



PRE DEPARTURE ORIENTATION

EVALUATION TOOLKIT



Facilitating the integration of resettled refugees
in **Croatia, Italy, Portugal** and **Spain**

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About the COMMIT project

This toolkit was developed under *COMMIT: Facilitating the integration of resettled refugees in Croatia, Italy, Portugal, and Spain*. The project, implemented between 1 January 2019 and 30 April 2021, was funded by the European Commission through the Asylum, Migration and Integration Fund (AMIF). It was co-funded and implemented by the International Organization for Migration (IOM), in partnership with the Adecco Foundation for Equal Opportunities, Consorzio Communitas and the University for Foreigners of Siena (UNISTRASI).

The COMMIT project sought to facilitate the sustainable integration of resettled refugees in their new communities in Croatia, Italy, Portugal and Spain, with a specific focus on vulnerabilities and on the integration of women and young people. The project aimed to strengthen the links between the pre-departure and the post-arrival phases of the resettlement process through:

1. Enhancing pre-departure orientation (PDO), strengthening PDO trainers' knowledge of reception contexts, and enabling contacts with reception community members beginning in the pre-departure phase;
2. Systematizing community support through sensitization activities and pilot community mentorship schemes; and
3. Fostering transnational exchanges of knowledge and best practices on a European scale.

The pre-departure orientation evaluation toolkit

This toolkit was developed by the University for Foreigners of Siena (UNISTRASI) and IOM, in close collaboration with pre-departure orientation (PDO) trainers. It provides a structured and participatory methodology that involves the beneficiaries of resettlement programmes who participate in PDO, PDO trainers and other actors involved in resettlement. It also provides practical tools for the design and implementation of PDO evaluations.

The toolkit builds on PDO monitoring and evaluation mechanisms developed and implemented by IOM as part of Italian and Portuguese national resettlement programmes. A large number of stakeholders involved in the resettlement process have been included in these evaluations, with the participatory approach giving resettlement beneficiaries a voice and enabling the incorporation of their feedback and inputs into the design of the PDO activities they participate in. Building on these experiences, IOM and UNISTRASI have developed a toolkit for the evaluation of both PDO materials and activities and their impacts.

The toolkit was conceived with a broad application in mind. While it was designed for PDO in the context of resettlement countries directly involved in the COMMIT project, it can easily be adapted to and replicated in other contexts beyond the project's lifetime.

What is pre-departure orientation?

Pre-departure orientation (PDO) is a key component of the resettlement process and has been recognized as an essential feature of successful integration.¹ Equipping and empowering refugees prior to their departure has positive benefits across the resettlement continuum, ensuring that their rights are upheld; that they understand their responsibilities and obligations; and that they are able to integrate meaningfully and sustainably into their new communities.

PDO aims to help prepare refugees for their upcoming resettlement, ease their anxiety and develop realistic expectations about their new lives. It provides key information about the resettlement country to address integration challenges early on and facilitate the process of adaptation. PDO activities include building coping and other skills.

The design and implementation of PDO follow an experiential and participatory approach, focusing on skills and attitudes rather than on the simple delivery of information. This approach provides ample opportunities for beneficiaries to express themselves, which is a key aspect of the learning process. In order to achieve this, PDO trainers must provide an open and secure learning environment and create a welcoming, non-threatening, risk-free atmosphere.

In developing targeted PDO curricula, IOM works closely with governments in countries of resettlement to identify key messages and values that are fundamental to refugees' successful integration in their new society. These messages and values are communicated alongside more practical information about reception assistance provided upon arrival in the country of resettlement; rights and responsibilities; education; health care; employment; cultural adaptation and integration (and others).

Depending on the country of resettlement, PDO consists of one or a series of sessions that commonly take place close to the departure date. The recommended minimum duration of a PDO 'course' is three days but, depending on resettlement country criteria, it can last up to ten days. PDO sessions may include video calls between refugees and reception authorities in the country of resettlement, helping refugees to establish contact with and build trust in their new home. The calls also help to ensure continuity and consistency in support by linking PDO with post-arrival orientation/assistance.

PDO pursues the following main objectives:

- To prepare refugees for their upcoming resettlement and the first few months upon their arrival
- To assist refugees to develop the skills and awareness to adjust to the new context
- To help refugees develop realistic expectations about their resettlement and their future
- To address refugees' concerns and main questions
- To empower refugees, including by addressing specific needs (such as those of young people and women).

1 European Commission. 2016. [Action plan on the integration of third-country nationals](#). COM(2016) 377 final.

Why evaluate pre-departure orientation?

Monitoring and evaluation initiatives are a critical component of successful and sustainable programmes, and should go beyond the demonstration of results, reporting and accountability towards donors. First and foremost, they are a key step towards learning and improving programming.² They provide an opportunity for critical analysis, and can help to identify challenges, address them early on and draw lessons for future activities, whether in the same or in other contexts. Evaluations are instruments of change:³ they help avoid a perspective exclusively centered on a single intervention or action in favour of the exchange of experiences and the creation of added value.

The most important reason for PDO evaluation, therefore, is that it contributes to the enhancement of PDO and the improvement of resettlement outcomes for refugees themselves. It also falls within the broader monitoring and evaluation approach used by IOM as part of its result-based management (RBM)⁴ system for the conceptualization, development and implementation of projects, including resettlement-related projects.

The core functions of evaluation are to:

- enable accountability and learning
- inform stakeholders
- provide empirical knowledge about what worked, what did not and why and
- enable informed decision-making.⁵

The difficulty of isolating the impacts of PDO participation on refugees' preparedness for resettlement and integration from the impacts of other factors is generally recognized.⁶ However, monitoring and evaluation remain key to the constant improvement and fine-tuning of PDO materials, methodology and implementation strategies and to gain insights into whether PDO is meeting its intended goals and providing real benefits for resettled refugees. This toolkit provides a consolidated approach to improving PDO evaluation.

2 ALNAP. 2016. [Evaluation of Humanitarian Action Guide](#).

3 IOM. 2011. [IOM Project Handbook](#).

4 United Nations Development Group. 2011. [Results-based Management Handbook](#).

5 IOM. 2019. [Reintegration Handbook. Practical guidance on the design, implementation and monitoring of reintegration assistance](#).

6 Fratzke, S. and L. Kainz. 2019. [Preparing for the unknown. Designing effective predeparture orientation for resettling refugees](#). Migration Policy Institute, Brussels.

Criteria for evaluating pre-departure orientation

IOM uses a number of criteria to serve as the basis for evaluating actions and activities, with two primary sources for the evaluation of humanitarian interventions (such as resettlement).⁷ These are the Organisation for Economic Co-operation and Development Development Assistance Committee (OECD/DAC) criteria, updated in 2019 to be relevant to humanitarian situations,⁸ and the Active Learning Network for Accountability and Performance (ALNAP) criteria.⁹ This toolkit focuses on the OECD/DAC criteria, namely:

- relevance
- efficiency
- effectiveness
- impact
- sustainability and
- coherence.¹⁰

There are two major principles for applying these criteria:¹¹

- The criteria should be applied thoughtfully to support high-quality, useful evaluation. They should be *contextualized*:
 - According to the individual evaluation, the intervention being evaluation and the stakeholders involved
 - The evaluation questions and the intended use of the answers should inform how the criteria are interpreted and analysed.
- The use of the criteria depends on the purpose of the evaluation and they should not be applied mechanistically.
 - More or less time and resources may be devoted to the analysis for each criterion depending on the evaluation purpose.

The table below provides a definition of the OECD/DAC criteria and their application to PDO evaluations, in order of their importance in the specific case of PDO.

7 IOM. 2021. [IOM Monitoring and Evaluation Guidelines](#).

8 Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (OECD/DAC). 2019. [Better Criteria for Better Evaluation. Revised Evaluation Criteria. Definitions and Principles for Use](#).

9 ALNAP. 2016. [Evaluation of Humanitarian Action Guide](#).

10 Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (OECD/DAC). 2019. [Better Criteria for Better Evaluation. Revised Evaluation Criteria. Definitions and Principles for Use](#).

11 Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (OECD/DAC). No date. [Evaluation Criteria](#).

Criterion	OECD/DAC ¹²	PDO evaluation
Relevance	The extent to which the intervention's objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.	The extent to which PDO objectives, contents and methodology respond to the needs of resettlement beneficiaries; the needs and priorities of countries of resettlement (specifically actors responsible for reception and integration support); and the needs of host communities. The extent to which PDO design and methodology can be fine-tuned and adapted to changes (in the needs of beneficiaries, in the context and needs of the country of resettlement etc.)
Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	The extent to which PDO is conducted in a reasonable timeframe and using appropriate resources (taking into account the specific context).
Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.	The extent to which PDO achieves its outcomes and impacts, including direct impacts on beneficiaries and indirect impacts on resettlement countries and specific host communities.
Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	The extent to which participation in PDO has an impact on beneficiaries' well-being prior to and during their journey and on their short-term adjustment to their new context.
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue.	The extent to which the benefits of PDO for beneficiaries endure for six months following their resettlement.
Coherence	The compatibility of the intervention with other interventions in a country, sector or institution.	The extent to which the content, approach and methodology of PDO are in line with those of other interventions involving the same beneficiaries and, more broadly, similar interventions for similar target groups.

Introduction to evaluating pre-departure orientation

This toolkit adopts a holistic approach to PDO evaluation, taking into account PDO objectives, design and methodology, as well as the key criteria outlined above. It recognizes the importance to integration of strengthening links between pre-departure, including the implementation of PDO (shortly before the departure of participants) and post-arrival, when individuals begin the process of adapting to their new community. It therefore requires the involvement not only of PDO participants and trainers but others who are directly or indirectly involved in and/or impacted by PDO and resettlement.

When designing and evaluating PDO evaluations, it is important to bear in mind the specific characteristics of PDO participants. They are generally adults,¹³ with their own knowledge and ideas about learning and what works for them. They may have gone through difficult experiences; they may be stressed, worried and even traumatized. They are also resilient and possess personal, professional, social and family resources developed over a lifetime. Each PDO group comprises individuals of different ages, genders and backgrounds, with a range of experiences, needs and – in some cases – vulnerabilities. These aspects have a direct impact on PDO outcomes and how they can be measured, and were taken into account during the design of the questionnaires.

12 OECD/DAC. 2019. [Better Criteria for Better Evaluation. Revised Evaluation Criteria. Definitions and Principles for Use.](#)

13 However, for some resettlement countries, PDO sessions are open to young beneficiaries from the age of 14.

The toolkit includes:

1. [A tool for the evaluation of PDO materials](#)
2. [A set of questionnaires](#) to be administered prior to and following PDO to: PDO participants; PDO trainers; reception and integration staff; and members of host communities in resettlement countries.

More details about all aspects of evaluation can be found in the recent IOM [Monitoring and Evaluation Guidelines](#).

Administration of the tools: guidelines and practical suggestions

Clarity about who administers and who evaluates evaluation tools, and about who analyses and who uses the resulting data, is key to the success of evaluation efforts. The following guidance and suggestions are based in part on the pilot of the questionnaires during the COMMIT project (which resulted in improvements to the questionnaires) and on previous IOM experience with PDO evaluation.

Administrators

- PDO trainers in the country of first asylum
 - administer the [pre-PDO questionnaires for PDO participants](#)
 - self-administer the [PDO materials tool](#)
 - self-administer the [pre-](#) and [post-](#) PDO questionnaires for PDO trainers
- IOM staff in country of resettlement
 - administer the [post-PDO interviews](#) for PDO trainers
- Cultural mediators in the country of resettlement
 - administer the post-PDO [questionnaires](#) and [interviews](#) for PDO participants
- IOM project staff in country of resettlement
 - administer the [pre-](#) and post-PDO [questionnaires](#) and [interviews](#) for reception staff
 - administer the [pre-](#) and [post-](#) PDO questionnaires and post-PDO [interviews](#) for members of host communities, including mentors.

Confidentiality

It is vital to ensure confidentiality of personal details included in responses to questionnaires. It is equally important to ensure that participants are aware that their personal details will remain confidential and that evaluation results will only be made available in aggregate form.

Time frame

When deciding on the appropriate timeframe in administering pre-departure PDO questionnaires to refugees, it is recommended that PDO organizers carefully consider the set-up of the resettlement programme under which PDO sessions would be delivered to refugees. Relevant aspects to consider are refugees' accommodation pre-departure as well as, *inter alia*, the timeframe and location of the PDO sessions themselves. Ideally, refugees would be surveyed pre-departure one week in advance of their departure. Should refugees be accommodated at decentralized locations prior to departure, it is recommended to roll-out the PDO questionnaires right before the PDO session. For post-arrival questionnaires, it is recommended that resettled refugees are contacted within six months of arrival at the latest. Firstly, during this period, they will still be involved in reception structures and services and therefore easy to contact¹⁴. Secondly, it is very easy for anyone to lose specific/detailed memories about events that occurred in the past – let alone people who are moving to a new country and dealing with large amounts of information, and who participated in a relatively short (three- to ten-day) session.

Regularity

As global and regional contexts evolve, resettlement programmes may face changes both in terms of the nationalities and populations of refugees and in resettlement countries and countries of first asylum. This means that the characteristics and needs of populations and countries change and PDO must adapt. It is therefore recommended that PDO evaluations are implemented on a regular/ongoing basis and that they are included in the design and development of resettlement projects. This will enable the timely adaptation of PDO to better meet the needs of both refugees and resettlement countries.

Communicating the aims of evaluation

Finally, the weeks prior to resettlement and the months following arrival can be extremely stressful and busy for refugees. During the process, they are often asked for feedback from resettlement actors and may feel overwhelmed. In addition, PDO trainers and other resettlement actors may not have the time or resources to administer or participate in such evaluations. Despite this, it is an important process and full explanations as to their value should be provided to help increase motivation to take part. Resettled refugees in particular should be told that the evaluations will improve support for future refugees being resettled.

At the same time, it should be made clear that PDO evaluations are not intended to change current service provision in countries of resettlement. This will help to manage expectations among evaluation participants and prevent people using the process to complain about issues that are beyond the scope of the process.

¹⁴ As this might not always be the case, depending on the reception context of the country or even locality in which they are resettled, timeframes should be adapted/reduced to local reception contexts.

I. Evaluating pre-departure orientation materials

PDO materials are usually developed in collaboration with the country of resettlement and are used to support PDO training delivery. They can include handbooks (both students and trainers' handbooks), brochures and videos. They may highlight key messages and/or identify specific skills and knowledge that help participants to deal with the resettlement process and adapt to their new community.

The design and development of PDO materials should be based on the following questions:

- Who is the audience?
- What are the learning objectives?
- What topics need to be covered?
- How should the materials/contents be delivered?

The evaluation should therefore analyse how well the PDO materials address these questions, focusing on the following areas:

- Are the materials suitable for the audience?
 - Are they linguistically, culturally, age- and gender-appropriate?
- Do the materials meet the learning objectives?
- Do the materials cover the right topics?
 - Including skills and attitudes
- Can the materials be delivered in an appropriate/engaging way?
 - Including through interactivity and participation from participants
- Are they consistent with other PDO elements/materials/sessions?

The PDO trainer should fill out the form for each material used in a PDO.

PDO materials evaluation

General information

Title	
Author(s)	
Place and year of publishing; publishing house if any	
Type(s) of material (Select all that apply)	<ul style="list-style-type: none"> Student's Handbook Trainer's Handbook Workbook App and/or other digital resource Video Audio recording PowerPoint presentation Leaflets Other (please specify)
Target group(s) (Select all that apply)	<ul style="list-style-type: none"> Adults (men and women) Women and girls Men and boys Teenagers (please specify age range) Children Other (please specify)
Language(s)	Please specify
Main content (Select all that apply. If there is more than one, please rate in order of relevance from the most relevant (1) to the least)	<ul style="list-style-type: none"> General orientation about entering a new society Specific orientation about the country of resettlement Social inclusion Empowerment Cultural/intercultural competence Employment and the labour market Education Languages Specific content for women and/or young people MHPSS Other (please specify)
Skills taught (Select all that apply. If there is more than one, please rate in order of relevance from the most relevant (1) to the least)	<ul style="list-style-type: none"> Language skills Digital skills Intercultural skills Other (please specify)
Specific objective(s) of using the material (please specify)	
Rating of usefulness compared to objective(s) (please describe in words)	
Quality of graphics and use of language	
Graphic quality	High/average/low
Image quality	High/average/low

Image relevance/usefulness Please specify how images contributed to understanding

Level of language Complicated//technical/simple
Please specify if the level was appropriate and/or well-received

Learning methodologies

Does the material promote collaborative and cooperative learning? If so, please specify how.

Does the material encourage participation and/or experiential learning? If so, please specify how.

Is the material centred on the participants, taking into account the potential need for different learning approaches? If so, please specify how.

Does the material include content and/or strategies to address specific needs and vulnerabilities (e.g. among women or young people)? If so, please specify how.

Does the material promote empowerment and self-sufficiency for participants? If so, please specify how.

Video/audio materials

Does the video/audio include testimonials from resettled refugees who have been through the same process, or other examples of first-hand experience? Please elaborate.

Does the video/audio introduce some aspect of the resettlement country? Please elaborate.

Is it possible to access information about a specific topic by selecting a specific point in the video/audio?

Is the video in the language of participants or translated into/subtitled in the language of the participants?

Is the video usable via smartphone?

Please assess the usefulness/impact of the use of the video/audio for participants

Overall assessment

Please rate the material and indicate whether you would use it again and/or recommend it to other trainers.

Please note any suggested improvements to the materials for future use.

II. Evaluating pre-departure orientation sessions

The assessment of PDO were often limited to informal feedback based on the observation of trainers or comments from refugees during or after PDO sessions. Many national resettlement programmes also include, in the framework of IOM resettlement support, a formal monitoring procedure to collect feedback from refugees upon arrival, as well as from reception and integration staff, using questionnaires, surveys, interviews and/or focus-groups. These surveys aim to measure PDO effectiveness in terms of clarity, completeness, relevance and the usefulness of the information provided. Participants are usually asked to express their level of satisfaction with the content of the PDO training by rating the importance of topics covered; and to identify any missing topics or useful additions, or topics on which discussions should be extended. The surveys also collect participants' perceptions about the delivery of the training and inputs are requested from PDO trainers and from reception and integration staff.

This toolkit aims to build and expand upon this system to facilitate formal evaluation of PDO programming and improve evaluation results. It follows the Kirkpatrick model, a globally recognized method of evaluating the results of training and learning programmes.¹⁵ The model was designed to assess both formal and informal training methods and to rate them against four criteria: reaction, learning, behaviour and results.

PDO sessions	
Reaction	The level of satisfaction/interest explicitly expressed by PDO participants when feedback is formally requested.
Learning	The knowledge, skills and abilities acquired as a result of PDO.
Behaviour	The transformation generated by PDO in the early integration prospects of each participant.
Results	The results achieved by the PDO compared to the objectives.

PDO, like resettlement more widely, has direct impacts for resettled refugees – but it also has indirect impacts for the reception and integration staff who support them, and for host communities. This is recognized in current evaluation measures but is bolstered by this toolkit to take into account the links between the pre-departure and the post-arrival phases. The toolkit therefore includes a set of pre-departure and post-arrival PDO questionnaires for PDO participants; trainers; reception and integration staff; and members of host communities (including mentors). The questionnaires use closed questions to elicit both qualitative and quantitative data and are designed to be administered individually with the support of trainers and/or other staff (including cultural mediators) (see more above).

A control interview protocol was developed to test the validity of the tool and contribute further to the qualitative analysis. Guided interviews with open questions should be administered to a small sample from each target group responding to the questionnaires. It might also be useful to interview resettled refugees who did not participate in PDO, to provide a basis for comparison.

The tables below provide an overview of the pre- and post-PDO questionnaires for each target group, identifying the specific objectives of each questionnaire, the time frame and the administrator. Each section links to the relevant questionnaire for ease of access.

15 Kirkpatrick, D. L. and J. D. Kirkpatrick. 2006. *Evaluating Training Programs: The Four Levels*. 3rd edition. Berrett-Koehler.

Pre-PDO questionnaires

Objectives (collection of information on)	Administration time frame	Administrator
PDO participants		
1: General background (age, gender, nationality etc.) 2: Education, previous training experience and relevant professional experience.	Before the PDO (ideally one week before the start of the sessions)	PDO trainer or staff member who speaks the language of participants
PDO trainers		
1: General background (age, gender, nationality etc.) 2: Professional profile: educational qualifications; professional qualifications; professional experience (and related relevant topics); training interests 3: Attitudes, abilities and skills 4: Information about the organization of PDO courses and contents and methodology adopted.	Before the PDO	Self-administered
Reception staff		
1: General background (age, gender, nationality etc.). 2: Expectations of reception staff regarding PDO.	Before the PDO	IOM project staff in country of resettlement
Host community members, including mentors		
1: General background (age, gender, nationality etc.) 2: Awareness of/about resettlement and refugees 3: Involvement in the integration process.	Prior to the arrival of refugees	IOM project staff in country of resettlement

Post-PDO questionnaires

Objectives (collection of information on)	Administration time frame	Administrator
PDO participants		
1: General background (age, gender, nationality etc.) [for cross-reference with the pre-PDO questionnaire] 2: Satisfaction with the PDO session (contents, methodology, and implementation) 3: Opinions about the usefulness and relevance of information received during PDO.	Within 6 months of arrival in the resettlement country	Cultural mediator
Control interviews: PDO participants		
[for a smaller sample of PDO participants who completed the questionnaire]		
1: General background (age, gender, nationality etc.) 2: In-depth information about the PDO.	Following completion of the post-PDO questionnaire (and within 6 months of arrival)	Cultural mediator

PDO trainers

- | | |
|---|---------------------------------------|
| 1: General background (age, gender, nationality etc.) [for cross-reference with the pre-PDO questionnaire] | Following delivery of the PDO session |
| 2: The implementation of the PDO, including whether it followed the plan and was managed effectively | |
| 3: Trainer assessment of whether their expectations were realistic and commensurate with the objectives of the session. | |
-

Control interviews: PDO trainers

[for a smaller sample of PDO trainers who completed the questionnaire]

- | | | |
|---|---------------------------------------|--|
| 1: In-depth information about the PDO | Following delivery of the PDO session | IOM project staff in country of resettlement |
| 2a: In-depth information about course management, contents and methodology used | | |
| 2b: In-depth information about good practices. | | |
-

Reception staff

- | | | |
|--|-----------------------------------|--|
| 1: General background (age, gender, nationality etc.) [for cross-reference with the pre-PDO questionnaire] | Following the arrival of refugees | IOM project staff in country of resettlement |
| 2: Impact of PDO. | | |
-

Control interviews: Reception staff

[for a smaller sample of those who completed the questionnaire]

- | | | |
|--|-----------------------------------|--|
| 1: General background (age, gender, nationality etc.) [for cross-reference with the pre-PDO questionnaire] | Following the arrival of refugees | IOM project staff in country of resettlement |
| 2: Awareness of/about resettlement and PDO | | |
| 3: Involvement in the integration process. | | |
-

Host community members, including mentors

- | | | |
|--|-----------------------------------|--|
| 1: General background (age, gender, nationality etc.) [for cross-reference with the pre-PDO questionnaire] | Following the arrival of refugees | IOM project staff in country of resettlement |
| 2: Awareness of/about resettlement and refugees. | | |
| 3: Involvement in the integration process. | | |
-

Control interviews: Host community members, including mentors

[for a smaller sample of those who completed the questionnaire]

- | | | |
|---|-----------------------------------|--|
| 1: In-depth information about awareness/perceptions of the presence of resettled refugees in their communities | Following the arrival of refugees | IOM project staff in country of resettlement |
| 2a: In-depth information about awareness/perceptions of PDO activities | | |
| 2b: In-depth comparison of the degree of participation desired in activities involving refugees, including prior to their arrival, and that achieved. | | |
-

Analysing and using the data

The main raison d'être and benefit of an evaluation lies at the end of the process: the use of the results, findings and recommendations.

The data collected through these questionnaires and the interviews need to be compared and analysed. The analysis will need to take into account the objectives, methodology and beneficiaries of PDO to ensure that objectives have been met, and to identify areas for improvement.

The tools in this toolkit were developed to elicit both qualitative and quantitative data and the analysis will therefore need to be both statistical (quantitative) and qualitative. The analysis of the qualitative data includes examining, comparing, contrasting and interpreting patterns. It may well require the identification of themes, coding, clustering similar data, and reducing data to meaningful and important points.¹⁶ Further information on analysis can be found in the Chapter 4 of the IOM [Monitoring and Evaluation Guidelines](#).

Expert evaluator(s) will be needed. If these are not familiar with PDO and PDO participants, they may benefit from direct observation of PDO sessions to improve their understanding of objectives, methodologies and dynamics.

The results of the analysis should be consolidated and disseminated. This could take the form of a report, which would include an introduction, a brief overview of the methodology, and recommendations for improvement of PDO, with specific actions and a timeline for follow up. The results should be shared publicly, with PDO trainers, resettlement actors and other stakeholders, including the donor(s) and, if possible, with resettled refugees. Actions taken to improve PDO as a result of the evaluation should also be shared publicly.

Conclusions

PDO is key tool for supporting refugees in their upcoming resettlement and helping them to transition to their new life and adapt to their new community. Ideally, it will also reinforce the links between pre-departure and post-arrival phase. Monitoring and evaluation initiatives are essential for reinforcing these links and for improving PDO.

The implementation of this toolkit therefore requires the active participation of those directly or indirectly impacted by PDO: resettled refugees who have participated in PDO; PDO trainers; actors involved in the post-arrival phase, such as reception and integration staff; and members of host communities.

The tools, evaluation and analysis will contribute to fine-tuning PDO design and implementation. They will also enhance accountability, not only to donors, but also to resettlement stakeholders and – most importantly – resettlement refugees themselves. It is hoped that the toolkit will be widely used, not only in COMMIT countries but in other resettlement contexts.

¹⁶ Patton, M. Q. 2002. Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective. *Qualitative Social Work*. 2002;1(3):261-283.

Questionnaires

Pre-PDO questionnaires

Pre-departure orientation (PDO) evaluation

Pre-PDO: Questionnaire for PDO participants

Dear participant,

The following questionnaire aims to help us understand your expectations of the PDO course, what you would like to learn, and in what ways you would like the trainer to transmit information to you.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to help you and others.

Thank you!

I. Personal data

1. Birthplace:

- a. Country: _____
b. City: _____

2. Nationality

3. Current place of residence:

- a. Country _____
b. City _____

4. Age

- 14-18 years old
 19-25 years old
 26-30 years old
 31-40 years old
 41-50 years old
 Over 50 years old

5. Sex

- Female
 Male
 Prefer not to specify

6a. First language/mother tongue _____

6b. What other languages do you speak fluently? _____

6c. What other languages do you know? _____

Basic level (A1-A2) _____

Intermediate level (B1-B2) _____

7. How long were you/have you been in education?

I have never been to school

1-4 years

5-9 years

10-15 years

More than 15 years

8. Have you got any qualifications?

Yes No

b. If yes, which level?

Lower high school diploma

High school diploma

Bachelor's degree

Master's degree

Postgraduate degree

Other (please specify) _____

9. Were you employed in your home country?

a. Yes No

b. If yes, please specify _____

10. Were/are you employed in your country of first asylum?

a. Yes No

b. If yes, please specify _____

II. PDO session

1. What PDO session will you attend?

Date _____

2. In which country will you resettle? _____

3. Will you attend the PDO session with your family members or alone?

- Alone
 With family members. Please specify _____

4. What do you hope for from the PDO in relation to your life in the country of resettlement? (Select all that apply)

- To learn some basics of the language of the country of resettlement
 To learn practical information about the country of resettlement
 To learn how to communicate with different people in the country of resettlement
 To learn if and how I can meet people from my own country or religion in the country of resettlement

5. Please rank the following topics which will be covered during the PDO in order of importance to you (with 1 the most important and 8 the least important)

- Language of the country of resettlement
 Differences between the culture of the resettlement country and my own
 Services (housing, school, health etc.) in the city/town where I will live
 Vocational training/education opportunities
 How to access the job market
 Who to call if I need help in the country of resettlement
 Duration of the economic support provided by the government of the country of resettlement
 How I can become financially independent and manage my life in the country of resettlement

6. Please rate the following sentences (with 1 being “strongly disagree” and 5 being “strongly agree”)

6a. I would like the trainer to create a relaxed atmosphere

1 2 3 4 5

6b. I would like to feel free to ask questions and for clarifications if I did not understand something

1 2 3 4 5

6c. I would like to feel free to express my fears regarding my upcoming resettlement

1 2 3 4 5

6d. I would like to share my expectations with the other participants and with the trainer

1 2 3 4 5

6e. I would like the trainer to provide information on concrete situations to help me to develop realistic expectations about my life in the country of resettlement

1 2 3 4 5

- 6f. I would like to simulate real situations that I may face once arrived in the country of resettlement
1 2 3 4 5
- 6g. I would like to be engaged in group activities with the other participants
1 2 3 4 5

7. How do you expect the trainer to treat you during PDO activities? (Select all that apply)

- By sharing with me his/her previous experience
- By showing respect for my religion
- By showing respect for my habits
- By showing respect for my political ideas

III. Intercultural competencies

1. During the PDO, do you think it will be useful to receive suggestions on: (Select all that apply)

- How to make new friends in the country of resettlement
- How to develop good relations within the workplace
- How to participate actively in the life of my new community
- How to understand the values of host communities
- How to understand images, symbols, gestures
- Other (please specify) _____

2. I am worried about: (Please select all that apply)

- Not finding the food I am used to
- Difficulties in learning the language (not understanding the language and not being understood by people)
- Difficulties in understanding the culture (gestures, values, etc.)
- Not having my previous working/schooling experiences recognized
- Not knowing what to do if I need to see a doctor
- Not knowing how and where to get the documents that I need
- People's reaction to my presence
- Feeling alone

Questions for women and girls only

1. What would make you feel confident in the country of resettlement? (Please select all that apply)

- Knowing how to enroll my children in kindergarten/school
- Attending a vocational/training course
- Attending a language course
- Knowing how to go to see a doctor/how to access the hospital
- Knowing where to go if I am a victim of violence (including from members of my household)
- Knowing women's rights in the country of destination
- Being able to get in touch with other women in the country of resettlement

Thank you!

Pre-departure orientation (PDO) evaluation

Pre-PDO: Questionnaire for PDO trainers

Dear trainer,

The following questionnaire aims to improve understanding of the profile of trainers delivering pre-departure orientation, their training needs, expectations, teaching strategies and teaching methods.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to help you and others.

Thank you!

I. Personal data

1. Birthplace:

- a. Country: _____
 b. City: _____

2. Place of residence:

- a. Country _____
 b. City _____

3. Nationality _____

4. Age

- 18-25 years old
 26-30 years old
 31-40 years old
 41-50 years old
 Over 50 years old

5. Sex

- Female
 Male
 Prefer not to specify

6a. First language/mother tongue _____

6b. What other languages do you speak fluently? _____

6c. What other languages do you know?

- Basic level (A1-A2) _____
- Intermediate level (B1-B2) _____

7. How long were you/have you been in education?

- 0-4 years
- 5-9 years
- 10-15 years
- More than 15 years

8. Have you got any qualifications?

- a. Yes No
- b. If so, which level?
 - Lower high school diploma
 - High school diploma
 - Bachelor's degree
 - Master's degree
 - Postgraduate degree
 - Other (please specify) _____

II. Previous training and professional experience

1. Have you received a specific qualification for adult education/training?

- a. Yes No
- b. Please specify _____

2. Have you dealt with intercultural issues during your education and/or career?

- a. Yes No
- b. Please specify _____

3. Before working with IOM, did you have previous experience as a trainer?

- Yes No

3a. If yes, for how long?

- A few months
- A year
- 2-4 years
- More than 4 years

3b. If yes, in which type(s) of organization? (Please select all that apply)

- Cultural
- Volunteer
- International
- Public
- Religious
- Educational
- Other (Please specify) _____

4. What kind of trainee have you dealt with? (Please select all that apply)

- People experiencing economic and social hardship
- People experiencing mental distress
- People living with disabilities
- Elderly people
- Detainees
- Roma people
- Adult migrants (all)
- Migrant women and/or girls
- Migrant minors (all)
- Other (Please specify) _____

5. What are the most important functions of a trainer? (Please select a maximum of 2 answers)

- Socializing
- Facilitating social inclusion
- Playfulness/recreation
- Welfare
- Delivery of information
- Educational
- Facilitating language learning
- Psychological-therapeutic
- Other (specify) _____

III. Attitudes and training needs

1. Please rate the following from 1 to 5 (with 1 being the minimum and 5 the maximum) in terms of your interest in learning more about them

- 1a. Gender and gender equality
 1 2 3 4 5
- 1b. Young migrants
 1 2 3 4 5
- 1c. Digital citizenship, multimedia tools and new technologies
 1 2 3 4 5
- 1d. History and global dynamics of migration
 1 2 3 4 5
- 1e. Knowledge and management of communication strategies
 1 2 3 4 5
- 1f. Legal and related knowledge on migration issues
 1 2 3 4 5
- 1g. Pedagogical skills
 1 2 3 4 5
- 1h. Psychological skills
 1 2 3 4 5
- 1i. Establishing interpersonal relationships with other trainers
 1 2 3 4 5
- 1j. Establishing interpersonal relationships with trainees
 1 2 3 4 5

2. Please rate your need to compare your experiences with those of other trainers/IOM colleagues (with 1 being the minimum and 5 the maximum)

- 1 2 3 4 5

3. Do you use self-assessment tools in your work?

- Yes No

3a. If yes, please specify. _____

4. Do you use tools to obtain feedback at the end of a course?

- Yes No

4a. If yes, please specify. _____

IV. Organization of the PDO session, objectives, methodology

1. Are you aware of the participants' experiences?

- Yes No

2. Do you have direct knowledge of the participants' country(ies) of origin?

- a. Yes No

b. If so, how?

- My country of origin is the same as that of the participants. Please specify the country

I lived/stayed in _____
for _____ months/_____ years

3. Do you have direct knowledge of the country of resettlement?

- a. Yes No

b. If so, how?

- The country of resettlement is my country of origin

I lived/stayed in _____
for _____ months/_____ years

4. How do you organize the physical classroom (educational setting)? (Please select all that apply)

- Small groups Horseshoe
 Circle(s) Classroom (trainer in front and participants in parallel rows)
 Multiple/changing set-ups Other (specify) _____

5. Please rate the main needs of PDO participants, based on your prior experience (with 1 being the minimum and 5 the maximum)

5a. Practical instructions on how to apply for documents in the country of resettlement

- 1 2 3 4 5

5b. Information about how to behave in the country of resettlement

- 1 2 3 4 5

5c. Practical guidelines for daily life (enrolling children in school, access to health care, festivities etc.)

- 1 2 3 4 5

5d. Learning the basics of the language of the country of resettlement

- 1 2 3 4 5

5e. Information on the education system

- 1 2 3 4 5

5f. Information on the climate and geographical characteristics of the country of resettlement

- 1 2 3 4 5

5g. Information on public and social services in the country of resettlement

- 1 2 3 4 5

5h. Information on the status of women in the country of resettlement

- 1 2 3 4 5

5i. Information about other groups similar to the participants (e.g. same nationality or ethnicity or linguistic background etc.) in the country of resettlement

1 2 3 4 5

5l. Information on laws and regulations, rights and duties the country of resettlement

1 2 3 4 5

5m. Information on the resettlement process

1 2 3 4 5

5n. Other (please specify) _____

6. How will you deal with participants who cannot speak the language used during the course? (Please select all that apply)

I will use a common language

I will use non-linguistic codes

I will enlist the help of an interpreter/cultural mediator

Other (please specify) _____

7. What educational tools/materials do you plan to use during the course? (Please select all that apply)

IOM manuals and activities

Manuals and activities supplied by the country of resettlement

Textbooks

My own materials (please specify) _____

Photocopies

Paper/digital dictionaries/glossaries (please specify) _____

PC/laptop

Videos

Audio

Mobile phones

Newspapers, magazines (please specify) _____

Online resources (please specify) _____

Other (please specify) _____

8. Which of the following teaching methodologies do you intend to use during the course? (Please select all that apply)

Group exercises

Lectures

Individual exercises

Discussions

Practice in pairs

Simulations

Peer tutoring

Games

Other (please specify) _____

9. How will you ensure an intercultural approach? (Please select all that apply)

- By providing basic knowledge about the country of resettlement
- By making frequent comparisons between the culture(s) of origin and the culture of the country of resettlement
- By making specific comparisons on certain topics and discussing these with participants
- By using activities that foster socialization and relationship-building in the country of resettlement
- By showing videos or images of the country of resettlement
- By providing a list of recommendations regarding acceptable behaviour in the country of resettlement
- By inviting participants to talk about their culture(s)
- By inviting participants to ask questions about culture(s) in the country of resettlement
- Other (please specify) _____

10. Do you think it is important to help the participants recognize their strengths and weaknesses?

a. Yes No

b. If so, how do you intend to do so (activities etc.)? _____

11. How will you create a welcoming and inclusive environment for the course? Please rate the following in terms of likelihood of use, with 1 being the minimum and 5 the maximum.

11a. Establish clear rules of conduct at the beginning of the course

1 2 3 4 5

11b. Listen carefully to everyone's opinions

1 2 3 4 5

11c. Accept and manage emotions with empathy

1 2 3 4 5

11d. Encourage participants to express any doubts and fears about resettlement in the new country

1 2 3 4 5

11e. Negotiate and resolve disagreements/conflict

1 2 3 4 5

11f. Ensure participation of all

1 2 3 4 5

11g. Share your own stories and experience

1 2 3 4 5

11h. Promote gender equality during the course

1 2 3 4 5

11i. Adapt contents and delivery to different participants

1 2 3 4 5

11j. Remind participants of previous/existing knowledge for each topic

1 2 3 4 5

11k. Take an intercultural approach

1 2 3 4 5

11l. Use communication tools interactively

1 2 3 4 5

11m. Encourage peer teaching

1 2 3 4 5

11n. Seek feedback from participants on the effectiveness of the methodologies adopted

- 1 2 3 4 5

11o. Seek feedback from participants on the effectiveness of the activities

- 1 2 3 4 5

12. In your opinion, is it necessary to provide specific activities for young participants in the course?

a. Yes No

b. Why? Please specify. _____

13. Do you think it is important to promote gender equality within the PDO?

a. Yes No

b. Why? _____

c. If yes, how do you intend to do so? Please specify _____

14. Which of the following tools do you intend to use to report on the PDO session? (Please select all that apply)

Detailed daily written report

Collection of the questions most frequently asked by participants

Diary of notes and observations

Register, with a completed section for each participant

Self-observation grid

Profile of each participant

None

Other (Please specify) _____

15. What do you think are the most important goals of the PDO course? (Please select all that apply)

Help participants to develop realistic expectations about life in the country of resettlement

Help participants to develop the practical knowledge necessary for living in the country of resettlement

Help participants to develop the skills needed to adapt to life in the country of resettlement

Provide participants with detailed information on the resettlement process

Provide participants with detailed information on the financial aspects of resettlement

Provide participants with detailed information on accommodation options in the country of resettlement

Provide participants with the basic elements of the language of the country of resettlement

Only provide participants with some useful expressions in the language of the country of resettlement

Raise awareness about psychosocial challenges participants may face during the resettlement process and upon arrival, including the challenges of integration and culture shock

Help participants to understand their strengths and weaknesses

Help participants to understand gender equality and gender norms and expectations in the country of resettlement

Help participants to be more self- confident

Help participants to develop transversal/life skills

Other (please specify) _____

Thank you!

Pre-departure orientation (PDO) evaluation

Pre-PDO: Questionnaire for reception staff

Dear madam, sir,

The following questionnaire aims to help us understand your expectations of the PDO course.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to improve the PDO.

Thank you!

I. General data

Country: _____

Location of the reception centre: _____

II. PDO

1. Do you think PDO trainers should know about participants' countries of origin?

a. Yes No

b. Why? _____

2. Do you think PDO trainers should know about the country of resettlement?

a. Yes No

b. Why? _____

3. What do you think participants wanted from the PDO course? (Please rate interest on a scale of 1 to 5, with 1 representing little interest in the subject and 5 representing maximum interest)

3a. Practical information concerning legal status and how to apply for documents

1 2 3 4 5

3b. Practical information on reception support provided in the country of resettlement

1 2 3 4 5

3c. Information on rights and duties in the country of resettlement

1 2 3 4 5

3d. Information on the laws and rules to be followed in the country of resettlement

1 2 3 4 5

3e. Information on norms/customs/culture/values in the country of resettlement

1 2 3 4 5

3f. Information on the climate and geographical characteristics of the country of resettlement

1 2 3 4 5

3g. Information on the education system

- 1 2 3 4 5

3h. Information on local services available (public offices, health services, hospitals)

- 1 2 3 4 5

3i. Information on how to access job opportunities in the area of resettlement

- 1 2 3 4 5

3j. Basic elements of the language of the country of resettlement

- 1 2 3 4 5

3k. Information on the role of women in the country of resettlement

- 1 2 3 4 5

3l. Other (please specify) _____

6. Do you think it is useful to know if the participants have their own migratory projects?

- Yes No

7. Do you think that PDO should include intercultural comparisons between the countries of origin and/or first asylum and the country of resettlement?

- Yes No

8. Do you think that specific issues of concern to young refugees should be specifically addressed in PDO?

- a. Yes No

b. Why? _____

9. Do you think gender and gender equality should be specifically addressed in PDO?

- a. Yes No

b. Why? _____

10. Would a PDO course report be useful to you?

- a. Yes No

b. If yes, which of the following would be most useful? (Please select all that apply)

- Detailed daily written report
- Questions most frequently asked by participants
- Notes and observations
- Register, with a completed section for each participant
- Self-observation grid
- Profile of each participant
- Other (please specify) _____

11. What objectives of PDO are the most important for you as a reception worker? (Please select all that apply)

- To help participants to develop realistic expectations about life in the country of resettlement
- To help participants to develop the practical knowledge necessary to adjust to the country of resettlement
- To help participants understand the cultural and behavioural norms in the country of resettlement
- To prepare participants psychologically for the integration and adaptation process
- To anticipate the challenges of integration and culture shock
- To provide participants with detailed information on the resettlement process
- To provide participants with detailed information on housing options and reception support
- To provide participants with detailed information on financial support
- To provide participants with the basic elements of the language of the country of resettlement
- To provide participants with some useful expressions of the language of the country of resettlement
- To help participants understand their strengths and weaknesses
- To help participants understand gender equality and gender norms and expectations in the country of resettlement
- To help participants to develop more awareness on the resettlement process
- To help participants to develop transversal/soft skills
- Other (please specify) _____

Thank you!

Pre-departure orientation (PDO) evaluation

Pre-PDO: Questionnaire for host community members, including mentors

Dear madam, sir

The following questionnaire aims to help us understand the degree of awareness in your community about pre-departure orientation for resettled refugees.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to improve the PDO.

Thank you!

I. Personal data

1. Birthplace

Country _____

City _____

2. Place of residence

Country _____

City _____

3. Age

- 18-25 years old
- 26-30 years old
- 31-40 years old
- 41-50 years old
- Over 50 years old

4. Sex

- Female
- Male
- Prefer not to specify

5. Nationality _____

6. City/province/region/country where you work _____

7. How long were you/have you been in education?

- Less than 5 years
- 5 years
- 6-10 years
- 10-15 years
- More than 15 years

8. Did you get a qualification?

a. Yes No

b. If so, which?

- Lower high school diploma
- High school diploma
- Bachelor's degree
- Master's degree
- Postgraduate degree
- Other (please specify) _____

9a. First language/mother tongue _____

9b. What other languages do you speak fluently? _____

9c. What other languages do you know?

- Basic level (A1-A2) _____
- Intermediate level (B1-B2) _____

II. General awareness of resettlement and relationship with refugees

1. How many migrants/refugees live in your community?

- Less than 50
- 50-200
- 201-500
- More than 500

2. Did you know that refugee reception centres exist where you live?

- Yes
- No
- I am not interested

3a. Would you be interested in information campaigns/training courses about migration/refugees organized by the reception centre?

- Yes, definitely
- Yes, probably
- No, I am not interested
- Other (please specify): _____

3b. If yes, what type of training course/information campaign would you be interested in?

Topic:

- Online
- At the reception centre
- In another public space
- Other (please specify): _____

4. Would you be interested in talking to a refugee online (e.g. calls, networking sites) prior to their arrival in your country?

- Yes, definitely
- Yes, probably
- No, I am not interested
- Other (please specify): _____

5. Would you like to receive information about the refugees who will live in your community before their arrival?

- Yes, definitely
- Yes, probably
- No, I am not interested

6. What do you think refugees are most interested in learning about your country prior to their departure?

Please rank the list below, with 1 being most interest and 5 least interest.

- To find a job for themselves and/or family members, provide for daily needs and pay bills
- To find a home
- To learn the language as soon as possible
- To participate in community life
- To make friends with locals

7. Would you like more information about the experiences of the refugees coming to your country (before, after and during their displacement)?

- Yes, definitely
- Yes, probably
- No, certainly not
- I am not interested

8. Would you like more information about the refugees' languages and culture and about refugees already in your country?

- Yes, definitely
- Yes, probably
- No, I am not interested
- Other (please specify): _____

9. Would you like more information about pre-departure orientation for refugees prior to their resettlement?

- Yes, definitely
- Yes, probably
- No, I am not interested
- Other (please specify): _____

10. Would you like to participate in activities with resettled refugees, local service providers (including attended the police, public administration, social and health services etc.) and ordinary citizens (e.g. citizen-guided city virtual tours, “job days”, information/sensitization days)?

- Yes, definitely
- Yes, probably
- No, I am not interested
- Other (please specify): _____

Thank you!

Post-PDO questionnaires

Pre-departure orientation (PDO) evaluation

Post-PDO: Questionnaire for PDO participants

Dear participant,

You have received this questionnaire because you completed a similar questionnaire prior to attending a PDO course in your country of first asylum.

This questionnaire will help us evaluate that PDO course, including what you learned and whether you liked the way the trainer conveyed information.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to improve the PDO and help other refugees.

Thank you!

I. Personal data

1. Birthplace:

a. Country: _____

b. City: _____

2. Nationality _____

3. Current place of residence:

a. Country _____

b. City _____

4. Age

- 14-18 years old
- 19-25 years old
- 26-30 years old
- 31-40 years old
- 41-50 years old
- Over 50 years old

5. Sex

- Female
- Male
- Prefer not to specify

6a. First language/mother tongue _____

6b. What other languages do you speak fluently? _____

6c. What other languages do you know?

- Basic level (A1-A2) _____
- Intermediate level (B1-B2) _____

7. How long were you/have you been in education?

- I have never been to school
- 1-4 years
- 5-9 years
- 10-15 years
- More than 15 years

8. Have you got any qualifications?

a. Yes No

b. If so, which level?

- Lower high school diploma
- High school diploma
- Bachelor's degree
- Master's degree
- Postgraduate degree
- Other (please specify) _____

9. Were you employed in your home country?

a. Yes No

b. If yes, please specify

10. Were you employed in your country of first asylum?

a. Yes No

b. If yes, please specify

II. PDO session

1. When did you attend the PDO course?

Date _____

2. Did you attend the PDO course with family members or alone?

- Alone
- With family members. Please specify _____

3. Please rate your satisfaction with the following activities during the PDO session (with 1 “not at all satisfied” and 5 “very satisfied”)

Learning some basics of the language of the country of resettlement	_____
	□1 □2 □3 □4 □5
Learning practical information about the country of resettlement	_____
	□1 □2 □3 □4 □5
Learning how to communicate with different people in the country of resettlement	_____
	□1 □2 □3 □4 □5
Learning if and how I can meet people from my own country or religion in the country of resettlement	_____
	□1 □2 □3 □4 □5

4. Please rank the following topics in order of how much relevant and useful information you received during the PDO session (with 1 the most information and 8 the least information)

- Language of the country of resettlement
- Differences between the culture of the resettlement country and my own
- Services (housing, school, health etc.) in the city/town to which I was resettled
- Vocational training/education opportunities
- How to access the job market
- Who to call if I need help in the country of resettlement
- Duration of the economic support provided by the government of the country of resettlement
- How to become financially independent and manage my life in the country of resettlement

5. Please rate the usefulness of the information provided through PDO in terms of the following aspects of your life in the country of resettlement (with 1 “not at all” to 5 “very useful”)

a. TRAINING/EDUCATION

Learning the language of the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Learning about the education system of the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
How to obtain recognition of my educational qualifications	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

b. HOUSING AND DAILY LIFE

The type of accommodation I now live in	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
The city/town I now live in	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Aspects of daily life in the resettlement country that are different to those in my culture of origin	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

c. ACCESS TO THE JOB MARKET

How to access to the job market	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Professional/vocational training opportunities	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
How to obtain recognition of my professional qualifications	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

d. SOCIAL INTEGRATION

Who to call if I need help	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Duration of the economic support provided by the government of the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
How to become financially independent and manage my life in the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

e. CULTURE

Introduction to the values and culture of the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Gender and gendered interactions in the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
The role of parents in their children’s education in the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

6. Please rate the following statements about how the PDO was delivered (with 1 representing “strongly disagree” and 5 representing “strongly agree”)

a. The trainer created a relaxed/comfortable atmosphere	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
b. I felt free to ask questions and for clarifications if I did not understand something	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
c. I felt free to express fears regarding my upcoming resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
d. I was able to share my expectations with the other participants and with the trainer	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
e. The trainer provided information on concrete situations and helped me to develop realistic expectations about my life in the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
f. The trainer simulated real situations that I now face in the country of resettlement	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
g. I was engaged in group activities with the other participants	_____
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

7. Did you feel respected by the trainer during the PDO activities?

- a. Yes No
- b. Please explain further

8. Overall, the PDO trainer provided me with useful information about life in the country of resettlement

- 8a. Yes No
- b. If yes, please provide two examples of information you found useful

- c. If no, please provide two examples of information you would have liked to receive

9. Please rate the usefulness of videos of the testimonies of other resettled people (with 1 “not at all” to 5 “very useful”)

1 2 3 4 5 Not applicable

10. Please rate the usefulness of the information sheet providing information on your final destination (with 1 “not at all useful” to 5 “very useful”)

1 2 3 4 5 Not applicable

11. How useful were the PDO activities in helping you to imagine your life in the country of resettlement? (Please rate from 1 to 5, with 1 “not at all” to 5 “very useful”)

1 2 3 4 5

12. Overall, how satisfied are you with the PDO activities? (Please rate from 1 to 5, with 1 “not at all satisfied” to 5 “very satisfied”)

1 2 3 4 5

13. Do you think that without PDO, your arrival in the country of resettlement would have been more difficult?

a. Yes No

b. If yes, why?

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Interview with PDO participants

Dear participant,

This interview aims to help us gain a more in-depth understanding of the PDO in which you participated so that we can improve the support provided to future beneficiaries.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

A copy of the transcript will be provided to you so that you can confirm that it is correct and give permission for its use.

Please answer the questions honestly – this will help us to help other resettled refugees.

Thank you!

I. Personal data

1. Birthplace:

a. Country: _____

b. City: _____

2. Nationality

3. Place of residence:

a. Country _____

b. City _____

4. Age

- 14-18 years old
- 19-25 years old
- 26-30 years old
- 31-40 years old
- 41-50 years old
- Over 50 years old

5. Sex

- Female
- Male
- Prefer not to specify

6a. First language/mother tongue _____

6b. What other languages do you speak fluently? _____

6c. What other languages do you know?

Basic level (A1-A2) _____

Intermediate level (B1-B2) _____

8. Can you tell us about your studies? Did you study in your country of origin and/or country of first asylum? Did you get any educational qualifications (certificates, degrees)? Where did you study?

9. Did you work in your country of origin and/or country of first asylum? If so, what work did you do? Do you have any professional qualifications?

10. Did you move to the country of resettlement alone or with your family? Do you currently live alone or with your family?

II. PDO session

1. What PDO session did you attend?

Date _____

2. What aspects of the information provided during the PDO do you think were particularly useful?

For example:

- Gaining a general understanding of how education and training opportunities work in the country of resettlement
- Gaining a general understanding of daily life in the country of resettlement
- Gaining a general understanding of how to access the job market in the country of resettlement
- Gaining understanding of reception support in the country of resettlement
- Gaining understanding of your legal status in the country of resettlement, and when it expires
- Gaining a general understanding of the culture and values of the country of resettlement, including gendered interactions.

3. How did you feel during the PDO session? Did you feel comfortable with the trainer and other participants? Did you feel free to express your fears and/or doubts about your upcoming resettlement?

4. What types of activities proposed by the trainer were useful? Which ones were not?

5. Which materials did you find useful? Which did you not find useful?
6. How useful were the PDO activities in helping you to imagine your life in the country of resettlement?
7. Do you think that without PDO, your arrival in the country of resettlement would have been more difficult? Please explain.
8. Do you think that specific training in the language of the resettlement country would have been useful?
9. Are there any aspects of the PDO session that you think could be improved? If yes, what are they?
10. Would you advise other people who are being resettled to participate in PDO activities? Why?

Questions for women only

1. Do you believe that the information provided in the PDO session helped improve your understanding of the role of women in the country of resettlement and their participation in the community? Did this help you when you arrived?
2. Did you feel you had enough opportunities to participate in the session? Did you feel empowered? If not, do you have any suggestions to improve women's participation in PDO sessions?

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Questionnaire for PDO trainers

Dear trainer,

This questionnaire complements the pre-PDO questionnaire and should be completed after the session has taken place.

It consists of two sections. The first aims to establish how the course was implemented, what teaching methods and strategies proved to be most effective, what training needs were expressed by participants, and whether any issues arose. The second section provides an opportunity for you to give your personal thoughts and assessment. We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to help you and others.

Thank you!

I. The PDO session and the participants

1. How was the classroom set up? (Please select all that apply)

- Small groups Horseshoe
 Circle(s) Classroom (trainer in front and participants in parallel rows)
 Multiple/changing set-ups Other (specify) _____

2. Please list the three most common training needs

3. Please list content/other aspects of PDO requested by participants but not foreseen in the curriculum/materials

4. In your opinion, before the PDO session, was the information the participants had about the resettlement country reliable?

- Yes No Partially

5. In your opinion, were the expectations that the participants had regarding the resettlement country realistic?

- Yes No Partially

6. What educational tools/materials did you use? (Please select all that apply)

- IOM manuals and activities
- Manuals and activities supplied by the country of resettlement
- Textbooks
- My own materials (please specify) _____
- Photocopies
- Paper/digital dictionaries/glossaries (please specify) _____
- PC/laptop
- Videos
- Audio
- Mobile phones
- Newspapers, magazines (please specify) _____
- Online resources (please specify) _____
- Other (please specify) _____

7. Which of the following teaching methods and methods did you use? (Please select all that apply)

- Group exercises
- Lectures
- Individual exercises
- Discussions
- Practice in pairs
- Simulations
- Peer tutoring
- Games
- Other (please specify) _____

8. In what ways did you ensure an intercultural approach? (Please select all that apply)

- By providing basic knowledge about the country of resettlement
- By making frequent comparisons between the culture(s) of origin and the culture of the country of resettlement
- By making specific comparisons on certain topics and discussing these with participants
- By using activities that foster socialization and relationship-building in the country of resettlement
- By showing videos or images of the country of resettlement
- By providing a list of recommendations regarding acceptable behaviour in the country of resettlement
- By inviting participants to talk about their culture(s)
- By inviting participants to ask questions about culture(s) in the country of resettlement
- Other (please specify) _____

9. Did you encourage participants to reflect on and recognize their strengths and weaknesses?a. Yes No

b. If yes, what methods did you use? _____

c. If yes, please list below some of the strengths and weaknesses recognized by participants

Strengths

Weaknesses

_____	_____
_____	_____
_____	_____
_____	_____

10. Did you observe the behaviour of participants?a. Yes No

b. If yes, what did you observe?

11. Did the participants express doubts and/or fears about their upcoming resettlement?a. Yes No Partially

b. If yes, please list three common concerns/fears expressed by participants

12. Did issues concerning gender equality emerge?a. Yes No

b. If yes, what were these?

13a. What materials, methods and techniques did you use to promote gender equality?

b. How did you ensure individual women and girls were able to participate on an equitable basis?

14. Have you adopted specific didactic approach for young participants?

15. Which were the main problems concerning young participants that you observed?

16. Did you report on the PDO session?

a. Yes No

b. If yes, which of the following tools did you use? (Please select all that apply)

Detailed daily written report

Collection of the questions most frequently asked by participants

Diary of notes and observations

Register, with a completed section for each participant

Self-observation grid

Profile of each participant

None

Other (please specify) _____

II: Trainer assessment and input

1. Do you think you provided the participants with accurate and realistic information about the resettlement country?

Yes No Partially

2. Please list three activities that were particularly appreciated by the participants:

3. Do you think you succeeded in creating a welcoming and inclusive environment?

a. Yes No Partially

b. If yes, please list three actions/approaches that were particularly effective:

c. If no or partially, please elaborate

4. How would you describe the nature of participation in activities?

All participants were consistently active and engaged

Some participants were consistently active and engaged

Participation was episodic and fragmentary.

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Interview with PDO trainers

Dear trainer,

This interview aims to help us gain a more in-depth understanding of the PDO for which you acted as trainer so that we can identify good practice and assess their replicability.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

A copy of the transcript will be provided to you so that you can confirm that it is correct and give permission for its use.

Please answer the questions honestly – this will help us to help improve PDO training.

Thank you!

I. Personal data

1. Birthplace:

- a. Country: _____
b. City: _____

2. Place of residence:

- a. Country _____
b. City _____

3. Nationality _____

4. Age

- 18-25 years old
 26-30 years old
 31-40 years old
 41-50 years old
 Over 50 years old

5. Sex

- Female
 Male
 Prefer not to specify

6. Where you work

- a. Country: _____
- b. City: _____

7. How long were you/have you been in education?

- 0-4 years
- 5-9 years
- 10-15 years
- More than 15 years

8. Have you got any qualifications?

- a. Yes No
- b. If so, which level?
 - Lower high school diploma
 - High school diploma
 - Bachelor's degree
 - Master's degree
 - Postgraduate degree
 - Other (please specify) _____

9a. First language/mother tongue _____

9b. What other languages do you speak fluently? _____

9c. What other languages do you know?

- Basic level (A1-A2) _____
- Intermediate level (B1-B2) _____

10. How many years of experience as a trainer do you have? _____

11. Do you have direct/personal knowledge of the countries of origin of the participants and the countries of resettlement?

II. The PDO course

1. What are the main countries of origin, average age/age ranges, sex, educational and literacy levels, social and employment status of your participants?

2. How do you promote active participation in PDO activities (actions, materials, strategies etc.)?

3. How do you gain the trust of your participants?
4. What teaching methods do you use most often (lectures, work groups, peer education, etc.)? What methods work best?
5. What educational tools do you use (manuals, set of activities, real-life stories, newspapers, online sources, videos, etc.)?
6. Do you produce teaching materials with participants during the PDO (publications, videos, etc.)? Do you develop other end-of-course products (reports, summaries, factsheets etc.)?
7. What are the main challenges and obstacles you encounter during the sessions?
8. How do you overcome these challenges and obstacles? Please provide specific examples.
9. What should never happen during a course?
10. What suggestions have been expressed by participants (with reference to the methodology adopted, the activities proposed, expectations and training needs)? What other needs/adaptations have emerged during the course?
11. Please describe a specific practice you have used during PDO that has been particularly successful/effective. Please explain any innovative or unusual elements and how the practice could be used in other contexts.
12. How can the training and preparation process started during the PDO be fostered, made sustainable and monitored? Please provide specific examples of successful initiatives if you can.
14. In your opinion, what are the short- and medium-term goals of PDO?
15. Do you think you meet the training needs of participants?
 - Yes, definitely
 - Yes, mostly
 - In part
 - I'm not sure
 - No
16. In your opinion, how should the effectiveness of the PDO session be assessed?
17. In what ways are you an effective trainer?

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Questionnaire for reception staff

Dear madam, sir

The following questionnaire aims to help us understand the impacts and benefits of PDO as beneficiaries adapt to their new country.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to improve the PDO.

Thank you!

I. General data

Country: _____

Location of the reception centre: _____

II. Impacts of the PDO

1. Do you receive specific information about the beneficiaries' countries of origin?

Yes No

2. Do you know whether PDO trainers have personal knowledge of the resettlement country?

Yes No

3. What information do participants need/request upon arrival? (Please rate each category on a scale of 1 to 5, with 1 rarely requested and 5 frequently requested)

3a. Practical information concerning legal status and how to apply for documents

1 2 3 4 5

3b. Practical information on reception support provided in the country of resettlement

1 2 3 4 5

3c. Information on rights and duties in the country of resettlement

1 2 3 4 5

3d. Information on the laws and rules to be followed in the country of resettlement

1 2 3 4 5

3e. Information on norms/customs/culture/values in the country of resettlement

1 2 3 4 5

3f. Information on the climate and geographical characteristics of the country of resettlement

1 2 3 4 5

3g. Information on the education system

1 2 3 4 5

3h. Information on local services available (public offices, health services, hospitals)

1 2 3 4 5

3i. Information on how to access job opportunities in the area of resettlement

1 2 3 4 5

3j. Basic elements of the language of the country of resettlement

1 2 3 4 5

3k. Information on the role of women in the country of resettlement

1 2 3 4 5

3l. Other (please specify) _____

6. Do you think it is useful to know if the beneficiaries have their own migratory projects?

Yes No

7. Do you think PDO has helped beneficiaries to develop realistic expectations about the country of resettlement?

Yes No Partially

8. Do you think PDO has provided beneficiaries with detailed and reliable information about the resettlement country?

Yes No Partially

9. Do you think PDO has helped the beneficiaries to recognize their strengths and weaknesses?

Yes No Partially

10. Do you think that it would have been useful to include language training in PDO activities?

Yes No

11. Do you think the PDO paid adequate attention to intercultural comparisons between the countries of origin and/or first asylum and the country of resettlement?

Yes No

12a. Do you think specific issues concerning young refugees were addressed during PDO?

Yes No Partially

12b. If no or partially, do you think this should be better addressed in future? (Please elaborate)

13a. Do you think specific issues related to gender and the interactions between men and women were addressed during PDO?

Yes No Partially

13b. If no or partially, do you think this should be better addressed in future? (Please elaborate)

14a. If you did not receive a PDO report, would this have been useful?

- Yes No Not applicable (received report)

14b. If yes, which of the following would be most useful? (Please select all that apply)

- Detailed daily written report
 Questions most frequently asked by participants
 Notes and observations
 Register, with a completed section for each participant
 Self-observation grid
 Profile of each participant
 Other (please specify) _____

15. What objectives of PDO are the most important for you as a reception worker? (Please select all that apply)

- To help participants to develop realistic expectations about life in the country of resettlement
 To help participants to develop the practical knowledge necessary to adjust to the country of resettlement
 To help participants understand the cultural and behavioural norms in the country of resettlement
 To prepare participants psychologically for the integration and adaptation process
 To anticipate the challenges of integration and culture shock
 To provide participants with detailed information on the resettlement process
 To provide participants with detailed information on housing options and reception support
 To provide participants with detailed information on financial support
 To provide participants with the basic elements of the language of the country of resettlement
 To provide participants with some useful expressions of the language of the country of resettlement
 To help participants understand their strengths and weaknesses
 To help participants understand gender equality and gender norms and expectations in the country of resettlement
 To help participants to develop more awareness on the resettlement process
 To help participants to develop transversal/soft skills
 Other (please specify) _____

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Interview with reception staff

Dear madam, sir

This interview aims to help us gain a more in-depth understanding of the PDO in which you participated so that we can improve the support provided to future beneficiaries, assess good practices and assess their replicability. We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

A copy of the transcript will be provided to you so that you can confirm that it is correct and give permission for its use.

Please answer the questions honestly – this will help us to help improve PDO training.

Thank you!

I. Personal data

1. Birthplace:

a. Country: _____

b. City: _____

2. Nationality

3. Place of residence:

a. Country _____

b. City _____

4. Age

- 14-18 years old
- 19-25 years old
- 26-30 years old
- 31-40 years old
- 41-50 years old
- Over 50 years old

5. Sex

- Female
- Male
- Prefer not to specify

6. City where you work _____

7. Location of the reception centre _____

8. Have you got any qualifications?

a. Yes No

b. If so, which level?

Lower high school diploma

High school diploma

Bachelor's degree

Master's degree

Postgraduate degree

Other (please specify) _____

9a. First language/mother tongue _____

9b. What other languages do you speak fluently? _____

9c. What other languages do you know?

Basic level (A1-A2) _____

Intermediate level (B1-B2) _____

10. How long have you been employed in your current position?

0 to 2 years

between 2 and 5 years

between 6 and 10 years

between 10 and 15 years

more than 15 years

11. What relevant training have you received? _____

12. How many years of experience do you have working in reception/integration? _____

II. Resettlement and PDO

1. Do you have specific knowledge about resettlement?
2. What are the main countries of origin, average age, prevailing sex of migrants/refugees currently residing in your community?
3. Are you aware of the purpose and contents of PDO?
4. Did the beneficiaries you support participate in PDO? If so, do you think PDO:
 - provided them with useful and/or accurate information?
 - helped them in the first months of adaptation to their new life?
 - neglected any crucial information/content?
5. In your experience, with what aspects of life in the country of resettlement do beneficiaries struggle most? Do you think these are covered (adequately or at all) during PDO?
6. What do you think might be the main challenges and obstacles that PDO trainers face?
7. Have you met beneficiaries (through Skype, video calls, etc.) prior to their arrival? If so, was it useful?

III. The country of resettlement

1. Have you ever participated in awareness-raising/capacity-building events (professionally or otherwise) in order to learn more about resettlement, beneficiaries and their countries of origin? If yes, were they useful? If no, would they be useful?
2. Do you think that reception and integration staff should have an active role in PDO and/or other pre-departure activities?
3. Which entities/services should receive further training to better support beneficiaries of resettlement?

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Questionnaire for host community members, including mentors

Dear madam, sir

The following questionnaire aims to help us understand community participation in the planning and implementation of pre-departure orientation (PDO).

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

Please answer the questions honestly – this will help us to help resettled refugees and your community.

Thank you!

I. Personal data

1. Birthplace:

- a. Country: _____
b. City: _____

2. Place of residence:

- a. Country _____
b. City _____

3. Age

- 18-25 years old
 26-30 years old
 31-40 years old
 41-50 years old
 Over 50 years old

4. Sex

- Female
 Male
 Prefer not to specify

5. Nationality _____

6. Workplace

- a. Country _____
b. City _____

7a. First language/mother tongue _____

7b. What other languages do you speak fluently? _____

7c. What other languages do you know?

Basic level (A1-A2) _____

Intermediate level (B1-B2) _____

8. How long were you/have you been in education?

- 1-4 years
- 5-9 years
- 10-15 years
- More than 15 years

9. Have you got any qualifications?

a. Yes No

b. If so, which level?

- Lower high school diploma
- High school diploma
- Bachelor's degree
- Master's degree
- Postgraduate degree
- Other (please specify) _____

II. Knowledge and relationships

10. How many refugees do you think live in your community?

- Less than 50
- Between 50 and 200
- Between 201 and 500
- Over 500

11. Did you know there are refugee reception centres in your community?

- Yes (I know a lot about them)
- Yes (I have heard about them)
- No (I know nothing about them)
- No (I am not interested)

12a. Have you ever taken part in information campaigns and/or training courses about migration organized by the project?

- I have attended an information event (please answer question 12b)
- I have attended a training course on migration (please answer question 12b)
- No, I have not taken part (please go to question 13)
- No, I am not interested (please go to question 13)
- Other (please specify): _____

12b. Please provide more information about the training or information events that you attended:

Topic: _____

Location: _____

Date: ____ / ____ (month / year)

13. Have you had the opportunity of being in contact with a refugee prior to their arrival (e.g. by using Skype calls, social networking sites) thanks to the project?

- Yes, more than once
- Yes, once
- No, I have not had the opportunity
- I am not interested
- Other (please specify): _____

14. Did you have the opportunity to increase your knowledge about the refugees who live in your area before their arrival thanks to the project?

- Yes, more than once
- Yes, once
- No
- I am not interested

15a. Do you know what was prioritized during pre-departure orientation activities for refugees before their arrival?

- Yes
- No
- I am not interested

15b. What do you think was the most important for refugees? Please rank the following in order of priority (with 1 most urgent and 5 least urgent):

- To find a job for themselves and their families
- To find a home, do shopping and pay for the bills
- To learn the language as soon as possible
- To participate in the local community life (e.g. public events, town festivities)
- To make acquaintanceship and friendship with locals

- 16. Have you had the opportunity to increase your knowledge about the experiences of refugees during their journeys (e.g. online; during debates or other events; through travel diaries etc)?**
- Yes, more than once
 - Yes, once
 - No
 - I am not interested
- 17. Have you had the opportunity to increase your knowledge of the refugees' language(s) and culture(s) before their arrival (e.g. during exhibitions, shows, conferences)?**
- Yes, more than once
 - Yes, once
 - No
 - I am not interested
- 18. Have you had the opportunity to increase your knowledge about the pre-departure activities refugees participated in prior to their arrival?**
- Yes, more than once
 - Yes, once
 - No
 - I am not interested
- 19. Have you participated in activities open to ordinary citizens (e.g. citizen-guided city virtual tours, "job days", information/sensitization days) which were also attended by the police, public administration, social and health services?**
- Yes, more than once
 - Yes, once
 - No
 - I am not interested.

Thank you!

Pre-departure orientation (PDO) evaluation

Post-PDO: Interview with host community members, including mentors

Dear madam, sir

This interview will help us understand community perceptions of resettled refugees and the extent of local community participation.

We ensure that all data will be stored safely, password-protected where appropriate and separate from any other personal data. All information will be kept completely anonymous and cannot be connected to your name or other personal data to protect your privacy and safety. The analysis of the questionnaires will be presented in aggregate, so your name will not appear.

A copy of the transcript will be provided to you so that you can confirm that it is correct and give permission for its use.

Please answer the questions honestly – this will help us to help improve PDO training.

Thank you!

I. Personal data

1. Sex

- Female
- Male
- I do not want to specify

2. How old are you?

3. Where were you were born?

4. Where do you currently reside? (city/region)

5. Where do you work? (city/region)

8. What is your mother tongue?

8a. What other languages do you know?

9. What educational and other qualifications do you hold?

10. What is your job?

II. Resettlement and pre-departure orientation (PDO)

1. In your opinion, what are the main countries of origin, the average age and the prevailing sex of migrants/refugees currently residing in the place where you live?
2. Do you know what resettlement is?
3. Do you know the reception centre (or other resettlement infrastructure) in your area?
4. Do you know what preparation resettled refugees receive before arriving in your country? [If they don't know, explain PDO]
5. In your experience of resettled refugees, do you think this preparation helps them and provides accurate information about life in your community?
6. In your opinion, what types/forms of preparation are the most important for refugees before they come to your community? What do you think is most important for them to know?
7. What main difficulties and obstacles do you think refugees might experience during the preparation for their move?
8. What main difficulties and obstacles do you think trainers might experience when helping refugees prepare for resettlement?

III. PDO and local community participation

1. Have you ever participated in events during which you could learn more about resettled people living in your area (e.g. their countries of origin, cultures, languages, traditions, etc.)? Would you be interested in doing so?
2. Have you ever been asked to represent your community in such events (e.g. by introducing your community and traditions etc.)? Would you like to?
3. Have you or someone you know ever participated as a volunteer trainer in PDO activities? Would you like to?
4. Have you ever participated in online events organized by reception centres and/or other resettlement actors for refugees before they arrive? Would you like to?

5. Do you know whether companies/businesses in your community or country work with [the resettlement authority] to provide jobs/apprenticeships/training for resettled refugees? Do you think they should?

6. Do you think involving citizens of the country of resettlement in pre-departure activities for resettled refugees would facilitate their integration process once they arrive? Do you have any other suggestions?

Thank you!

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Facilitating the integration of resettled refugees
in Croatia, Italy, Portugal and Spain