival in their new environment can be extremely rewarding. But it can also be very hard work and it can have an impact on those who carry it out. The following points are a non-exhaustive list of suggestions of who to look after yourself during a busy period of arrivals.

- Take breaks. Plan when to take them in advance. If you are working with an interpreter, you can plan to take breaks with them together but you don't have to.
- Factor in briefing/debriefing of your interpreters in your work time, not your breaks. Consider the impact of the work as well on them as on yourself.
- Take into account the time and energy required for working during arrivals but try to continue to plan for a normal evening in your personal life. Try to avoid treating arrival weeks as times when other bits of your life stop.
- Either plan where to get food and drinks during breaks or bring something with you.
- Dress appropriately for the weather, check the forecast and plan ahead.
- Be reflective about your work and how you are communicating
- Openly talk about any issue that you feel the need to raise
- Before completing any task with clients during arrival week, ask yourself whether this actually needs to happen

If you are working with an interpreter, please include these points in your briefing of them.

A manager should check in with you at some point this week to see how you are doing.