

TRAINING REFUGEE YOUTH



PRE-DEPARTURE ORIENTATION: YOUTH



TRAINERS' HANDBOOK



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

This Trainers' Handbook is the result of the work and inputs of many persons who have contributed to its realization with passion and commitment.

The International Organization for Migration (IOM) and the European Commission cannot be held responsible for actions carried out on the basis of the information provided in this Handbook. The opinions expressed in this Handbook are those of the authors and are not necessarily those of IOM or the funding agencies. IOM will not be legally responsible for the accuracy, completeness and usefulness of any information in this Handbook. The designations employed and the presentation of the material through the Handbook do not imply the impression of any opinion whatsoever on the part of IOM concerning the legal status of any country, territory, city or area, or of its authorities, or concerning its frontier and boundaries.

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

International Organization for Migration (IOM)
Coordination Office for the Mediterranean

Via L.G. Faravelli snc 00195, Rome - Italy

Email: iomrome@iom.int

www.italy.iom.int

© 2019 International Organization for Migration

This Handbook has been issued without formal editing and translation by IOM.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Organization.



TRAINING REFUGEE YOUTH



PRE-DEPARTURE ORIENTATION: YOUTH

TRAINERS' HANDBOOK





Contents

Introduction	8
The COMMIT project and its purposes	8
Foreword	9
Objectives of the Youth pre-departure orientation	10
Overview & methodology	11
PDO Youth training delivery method	12
Practical note	15
Introductory Chapter	16
Getting to know each other	
Activity	17
1 New beginnings	18
1.1 Preparing for departure	20
1.2 Arrival	21
Activity	22
2 Socializing	23
2.1 Culture shock	25
2.2 Building friendships	27
2.3 Participating in recreational activities	29
2.4 Dating and relationships	29
Activity	32
3 Family dynamics and cultural identity	33
3.1 Changes in family dynamics	35
3.2 Celebrating culture in a new country	36
3.3 Freedom of religion and expression	37
Activity	39
4 Self-esteem and body image	40
4.1 Undergoing changes during puberty	42
4.2 Beauty standards in the media	43
4.3 Exploring self-esteem	44
Activity	45
5 Studying and working	46
5.1 Language learning	48
5.2 High school	49
5.3 Higher education	50
Activity	53

6 School Engagement	54
6.1 Classroom etiquette	56
6.2 Extra-curricular and sporting activities	57
6.3 Expectations at school	58
6.4 When to ask the teacher for help	58
6.5 Challenges at school	59
Activity	60
7 Discrimination, bullying and peer pressure	61
7.1 What is discrimination?	63
7.2 Bullying	63
7.3 Dangerous habits	66
7.4 Peer pressure and the risk of engaging in criminal activities	67
Activity	68
8 Online & cyber safety	70
8.1 Staying safe online	72
8.2 What is cyberbullying?	73
Activity	74
9 Money management and other life skills	75
9.1 Budgeting	77
9.2 Logical decision-making	78
9.3 Learning from parents	79
Activity	80
Needs/wants activity pictures	81
Additional resources and references	82



Introduction



The COMMIT project and its purposes

This Handbook is part of the project *COMMIT: Facilitating the integration of resettled refugees in Croatia, Italy, Portugal, and Spain*, to be implemented between the 1st of January 2019 and the 31st of December 2020. The project is funded by the European Commission through the Asylum, Migration and Integration Fund (AMIF), co-funded and implemented by the International Organization for Migration (IOM), in partnership with Adecco Foundation for Equal Opportunities, Consorzio Communitas, and University for Foreigners of Siena (UNISTRASI).

The COMMIT project seeks to contribute to facilitating the sustainable integration of resettled refugees in their new communities in Croatia, Italy, Portugal and Spain, with a specific focus on the integration of vulnerable groups such as women and young people. This will be achieved by:

- a. Enhancing pre-departure orientation (PDO), strengthening PDO trainers' knowledge of reception contexts, and enabling contacts with reception community members from the pre-departure phase;
- b. Systematizing community support through sensitizations activities and the piloting of community mentorship schemes; and
- c. Fostering transnational exchanges of knowledge and best practices on a European scale.

This Handbook is conceived in a way that is applicable in various contexts including, the above-mentioned countries of resettlement.



Foreword

Welcome to the pre-departure orientation (PDO) Youth Trainers' Handbook. This Handbook is addressed to PDO trainers and community mentors to guide them in discussing key topics regarding the lives of young refugees resettling in Europe.

As PDO trainers and community mentors working with young refugees upon their arrival may know, being a teenager is not always easy, let alone a teenager who has had to flee their country of origin. Young people from a refugee background face exceptional and complex challenges related to their age, physiological and psychological development, family relations, and migration experiences. Stress, frustration and mixed feelings are common to individuals and families who undergo the resettlement process; and these challenges are often compounded by adolescence. In addition to the difficulties that refugees generally face in adjusting to their new country of resettlement, young people have unique needs distinct from those of adults. Such needs are related to education as well as equal access to services and opportunities in order to navigate host societies. The adjustment process they experience may also lead to intergenerational conflicts with their parents or adult members of their family.*

STRESS, FRUSTRATION AND MIXED FEELINGS ARE COMMON TO INDIVIDUALS AND FAMILIES WHO UNDERGO THE RESETTLEMENT PROCESS

Through the various topics addressed in this Handbook and the exercises included, dialogue and mutual understanding on the resettlement experience will be facilitated and promoted. The Handbook touches upon a range of topics, from rules in the classroom in resettlement countries to cultural adaptation and the building of friendships in resettlement communities.

The Handbook's contents have been identified based on inputs gathered from interviews held with refugees, PDO trainers and other stakeholders in different European countries of resettlement. During the regional COMMIT stakeholders' meeting held on the 18th and 19th of June 2019 in Lisbon, an ad hoc workshop was conducted to finalize the Handbook's table of contents.

* IOM, IOM Migration Research Series n.47, *Displaced Youth's Role in Sustainable Return: Lessons from South Sudan* (Geneva, 2013)

Based on the consolidated IOM learner-centric, participatory and interactive methodology,** it is expected that the PDO youth classroom can be a safe one for teenagers to express themselves without fear of judgement. The PDO trainer, through her/his delivery, is responsible for creating and managing a positive learning space where participants do not only feel comfortable but also are empowered to speak up and share their thoughts and feelings. This approach is important in building the self-esteem of refugee youth and in allowing them to express their hopes and fears about their upcoming resettlement experience.

**THE PDO YOUTH CLASSROOM CAN
BE A SAFE ONE FOR TEENAGERS TO
EXPRESS THEMSELVES WITHOUT FEAR
OF JUDGEMENT**

This PDO Youth Trainers' Handbook is intended to complement core PDO training curricula and provide a holistic training experience for both adults and teenagers. It does not work as a stand alone curriculum; instead, it reinforces topics covered in depth during core PDO training and highlights topics relevant to young people that also influence family life and dynamics more broadly.



Objectives of the Youth pre-departure orientation

The content covered and methodology used in this Handbook are tailored to a young audience aged between 14 and 18 years old. After attending this programme, young learners should be able to:

1. Prepare for the mixed feelings and effects of cultural shock expected to emerge throughout their resettlement process.
2. Learn about aspects related to the daily life of young people in countries of resettlement, allowing them to create realistic expectations about their new life.
3. Get acquainted with challenges related to their age group regarding the adjustment to their new country of resettlement.

** IOM, *Guide to Planning Cultural Orientation*, (Geneva, 2017)

4. Identify some differences between their previous experiences and their new life in the country of resettlement and learn some strategies to better cope with them.



Overview & methodology

This Handbook is specially designed for trainers working with young beneficiaries of resettlement.

Participants in the PDO youth training sessions may differ greatly in age and personal history, and they might be more or less acquainted with the various aspects of resettlement and life in different countries. They may also have had their educational path interrupted, or they may have never been part of a formal school environment, and are therefore not familiar with classroom settings. This programme recognizes that learners have experienced difficult circumstances and may have specific vulnerabilities. A great deal of attention, therefore, should be paid by trainers to tailoring the training to fit the needs of participants attending the PDO.

PLEASE NOTE

For participants aged 14-18, parents are welcome to attend the PDO sessions as observers if they wish to do so but they will not be asked to actively participate in the sessions. It is important that young people remain the focus of the sessions.

When parents are present during the sessions, management of classroom dynamics will be at the trainer's discretion. S/he will decide how to handle any questions or specific requests directly made by parents.



When this symbol is placed close to a chapter/paragraph, it means that the specific information provided refers to the target group but may be relevant to parents too.



PDO Youth Training delivery method

The PDO trainers' Youth Handbook is based on the following training principles:

1. **Interactive approach** – PDO is not meant to be a passive lecture! Participants are expected to be engaged in activities throughout the sessions. The PDO trainer is encouraged to engage participants;
2. **Learning-centred methodology** – it is not just a matter of providing information to participants, but also of facilitating learning! Whenever possible, ideas should originate from participants; and
3. **Reflective attitude** – ideas generate more ideas! At the end of each activity, the trainer is encouraged to stimulate reflection and open discussions among participants on what they have learnt. Key messages are included to guide trainers in this exercise. IOM's PDO methodology is based on the premise that beneficiaries learn better when they are actively engaged. Learning and the retention of information is reinforced by reflecting on what participants have done in the session.

Trainers are encouraged to draw parallels and make connections between participants' existing knowledge and the information shared during the training session. Guiding the participants to move from the known to the unknown will help refugee youth to recognize their strengths and weaknesses in relation to the upcoming challenges associated with resettlement. Instructions should be learner-centred, participatory, interactive and experiential. The trainer is further encouraged to create a safe and non-threatening learning environment where all participants can take part and feel free to express their opinions. This is an integral part of the PDO youth experience.

**GUIDING THE PARTICIPANTS TO MOVE
FROM THE KNOWN TO THE UNKNOWN
WILL HELP REFUGEE YOUTH TO
RECOGNIZE THEIR STRENGTH**

Highly interactive training methodologies should be employed, such as role-plays, small and large group discussions, brainstorming, and related activities in which participants are given the opportunity to share their own thoughts and

concerns regarding resettlement. This not only makes the training more relevant but contributes to increased retention of new ideas and materials. Suggestions on possible interactive activities are included at the end of each chapter in this Handbook. Trainers will be able to draw from the materials provided throughout the Handbook, including in the resources section where additional tools are provided which trainers can use and adapt to the needs of participants.

**USE ICE BREAKERS, ENERGIZERS
AND TEAM BUILDING ACTIVITIES
TO CREATE A SENSE OF OPENNESS
AND TRUST IN THE CLASSROOM**

When delivering this PDO training to youth, it is imperative to use ice breakers, energizers and team-building activities to create a sense of openness and trust in the classroom. Given that the teenage years come with all sorts of insecurities, trainers should use activities that empower participants and stimulate learning while creating a comfortable atmosphere where the learners' voices and experiences are an integral part of the training.

To this end, trainers may adopt the following four step-approach:

1. **Action:** Use exercises, questionnaires and case studies designed to draw out and encourage participants to be actively involved in the PDO sessions. This method ensures both information retention and participation. Other activities such as watching videos, reading articles, looking at photographs and using learning objects (maps, suitcases, plane tickets, etc) require further interaction and follow-up.
2. **Reflection:** The trainer asks questions to stimulate reflection on the activities done in class. It is important to give the learners a space to reflect on what emerged during and from a particular activity and share their thoughts and reflections on it. Reflection is an important part of broadening understanding in the classroom and allowing new approaches and solutions to be developed, all the while reinforcing knowledge retention. Respecting and valuing learners' reflections and avoiding judgement is crucial. It is also important to give all learners a chance to make observations and to direct these observations towards the learning outcomes of each session.
3. **Processing:** Participants will be asked to create a link between knowledge gained from their past experiences and activities done in the classroom. Prompts to encourage this type of thinking may include the following: *Why do you think we are doing this exercise? What did we learn? What does this experience mean to you? Can you think of a situation where you had to apply*

this concept? By helping learners to further process the information and its impact, and helping shape their perspective, they will be able to recall what they learned more readily and apply these concepts to different situations.

4. **Application:** Participants will be encouraged to relate the experience they just had and to reflect on how it can be used in real life. To achieve this, trainers could ask questions such as: *How do you think what you learned can be applied in your country of resettlement? How will this be helpful and contribute to a positive resettlement experience?*

An important message that should be conveyed to learners throughout the programme delivery is that they are responsible for and capable of creating their own positive learning outcomes. The PDO facilitator is encouraged to reinforce the idea that participants' own wealth of experience and resilience is their best resource in creating a positive resettlement experience for themselves. Placing the responsibility to learn on the participants themselves, while highlighting their personal strengths, will help them increase their ability to be self-reliant and improve their resettlement outcomes over the long term.





Practical note

At the outset of each chapter, a table specifying learning objectives, key messages and activities, as well as the equipment and materials needed, will be presented for the trainer's ease of reference. Trainers are encouraged to adapt the content and activities to the learning style and profile of the learners.

In terms of delivery duration, each chapter should take between thirty minutes to one hour, depending on the trainer's delivery style and the group's level of participation and understanding of the learning outcomes.

PRACTICAL TIPS FOR TRAINERS TO DELIVER THE PROGRAMME

Before the session	During the session	After the session
<p>Ensure that there is enough time to set up the classroom and prepare materials necessary to each activity (e.g. pens, paper, post-its, projector, WiFi connection etc).</p> <p>Anticipate the challenges that may be encountered in delivering the activities, including the possible participation of parents.</p> <p>Prepare refreshments.</p>	<p>Be clear: set easy and understandable objectives, provide information in a concise manner and give instructions in short sentences.</p> <p>Set the ground rules and provide class overview at the outset of each session. Learners will better understand what is expected from them.</p> <p>Bearing in mind the limited time frame of the youth PDO, trainers are encouraged to manage time effectively so that a great deal of the sessions can be dedicated to discussions, active participation/ interaction and activities.</p>	<p>Be open to questions that may come from participants at the end of the session. Some participants may feel uneasy asking them during the class.</p> <p>End the class on a positive note.</p> <p>Ask participants what they thought of the programme and your delivery and take notes for future sessions!</p>



Introductory Chapter

Getting to know each other

Objectives

To welcome young people into the PDO setting and ensure all participants feel safe to express themselves and ask questions.

Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper

Suggested activity

Something you do not know

Suggested duration

15 minutes





© IOM 2019

ACTIVITY

SOMETHING YOU DO NOT KNOW*

This activity can be used as ice-breaker to help participants to introduce themselves and become familiar with each other.

Have participants think of three sentences starting with 'I can', 'I have' etc. The facts in the sentence should be things other participants may not know about them. Ask participants to say their name and their three sentences, e.g. My name's Abida and I can speak four languages/I have three brothers/I can play soccer very well.

* Council of Europe, Linguistic Integration for Adult Migrants (LIAM), *Language Support for Adult Refugees*, (Strasbourg).



New beginnings

1.1 Preparing for departure

1.2 Arrival

Objectives

To help young people anticipate the emotions they may experience prior to their departure, as well as after their arrival, aiming to prepare them mentally and provide them with a sense of control.

Key messages

- ▶ Young people will go through many emotions before their departure and after their arrival, but these are not permanent feelings.
- ▶ Upon arrival it is important to take things one day at a time and not rush the acclimation process.
- ▶ The integration process will never go as fast as young people want it to but by keeping realistic expectations, they can better prepare themselves for their new reality.



© IOM 2018



Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper

Suggested activity

I feel.../Gains and losses

Suggested duration

45 minutes



1.1 Preparing for departure

Young people who are part of the resettlement programme will be embarking on a journey during which they will face many different opportunities as well as difficulties. It is normal for young people to feel nervous, anxious, excited, scared, joyful and hopeful - or a mix of the above - when thinking about their upcoming resettlement. This is a transitional period of their life, which will come with many changes. Prior to departure, young people can engage in the following activities to help them ease their anxieties and develop healthy attitudes for the upcoming journey:

**THIS IS A TRANSITIONAL PERIOD
OF THEIR LIFE WHICH WILL COME
WITH MANY CHANGES**

- ▶ **Preparing for their resettlement with their family:** For example, by helping parents clean, sell items or pack their bags. Taking part in the “preparation process” for their departure may make young refugees feel better about their resettlement.
- ▶ **Bidding farewell to the friends they have made in their country of asylum:** This process may be different for everyone, but saying goodbye in a way that makes them feel comfortable may help young people prepare emotionally for their journey.
- ▶ **Researching and learning facts about the country of resettlement** where young people are headed may help them feel better about their situation. At times it can seem like parents make all the decisions, but by learning about their resettlement country – its customs, culture, language, geography, etc., teenagers can gain a sense of control.*

* Save the Children, *Hearing it from the Teachers: Getting Refugee Children Back to Learning*, (USA).



1.2 Arrival

While refugees will take different paths in reaching their final destination (about which they will be informed during the core PDO sessions), they will all experience unfamiliarity upon their arrival. This commonality can be highlighted by the PDO trainer so that participants feel bound by a common experience.

It is important that trainers convey the following key messages to young refugees regarding their arrival:

- ▶ The journey will be long and young people may be very tired upon arrival at their final destination. When people do not sleep or eat properly and undergo long and stressful journeys, their emotions may be heightened. This may also cause them to experience mood swings or mixed emotions regarding their prospective resettlement. Eating, sleeping, or resting can help young people feel better about their situation and create a clearer mindset.
- ▶ In the first few days of living in their new home, young people may either feel reluctant to discover their surroundings or eager to explore them, or both. Whatever the case may be, it is important that they take things one day at a time. They should remember that their feelings may change in ways they are not expecting, even in the short term. Taking things slowly and getting to know their surroundings will help young people feel more comfortable in their new home.
- ▶ The integration process might move slower than they may want it to. Keeping realistic expectations will help them understand that resettlement is a continuous process. Developing a network of friends, becoming comfortable in their new environment and learning the host country's language(s) will come in due time, but being patient will keep young people from getting frustrated with their new environment.

WHEN PEOPLE DO NOT SLEEP OR EAT PROPERLY AND UNDERGO LONG AND STRESSFUL JOURNEYS, THEIR EMOTIONS MAY BE HEIGHTENED



ACTIVITY

I FEEL.../GAINS AND LOSSES

This activity can be used to help young people create a dialogue around their feelings about their upcoming resettlement.

1. To start, have the participants write the words *I feel...* on a blank sheet of paper and instruct them to complete the sentence, ideally, by writing about how they feel regarding their upcoming resettlement.
2. After everyone has written their answers and has had some time to reflect on what they wrote, draw a gains and losses chart on the board or flip chart so that everyone can see.
3. Write a mock gain and loss on the chart, such as: gain - making new friends / and loss - not see family members every day. Explain that the young people should brainstorm some things they think they will gain from resettlement and other things they may lose.
4. Distribute a “gains and losses” worksheet so that participants can write down their answers.
5. Once participants have finished, those who feel ready can share their answers with the group. Once there are four or five answers in each column, trainers can reinforce to participants that resettlement is not only about gains or only about losses and state that, in all life experiences, there will be advantages and there will be disadvantages and that it is important to focus on the positive elements rather than dwell only on the negative elements.





2 Socializing

2.1 Culture shock

2.2 Building friendships

2.3 Participating in recreational activities

2.4 Dating and relationships

Objectives

- ▶ To open a conversation with teenagers about topics that may affect their social life in their country of resettlement.
- ▶ To raise awareness of the fact that they may experience culture shock in their country of resettlement.

Key messages

- ▶ Experiencing culture shock is completely normal, and individuals will adapt at their own pace. Teenagers should not become frustrated if they are adjusting to their new environment slowly.
- ▶ Making friends is not always easy, but by being open, engaging in activities they enjoy and by being themselves, teenagers will be able to make good friend.
- ▶ Participating in recreational activities can help young people acclimate faster and more easily to their new environment.
- ▶ Dating and being involved in a romantic relationship at a young age is normal behaviour in many countries of resettlement. This can contribute to culture shock, as every family has their own way of approaching dating and may not accept it as a social norm.



© IOM 2018



Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Emotion words* activity sheet

Suggested activity

Emotion words

Suggested duration

45 minutes



2.1 Culture shock

Resettling in another country is an important life transition, especially for young people, who are also experiencing internal transitions related to their physiological and psychological development and building their identity. Understanding and preparing for culture shock can help them cope with the stages they may experience upon their arrival in their resettlement country.

What is culture shock?

Culture shock is defined as “the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes”.* Culture shock can stem from new social norms and behaviours; unfamiliar foods and dining etiquette; unknown games; different humour, clothing, language, hygiene, celebrations and customs, and so on.

There are four key stages to culture shock:

1. **Honeymoon stage:** This can occur at the very beginning of the journey in the country of resettlement. Upon arrival, some people feel happy, they are excited by everything they see and think their new home is amazing. Everything that happens is perceived as new, fun, and very positive.
2. **Shock stage:** This stage can start a few weeks or months after arrival; but also, potentially, upon arrival. This is when newcomers perceive the place where they are living to be very different from their old home. They may experience difficulties in learning a new language, making friends or dealing with other frustrations. Nostalgia and homesickness may also feed into this stage, which can manifest itself in different feelings and behaviours: anger, irritability, not wanting to interact with people from the host community, complaining, feelings of isolation, a negative outlook on life, and frustration.

* As defined by Oxford University Press (OUP), *Lexico* (2019): “The feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes”. (OUP) (2019)

3. **Adjustment stage:** Following the turbulence of the shock stage, the adjustment stage comes with feelings of openness and understanding. After the initial shock of being in a new country and living in a new culture newcomers can start to realize that even though their new home is different from the old, there are still good things about it, and things they can grow to enjoy.
4. **Home stage:** This stage may come after many months or even years of living in a new country. Most people feel they have arrived at this stage when they are able to express themselves in their new language, feel comfortable moving around their town, know people and feel like they are a part of the community.

It is important to remember that undergoing one, or all, stage(s) of culture shock is normal, and each individual moves through these stages differently and at their own pace. Moreover, the stages of culture shock are not linear, in the sense that an individual may go through the stages repeatedly and/or in a different order over the course of time. It is also important to remind learners that **there is no right or wrong way to feel during this process.**

How to cope with culture shock?

An important skill for young people to learn is how to cope with culture shock in order to minimize its impacts and to make themselves feel better during and/or after the culture shock phase. This is different for everyone, but when unpleasant thoughts or emotions bring people down it is important to know that whatever is being felt will pass. Young people should also keep in mind that it is normal and even encouraged to ask for help in dealing with unpleasant thoughts or feelings. Teachers at school, parents or other trusted adults in their new country may be able to support young people through this cycle. Seeking out the support of trusted adults is encouraged. Young people should not feel as if they are alone in their situation.

**YOUNG PEOPLE SHOULD NOT FEEL
AS IF THEY ARE ALONE IN THEIR
SITUATION**

Other suggestions for helping young people move through the culture shock phase(s) include:

- ▶ Exploring their new hometown and the surrounding areas.

- ▶ Doing enjoyable activities and seeking out others who enjoy those activities.
- ▶ Speaking openly with their friends and trusted adults about what they are feeling.
- ▶ Spending time in nature, reading, writing about their feelings or doing other relaxing activities.
- ▶ Keeping in mind that this is a process and their feelings will change with time; they will not have these feelings and reactions, such as anger or confusion, forever.
- ▶ Searching for and reading about culture shock in their own language can help them to understand that they are not the only one experiencing such feelings, as well as to find ways to become more acquainted with the country of resettlement.



2.2 Building friendships

Building healthy and reciprocal friendships is necessary to a healthy social life. Not only will it support young refugees in coping with culture shock and other issues they may be facing, but it will also facilitate their integration into their communities of resettlement. Making friends is also a great way for resettled teenagers to learn the language of the country faster, as they will be able to practice outside of the classroom.

It is important to note, however, that in countries of resettlement, it is socially accepted for boys and girls to be friends and spend time together either alone or in a group setting. This should be explained to young people in the spirit of managing their expectations and preparing them for potential friendly advances from those of the opposite sex.

MAKING FRIENDS IS ALSO A GREAT WAY FOR RESETTLED TEENAGERS TO LEARN THE LANGUAGE OF THE COUNTRY FASTER

Making friends is not always easy, especially when someone is arriving from another country or culture. Good ways to ease the transition include:

- ▶ **Sharing interests with others** – all young people have things they are passionate about, whether it is playing a sport or an instrument, watching movies, or reading. Sharing these interests is a wonderful way to start a friendship. Beyond sharing them, it is important that young people maintain their favourite hobbies and continue practicing them in their resettlement country.
- ▶ **Being themselves** – young people should be encouraged to be themselves in their new environment. This is a great way to make friends, people are drawn to those who know their own worth. Knowing their strengths and understanding what brings them joy and makes them feel strong can help young people make healthy, long-lasting friendships. Young people should be encouraged to reflect on their strengths as well as things that bring them joy.

**IS IMPORTANT FOR YOUNG PEOPLE
TO KEEP AN OPEN MIND AND TRY
TO BE FRIENDLY WITH EVERYONE**

- ▶ **Being respectful of others** – Since everyone is unique, there is no guarantee that the new friends young people meet in their country of resettlement will be exactly like their old friends. However, everyone deserves respect. It is important for young people to keep an open mind and try to be friendly with everyone; it will increase the likelihood of them eventually finding people they get along with.

While it is important to be friendly and tolerant, it is equally important to recognize people with unhealthy intentions or toxic behaviour. For example, some people may seem friendly but if they do any of the following habits their friendship should be re-evaluated:

- ▶ Consistently put their friends down or talk nastily about them behind their back.
- ▶ Pressure their friends to do things they do not feel comfortable doing.
- ▶ Ignore about the well-being of their friends.
- ▶ Act inconsiderate and disrespectful of their friends' feelings.
- ▶ Disrespect their friends' culture, religion or family.



2.3 Participating in recreational activities

Recreational activities offer opportunities to make friends, try new things, and become a part of the community. Activities such as sports, music, dance, scouts, cultural activities, faith-based activities or celebratory events can create a sense of belonging that will help newcomers feel more engaged and allow them to meet people they would not normally meet. It is important to engage in activities that are enjoyable. It is important to underline that while some recreational activities are free, others may cost money that may have an impact on the household budget. In any case, young people should be encouraged to enquire at school or within their local communities about opportunities to engage in recreational activities for free. It is also important to underline that, in resettlement countries, boys and girls usually engage in activities together, even when it comes to sports; however, after a certain age, many team sports separate boys and girls.



2.4 Dating and relationships

PLEASE NOTE

Dating and relationships are very sensitive topics. Trainers should approach this topic very carefully, considering that, when explaining what is considered customary among teenagers in countries of resettlement, participants may feel uncomfortable and not want to be actively engaged in the discussion.

Trainers should highlight that many refugee families, with different cultural backgrounds, religious beliefs and habits live in resettlement countries and continue to follow their own traditions and principles. They are not required to change them as long as they respect the laws of the country where they are living.

In western cultures, dating and relationships between teenagers are considered customary. Trainers are encouraged to touch upon this fact very carefully, since romantic relationships and dating may manifest in different ways and may still be unfamiliar to young people for whom dating is not part of their societal norms and may be a cultural and religious taboo. Trainers can explain that it is not only

accepted for boys and girls to befriend each other in resettlement countries, but it is also acceptable that teenagers become romantically attracted to one another, in a way that is deeper than friendship. Typically, a date refers to an occasion where two young people decide to go out together to get to know one another better in the hopes of spending more time together and becoming romantically involved. Even though dating and relationships are socially accepted in most resettlement countries, every family has a different approach to or view on this topic. While some families may be very open to their adolescents dating, others may be very opposed for a variety of reasons. Families' views come from personal preference but also cultural and social factors that influence acceptance around dating.

WHILE SOME FAMILIES MAY BE VERY OPEN TO THEIR ADOLESCENTS DATING, OTHERS MAY BE VERY OPPOSED TO FOR A VARIETY OF REASONS

In resettlement countries, it is considered normal and natural for teenagers to have feelings for someone from school or from around town. Young people may like someone at the beginning for the way they look. However, young people are encouraged to consider other important aspects when building friendships, dating or entering a romantic relationship with someone:

- ▶ How does this person treat others?
- ▶ Do they show respect for the young person involved and their thoughts?
- ▶ What are their values and beliefs?
- ▶ Do they give the young person involved necessary space or are they possessive?

Young people should also be encouraged to remember that just because a young person might like someone or be interested in passing more time with them, does not mean that the other person feel the same. When dealing with this topic and explaining how these aspects work in resettlement countries, trainers should explain to young people that they should be careful not to confuse friendliness for romantic interest, since boys and girls in western countries are used to engaging in activities together from childhood. Additionally, some behaviours that may be considered romantic and accepted in some cultures may not be perceived as the same in resettlement countries, such as:

- ▶ Following a girl home from school: this may be perceived as harassment, not as a sign of interest.

- ▶ Imposing with attentions/gifts on a person who has made it clear that such behaviour is unwanted: again, this may be perceived as harassment, not a form of courtship.

Another important point which should be mentioned by trainers is that, just like friendships, romantic relationships have the potential to be unhealthy. Signs a partner is engaging in unhealthy behaviours are:

- ▶ They are possessive and do not allow their romantic partner to go out with their friends.
- ▶ They do not respect the wishes of their partner.
- ▶ They will not take “no” for an answer.
- ▶ They talk down to their partner, making them feel bad, or use physical violence against them.

In any kind of relationship and during the dating period there are a few actions that are unacceptable and could cause a lot of trouble. Some of these actions could be defined as domestic violence and may have legal repercussions:

- ▶ Using physical violence: it is always unacceptable to use physical violence; whether this happens inside or outside of the home, it is equally bad and is punishable by law.
- ▶ Raising their voice and yelling: this behaviour is always unacceptable. It can be seen as aggressive.
- ▶ Using sexual violence, such as unwanted touching or forcing physical/ sexual interaction on another person. Whether this happens within a relationship or not, it is equally bad and is punishable by law.

When relationships like this happen, it is always good for young people to remember that there are ways out. No one wants to feel bad when they are with their romantic partner or when they are on a date, or in a friendly relationship. It is important to tell a trusted adult about the situation.



ACTIVITY

EMOTION WORDS

This activity aims to encourage/facilitate a discussion around different types of emotions participants may experience throughout their resettlement process. Trainers should encourage participants to come up with their own ideas.

EXAMPLES OF REASONS FOR EACH EMOTION

Please use the below emotion words as examples to guide participants in identifying examples to associate to each emotion. If you feel they have trouble in identifying examples themselves, please feel free to use examples from your own experience as well.

Happiness - you may feel this when you first step off the plane at your destination.

Sadness - you may feel this the first time you notice no one around you is speaking your language.

Anger - you may feel angry when you cannot express yourself correctly in your new language.

Disgust - you may feel disgusted when you taste a new food you do not like.

Fear - you may feel this when you get lost for the first time in a new city.

Surprise - you may feel this when you taste a new food you really like.

Euphoria - you may feel this when you make your first friend in your new country.

Despair - you may feel this when you are having trouble finding a part-time job.

Anxious - you may feel this when you're in a store and realize you can't read anything or understand anyone.

Embarrassment - you may feel this the first time you confuse one word in your new language for another and people laugh.

Curiosity - you may feel this when you see a place, object, or animal you have never seen before.

Apprehension - you may feel this before your first day of language class.

Nostalgia - you may feel this when you see/smell/hear something that reminds you of your past in a positive way.



3 Family dynamics and cultural identity

- 3.1 Changes in family dynamics
- 3.2 Celebrating culture in a new country
- 3.3 Freedom of religion and expression

Objectives

To speak with young people about changing family dynamics and cultural identity so that they can anticipate these issues and apply coping strategies if necessary.

Key messages

- ▶ Family dynamics may change during resettlement, but by anticipating these changes young people can prepare for them.
- ▶ Young people's culture of origin is something to be celebrated and valued.



© IOM 2019

Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Cultural appreciation plan* activity

Suggested activity

Cultural appreciation plan

Suggested duration

45 minutes



3.1 Changes in family dynamics

When settling in their new country, families may experience some changes in internal dynamics – partly because they are experiencing internal changes which may spill over into relationships.

Below are some examples of how family dynamics may change; specifically, for young people:

- ▶ **Power Dynamics:** *Parents may become dependent on their children for certain aspects of daily life (because children may learn languages more easily, for example).*

This may be a reality that many newcomers face. Younger refugees' advanced language skills can be used to help their parents: interpreting or translating things for parents to help them get around is a wonderful thing, but certain documents or important meetings should not be interpreted by young people. If they are faced with an important document that they do not understand or if someone wants them to interpret for a significant meeting with teachers or doctors, ask if a cultural mediator can be made available.

Having the ability to interpret for their parents and understand their new language with fluency may create a power imbalance in the home that was not present before coming to the country of resettlement; this may create discomfort for both parents and young people.

- ▶ **Young people may develop an adult-to-adult relationship with their parents** *and may be given more responsibilities than before.*

Refugee youth may find that once they arrive in their country of resettlement, they are expected to get a job and contribute economically to support the household. But this is no different from many young people living in countries of resettlement; teenagers are often engaged in part-time or seasonal jobs or in order to pay for their studies or provide for their own expenses.

- ▶ **Family identity conflicts:** *Both young people and their parents may feel split between two worlds.*

During their resettlement journey, young refugees may feel like they have one life at home with their family, where they can speak in their mother tongue, and another life with their new friends at school, where they speak in their new language and might behave in a different way. It is important for them to find a balance between these two lives and not get overwhelmed by their differences; just because they speak a different language at home or act differently does not mean they are two different people. As time goes on, they will be able to feel more like themselves both in and outside of the home. Having multiplicity in culture and fluency in different languages are things that bring richness to people's lives; teenagers should be encouraged to value these parts of their identity. It is also important to know that the pace at which parents and young people adapt and find a balance will be very different. For parents, who are older and have a more "rooted" identity, it is naturally more difficult to adapt to a new environment and accept certain changes, whereas for young people who are still in their formative years, change comes about more easily. This may lead to discrepancies in identity building and sociocultural relations.

HAVING MULTIPLICITY IN CULTURE AND FLUENCY IN DIFFERENT LANGUAGES ARE THINGS THAT BRING RICHNESS TO PEOPLE'S LIVES



3.2 Celebrating culture in a new country

Every person is unique and has a unique cultural identity. As a newcomer in a country, young refugees may observe that certain customs and behaviours – whether it is what people wear, how they interact or their moral values – differ from their own or from those of the people encountered in their country of first asylum (as outlined in the *Culture Shock* section of this Handbook).

Celebrating one's culture is not only an effective coping mechanism in dealing with culture shock, but it is also an important element in identity development and preservation. Identity is complex, fluid and constantly evolving and keeping one's culture of origin alive, while also adapting to and understanding the culture of the host community, is important in developing a rich identity.

Young people can learn about and appreciate their home culture, using the following tips:

- ▶ Asking their parents/relatives to tell them stories about their country of origin and extended families.
- ▶ Watching movies/documentaries and reading books or articles about their culture or produced by people originating from the same culture.
- ▶ Exploring traditional clothing, customs and recipes.
- ▶ Listening to traditional music, learning to play musical instruments specific to their culture, singing songs and dancing choreographies specific to their culture.
- ▶ Attending events organized by diaspora associations or cultural centres representing people from their culture (if available).
- ▶ Making friends with other refugee youth from a similar culture, or from a different culture, who may have similar experiences.

In the country of resettlement, there may be groups of people from the same country of origin or with a similar cultural background, who organize events together through cultural networks or informally by word-of-mouth. These are important platforms for young refugees to maintain a link with their culture of origin and a great way to strike a balance between adapting to their new communities and maintaining a sense of continuity in their cultural identity.

It is important for young people to understand where they come from in order to feel comfortable with and proud about who they are. They can manifest this pride by sharing their rich culture with their new friends, whether they have a similar background or not.



3.3 Freedom of religion and expression

A key EU democratic principle is the right to freedom of speech, freedom of expression, freedom of religion and freedom of association (defined in the core PDO material). This means, for example, that European citizens and refugees residing in Europe can freely practice their religion to the extent that doing so does not contravene the laws of their new country of residence. In most countries of

resettlement in the EU, for example, it is possible to wear religious items publicly. Hijabs can be worn outside the household and at school. There are, nevertheless, restrictions on the wearing of niqabs or burqas in public spaces (it is currently banned in most EU countries). This is usually because, the law of these countries prescribes that everyone should be easily recognizable when in public spaces. Despite certain restrictions, people from different cultures who practice different religious beliefs (including atheists and agnostics) should still coexist in harmony and be tolerant of one another's beliefs.

The right to freedom of religion is among the many rights that refugees will be able to enjoy in their country of resettlement alongside citizens of that country. Like all the citizens of the country of destination, resettled refugees will, for example, be free to express their opinion, thoughts and beliefs, without fear of repercussions from the government. The only exception being that opinions expressed do not fall into the realm of "hate speech", defined as abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation*, and leads to incitement of hatred against such groups. Hate speech is in fact criminalized by law in many EU resettlement countries, either to protect human dignity or to preserve public order.

**THE RIGHT TO FREEDOM OF
RELIGION IS AMONG THE
MANY RIGHTS THAT REFUGEES
WILL BE ABLE TO ENJOY**

* Oxford University Press (OUP), *Lexico* (2019)

ACTIVITY

CULTURAL APPRECIATION PLAN

This reflective activity will help participants to identify what parts of their culture they cherish the most and find concrete ways to celebrate them in their country of resettlement.

Please bear in mind that many of the young people targeted by these sessions spent a great deal of their lives in camps/informal settings or, in any case, far from their country of origin; their answers may not reflect elements specific to their country of origin. Whatever answers they provide or interpretation they may have regarding their culture are valid and ought to be validated.

Cultural Appreciation Plan: In small groups, brainstorm how elements of your culture which you appreciate can be incorporated into your life when resettled. For example: *I will teach my new friends my favourite traditional dance or I will play a traditional card game when I have time with my family, so I do not forget the rules.*

WHAT IS YOUR FAVOURITE...	ANSWER
Traditional food	
Song by a singer from your country or region	
Dance/game from your country	
Activity to do after school	
Game to play with your friends	
Traditional items of clothing/way to dress up	



4 Self-esteem and body image

- 4.1 Undergoing changes during puberty
- 4.2 Beauty standards in the media
- 4.3 Exploring self-esteem

Objectives

To raise awareness of self-esteem and body image; to discuss physiological body changes and resilience; and to make young people more conscious of the media's influence on their self-perception.

Key messages

- ▶ Young people's bodies will change as they grow up there is no right or wrong way for the body to change, as everyone grows at their own pace.
- ▶ The media portrays selective images of what is considered beautiful or desirable for commercial purposes. Young people must be aware that these images are not a reflection of how they should look to be defined as beautiful.
- ▶ Maintaining self-esteem is important but not always easy. Self-respect, goal setting and positive thinking can help.
- ▶ Getting up again after a failure is an integral part of life and builds resilience.



© IOM 2019

Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Self-esteem from the inside out* activity sheet

Suggested activity

Self-esteem from the inside out

Suggested duration

45 minutes



4.1 Undergoing changes during puberty

PLEASE NOTE

Puberty and related changes are considered a sensitive topic in certain cultures. Considering the refugee populations trainers usually deliver PDO sessions for, they are encouraged to approach the topic cautiously. Refugee youth may feel uncomfortable to discuss certain issues within mixed groups that include both boys and girls.

Young people will undergo many changes as part of their resettlement process, as well as emotional and physical changes as they grow through puberty and adolescence. Their environment will change and their interests, physiology and relationship with the world may change at the same time. Change may bring feelings of instability and identity crises, but only temporarily.

In fact, undergoing changes in personality during puberty is perfectly normal: young people might notice they acquire new interests and abandon old ones; they may no longer want to engage in the same activities they did when they were younger or spend time with the same people. They may want to dress differently, and may experience new emotions and develop a different rapport with their life, parents or friends. These changes may bring a host of existential and identity-related questions – young refugees should be encouraged to reflect on these changes, discuss them with adults and embrace them. They should be assured that such change is perfectly normal but might be compounded by the fact they are changing their lives altogether by moving into a new environment. As they get older, young people will also notice their bodies changing and growing.

YOUNG PEOPLE SHOULD CAPITALIZE ON THEIR PARENTS, AND OLDER SIBLINGS' EXPERIENCE

Young people should capitalize on their parents, and older siblings, experience in these matters. Young people should be encouraged to ask them about their own youth and how they coped with their changing bodies and emotions. They could also discuss the insecurities they may have felt then. This will not only help young people feel less alone in this process, but will also strengthen their relationship with their parents and older siblings.



4.2 Beauty standards in the media

Young refugees will notice the ubiquitous presence of models representing unrealistic beauty standards in advertisements, newspapers, on television and online. In this digital age, many images circulate at a fast pace but without representing the diversity in people's shapes, bodies and ethnicities.

Against this backdrop, it is important to keep in mind that:

- ▶ Most images we are exposed to daily in the media are heavily altered. Filters, photoshop, heavy makeup, and airbrushing distort and “enhance” reality, thereby creating false and unrealistic beauty standards. Young people tend to be overly exposed to men and women who display unrealistic beauty standards (tall, skinny, muscular, without cellulites or stretch marks, with smooth skin etc.). It is important to remember that people represented in the media do not define beauty – there are billions of people on earth who are just as beautiful, in their own unique way. It is also important to highlight that physical appearance is not everything, as there is also internal beauty which ought to be nourished. Being kind and respectful to other people, for example, is a sign of inner beauty that is more important than physical beauty.
- ▶ Models and influencers are paid through sponsorships to promote beauty products that alter users' bodies to match advertised beauty standards. However, it is important to be aware that these products do not necessarily achieve their purported purpose and that many may even be harmful to one's health. It is important for young people to be selective about the online content they engage with and choose platforms/content that make them feel good. Otherwise, social media can be damaging to their self-esteem. It is also important that they research the products they consume.
- ▶ Practicing mental, verbal or written self-affirmations on a daily basis can help young people combat the negative influences the media may have on them. Self-affirmations are positive statements or phrases that challenge negative and unhelpful thoughts. The activity at the end of this chapter will guide young people into developing positive affirmations by themselves,

IT IS ALSO IMPORTANT TO HIGHLIGHT THAT PHYSICAL APPEARANCE IS NOT EVERYTHING

about themselves. When repeated daily and regularly, these affirmations may boost self-confidence and self-esteem in the long run.



4.3 Exploring self-esteem

Teenage refugees may experience some difficulties in adapting to the changes that come with their physiological development. To counter that, it is important that they become familiar with the concept of self-esteem and learn to build a positive image of themselves.

Self-esteem refers to the overall sense of personal value people have of themselves. People with high self-esteem feel liked and accepted, are proud of what they do and believe in themselves. It is normal for everyone to go through phases of low self-esteem. Here are some techniques young people can use to keep their self-esteem up, especially when they are feeling down:

- ▶ **Use positive self-talk** - this means saying nice things to themselves instead of negative things. Everyone can talk harshly to themselves sometimes; noticing this and changing their behaviours will help young people feel better.
- ▶ **Set goals and work towards them** - setting goals for themselves will make young people feel empowered and capable, thereby boosting their self-esteem.
- ▶ **Do not strive for perfection** - no one is perfect, and no one should try to be. The sooner a person embraces who they are, even with their imperfections, the sooner they will feel more secure in who they are.
- ▶ **Look on the bright side** - sometimes people can get bogged down in only thinking about the problems they are going through or the negative things in life. Making a conscious effort to think about positive things that are happening will help young people gain perspective.

At the same time, it is important for young refugees to know that it is okay to feel down and it is important to embrace moments of low self-esteem. Teenagers should be reminded that there is no pressure to be happy all the time, and that

it is encouraged to speak about all feelings even if they are difficult. For boys in particular, this point should be highlighted so as not to feed into negative gendered understandings of masculinity (for example: “do not express sadness; do not show signs of weakness”).

ACTIVITY


SELF-ESTEEM FROM THE INSIDE OUT

This is an exercise in positive thinking and aims to raise the self-esteem of learners. It is imperative to ensure no one feels forced to share an answer they are uncomfortable sharing.

In order to develop participants' self-esteem and encourage positive self-reflection, ask them to answer all or some of the questions listed below and then share whichever answer(s) they feel comfortable sharing with the others in the group.

SELF-ESTEEM FROM THE INSIDE OUT FINISH THE SENTENCES BELOW

I feel most proud of myself when...	
3 small things I have achieved this week were ...	
My family says I am great at...	
My friends say I am great at...	
3 unique things about me are...	
3 things I'm very good at are...	
5 things or people I feel thankful for are...	
My best attribute is...	



5 Studying and working

5.1 High school

5.2 Higher education

5.3 Vocational training

5.4 Part-time work

Objectives

- ▶ To highlight the importance of learning local languages for integrating into their country of resettlement; to inform young people of higher education and part-time work opportunities available to them.
- ▶ To provide an overview of the labour market inclusion process (including the concept of submitting a CV and cover letter and interview preparation).

Key messages

- ▶ Language learning is difficult but vital. It will open many doors for young people, and enable them to have a deeper experiences in their new home.
- ▶ Both higher education and vocational training are great opportunities for learning and growth.
- ▶ Finding and keeping a job is a very important task and there are many ways of doing so.
- ▶ Keeping a positive attitude is crucial to achieving any goal.



© IOM 2017

Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Mindset is everything* activity

Suggested activity

Mindset is everything

Suggested duration

45 minutes



5.1 Language learning

Upon arrival in their country of resettlement, young people will be presented with opportunities to study the language(s) spoken in their new country through specific language courses or by being enrolled in school. Although language acquisition is not easy and takes time and practice, young people should be encouraged by trainers to take language learning seriously. Learning the language of their country of resettlement is a necessary first step in their integration process. In fact, learning the language will not only allow them to start communicating with local youth and build friendships with them, but it will also allow them to better orient themselves in their community and navigate daily life. Starting to learn the language early and putting it into practice in their daily interactions will also facilitate a more pleasant schooling experience. More importantly, mastering the language is an imperative for accessing the job market, as most employers will require proficiency in the local language.

Teenagers can apply the following advice to facilitate their language-learning process:

- ▶ Attend language classes regularly and spend enough time absorbing the material provided and completing the homework assigned – teenagers should not hesitate to seek help and talk to their language teacher in cases of difficulty (this is normal!).
- ▶ Use smartphone apps and other online resources to practice writing, reading, grammar, and pronunciation.
- ▶ Try to speak with people in their new neighborhood and use what they learn in language classes to start new conversations.
- ▶ Learn new words by looking at magazines, reading signs in stores, listening to the radio or watching TV in the language they are learning.

Learning a new language requires perseverance and courage. It is important to highlight this so that young refugees prepare for and anticipate the difficult task ahead. The good news is that it is much easier for young people to learn, acquire

and then master a language than it is for adults. Mastering the new language is also the first step in formal schooling and paves the way to integration in the education system of the country of resettlement.



5.2 High school

Once settled in their new country, young refugees are encouraged to pursue their studies and, therefore, to enrol in high school or other study alternative. Obligations related to registration and enrolment to high school will differ from country to country; for example, in order to be enrolled in high school young refugees may be asked to demonstrate that the previous education cycle has been concluded. In some countries, high-school education is obligatory up to the age of 16, while in others there are opportunities to enrol in vocational and technical schools instead. It is important to consider that young refugees may be required to become familiar with their new language *before* being enrolled. Despite the difficulties they may face, if young refugees feel motivated, they should continue their studies.





5.3 Higher education

Some students choose to go on to higher education after finishing high school and wish to continue to university upon reaching their country of resettlement. Should they wish to pursue higher education after having completed high school, many different options are available in Europe, including university studies (undertaking a bachelor's programme), technical schools, art schools, and many others depending on their interest and skills.

Depending on the university, there may be scholarships or special services available for students with refugee status. Young refugees need to know that the rules for accessing university are different from institution to institution and from country to country. For each course within a given university there will be entry requirements – for some this may simply include a high school diploma; for others, there may be more stringent requirements, such as the completion of an entrance exam and the preparation of a motivation letter. In some universities, the selection panel may not only be interested in candidates' grades but also in any extra-curricular activity they may have undertaken (a sport, a hobby, debate clubs in school, arts and crafts, community service etc.), part-time jobs they may have done or unique experiences they may have been through.

THERE MAY BE MORE STRINGENT REQUIREMENTS SUCH AS THE COMPLETION OF AN ENTRANCE EXAM AND THE PREPARATION OF A MOTIVATION LETTER

As the rules regulating access to university studies differ from country to country, young refugees who intend to pursue higher education, are encouraged to search out information on enrolment criteria, scholarships, teaching languages and any other relevant aspect once in the country of resettlement.

Vocational training

Students who have specific interests or who want to learn a skill and enter the work force may opt for vocational training programmes. These programmes are typically focused on one topic or line of work, more often than not manual work. Usually, a certificate of completion is issued after finishing the programme. In many countries these certificates are useful in obtaining certain jobs, especially those requiring technical skills in manual work.

Part-time work

In countries of resettlement, it is very common for teenagers to engage in a part-time job during the summer or at week-ends. By doing so, they are able to save money to pursue higher education or pay for expenses without asking for support from their families. For young refugees, having a part-time job offers the opportunity to practice and build confidence in their newly acquired language, save money for their future and/or use their earnings as pocket money to alleviate pressure on their parents to provide for them. Working also facilitates contact with the local community and can help young refugees build their social network. These factors can further speed up and smoothen their integration within their new community.

It is also important to note that, in countries of resettlement, it is common for university students to engage in both their studies and a part-time job, since the cost of tuition and other related expenses, such as books, equipment and so on, is usually high. Having a part-time job will also help students learn important life skills such as budgeting and time-management. Through part-time work, newcomers can also gain valuable skills that will increase their employability and access to the labour market when they become adults. Many students in resettlement countries work in hotels, restaurants, cafés, or in the retail sector; but many opportunities are available spanning different sectors that might better match young people's interests. Universities may also make some part-time jobs available to their students.

THROUGH PART-TIME WORK, NEWCOMERS CAN ALSO GAIN VALUABLE SKILLS THAT WILL INCREASE THEIR EMPLOYABILITY AND ACCESS TO THE LABOUR MARKET WHEN THEY WILL BECOME ADULTS

Here are some tips trainers can share with young refugees if they want to start thinking about finding and keeping a job:

- ▶ Ask friends if they know of any job vacancies; do research online and in local and national newspapers; or ask around at places in the neighbourhood to see if there are any job vacancies (in restaurants and shops there may be signs indicating any vacancies they are seeking to fill).
- ▶ Once a vacancy of interest has been identified, the young refugee will have to familiarize themselves with the application process involved. Usually, applicants are asked to submit a CV and sometimes a short cover letter (more information on these are provided in the core PDO training). Following application submission, shortlisted candidates are invited to interview.

- ▶ The young refugee needs to dress appropriately (depending on the type of job). Whether it is for an interview or the first day on the job, it is always important to wear clean, decent attire.
- ▶ Punctuality is also very important in most EU resettlement countries. Arriving on time at work (or even a little early) is an important part of working: it shows the employer that their employee is motivated to work and cares about their job. Being late can be understood as disrespectful by the employer, the organization and colleagues.

It is important that young refugees who have jobs or who are seeking work opportunities are aware of the risks of being exploited at work (commonly referred to as labour exploitation: the action or fact of treating an employee unfairly in order to benefit from their work). Owing to their vulnerable status as young newcomers, young refugees may be easy targets for labour exploitation. Should young people find themselves in a situation where they think they are being exploited, they should immediately communicate this to a trusted adult. Examples of exploitation include:

- ▶ Being paid below the wage that was promised.
- ▶ Being forced to work unreasonably long hours.
- ▶ Being forced to work in hazardous situations.

It is always important to remind young refugees to not engage in so-called under-the-table, cash-in-hand or off-the-books employment, namely employment that is not reported to government authorities. In such jobs, that may be very easy to find and do, both employer and employee usually do not comply with labour and tax law. For young refugees, this means that they may not be aware if they are working without complying with basic labour law standards and they may incur administrative sanctions if they do not report their income and therefore do not pay taxes.

In countries of resettlement, the legal working age is defined by the law, and health and safety regulations are put in place. Trainers can refer to the Adecco labour market inclusion guidelines* as well as the general PDO curriculum for more information on this topic.

* These guidelines are produced in the framework of the COMMIT project.



ACTIVITY

MINDSET IS EVERYTHING

This activity seeks to change negative mindsets around the problems participants may face during their study/ work journey.

The worksheet below should be presented with only the example answers in the left-hand column (*Instead of thinking...*) provided. Trainers should encourage participants to generate their own responses, but can use mock responses for inspiration and to guide the conversation.

MINDSET IS EVERYTHING HOW CAN WE MOTIVATE OURSELVES TO KEEP GOING?

INSTEAD OF THINKING...	TRY THINKING...
I'm not good at learning this new language.	What am I missing that will help me understand better?
I made a mistake at work; I'm so upset and embarrassed.	Mistakes help me learn, it's normal for people who just start out to make mistakes.
I only did half of my homework for school, but it's good enough.	Is this really the best I can do? Should I put more effort into my homework?
Going to school is too hard, I can't do it.	School will take time and hard work, but I am capable.
I can't understand math class at school, I'll just give up.	I can talk to the teacher and ask for strategies to better understand math.
I'm awesome at this.	I'm on the right track.
My co-worker/classmate is so smart, I'll never be like them.	I'm going to figure out how they do it and learn from them to improve.



School engagement

- 6.1 Classroom etiquette
- 6.2 Extra-curricular and sporting activities
- 6.3 Expectations at school
- 6.4 When to ask the teacher for help
- 6.5 Challenges at school



Objectives

To make sure young people, especially those who have not been able to attend school on a regular basis, understand how the school system works and what behaviours are expected of them in class.



Key messages

- ▶ The classroom, and school in general, is a place where everyone should respect one another.
- ▶ At school students will be graded on their work and participation.
- ▶ If students are struggling, they should ask their teachers for help.
- ▶ School may not be easy for everyone and various challenges might emerge but it is important to keep moving forward.



© IOM 2019

Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *School true/false* activity

Suggested activity

School true/false

Suggested duration

45 minutes



6.1 Classroom etiquette

Attending a new school can be very exciting for young refugees: meeting and making new friends, learning new things, and practicing their new language are all very positive elements that will enrich their resettlement experience. However, young refugees may not be familiar or acquainted with classroom settings or the behaviours that will be expected of them, either because their schooling cycle was interrupted by their journey or because they have never had the opportunity to attend school, having fled their country of origin at a very young age. It is therefore important for young refugees to be given a few notions on how to behave, what challenges they may face, and when and how to ask for help. The education system in the country of resettlement is likely to be different from that in their country of origin or first country of asylum (where they may have attended make shift schools in camp settings). Even those who have been in school before may still benefit from this section.

THE EDUCATION SYSTEM IN THE COUNTRY OF RESETTLEMENT IS LIKELY TO BE DIFFERENT FROM THAT IN THEIR COUNTRY OF ORIGIN OR FIRST COUNTRY OF ASYLUM

It is important that young refugees are aware that, in Europe, the public education system is structured around mixed-sex classes and students are divided into different classes on the basis of their age and/or their level. Therefore, boys and girls engage in learning together from early childhood until the end of their education. In language learning institutions, students are divided on the basis of their knowledge of the language: therefore, classes are always mixed-sex but may include students of different ages.

Going to a new school may bring about many different feelings: some people will be confident and excited while others may feel shy and apprehensive. The first days can be difficult, but very quickly young refugees will make new friends and navigate their new educational system.

At school it is important to:

1. **Pay attention:** Young people should make sure to look at the teacher or classmates when they are speaking or asking questions in class, and take notes about what the teacher says.

2. **Raise their hands:** In school, students are expected to raise their hands when they would like to ask a question to the teacher, make a comment or ask permission to do something (for example, go to the bathroom).
3. **Be kind:** At school everyone is there to learn. For this to happen, students must be respectful and kind to their classmates and teachers and the workers at the school. Respect is shown not only in verbal communications but also in how young people interact with and listen to their classmates and teachers.



6.2 Extra-curricular and sporting activities

In addition to the from regular class schedule, schools may organize extra-curricular activities for their students. Such activities aim to encourage interactions between participants, team/group work, the development of soft skills and the enrichment of participants' culture and specific knowledge. Students may enrol in one or more activities, as compatible with their studies and age-appropriate. These generally take place in mixed-sex groups.

Extra-curricular activities may include theatre, cinema or reading groups; language classes; music, painting or other arts; visits to museums/exhibitions; and sports.

Sports deserve a specific focus: it is important to underline to young refugees that gym classes, sport classes and/or physical education are a mandatory part of schooling. Such activities may be organized as part of the usual lesson schedule or as extra-curricular activities, and may include but are not limited to; football, volleyball and swimming. Participation in scheduled classes is compulsory because practising is beneficial for the health and physical development of young people, and certain sports, such as swimming, are considered a life skill. As with the above mentioned extra-curricular activities, boys and girls participate together in gym, sport and physical education.

**GYM CLASSES, SPORT CLASSES
AND/OR PHYSICAL EDUCATION
ARE A MANDATORY PART OF
SCHOOLING**



6.3 Expectations at school

All schools in resettlement countries use a grading system against which students' school performance is measured. Students will be tested on information covered in class, and tests can take place at various times throughout the school year. An evaluation report is usually issued every trimester, semester or year to students and parents summarizing students' performance. It is very important for young refugees to pay attention in class consistently, ask questions when they are curious or require clarification and collaborate with their classmates in group activities. The teacher may also grade students' participation and demonstrated effort. If students find they are not receiving the grades they deserve, they can discuss this with their teacher after class to see if there are ways to improve their performance. However, young refugees should not feel too distressed if they do not achieve top grades: understanding the material is more important than getting the highest grades. Lower grades should be understood as opportunities to improve and learn from mistakes. Feeling down about low grades is normal, but it is important to persevere and work towards improving and achieving better grades. It is always difficult to start in a new educational system, let alone in a new language.

**IT IS VERY IMPORTANT
FOR YOUNG REFUGEES TO
PAY ATTENTION IN CLASS
CONSISTENTLY**



6.4 When to ask the teacher for help

The classroom is a space where everyone should feel comfortable. When students have an issue, they should be able to go to their teacher to speak about it. Teachers understand that students from different countries will have some difficulties at the beginning. It is important to speak with teachers about concerns regarding topics discussed in class that are not clear or terminology they do not understand. It is important to ask for help as soon as possible if there is any confusion. Teachers want to hear from their students; they are there to help them do the best they can.



6.5 Challenges at school

Middle school and high school can be difficult for all teenagers. They may face linguistic and cultural barriers or bullying, or have trouble following their lessons. It is important to understand that no one is alone; teachers, counsellors and parents are there to help students through hard times. There may be times when students who come from different countries feel as if they want to give up, but it is important to remember that by going to school they have the opportunity to make friends, be immersed in a new language, and build their future.

Students should also keep in mind that being in and finishing high school, vocational school or a work/language programme is very important for their future. From these experiences, students can grow and reach their goals in their new country.





ACTIVITY

SCHOOL TRUE/FALSE

This activity should help participants to memorize the information discussed.

Distribute this list of statements to the participants or note them down on a flipchart and ask participants to identify which statements are true and which are false. Discuss the answers with the participants.

Answers: 1.T, 2.T, 3.F, 4.F, 5.T, 6.T (F in Portugal, where the age is 18), 7.F, 8.F, 9.F, 10.T

SCHOOL TRUE/FALSE

Decide whether you think an answer is true or false and mark it with a T or an F, or answer aloud if the trainer asks you to.

1. At school you must always raise your hand if you want to speak in class.

.....

2. You will get the chance to do fun activities and projects with your class.

.....

3. You will not have to do your homework every night.

.....

4. You always have to pay for your education.

.....

5. Your teachers are there to help you and give you advice.

.....

6. Education is mandatory until you are 16 years old.

.....

7. In school you will only learn very few subjects.

.....

8. At school you will not have any time to eat lunch.

.....

9. Your teacher can hit you or yell at you.

.....

10. You can get in trouble if you hurt someone at your school.

.....



7 Discrimination, bullying and peer pressure

7.1 What is discrimination?

7.2 Bullying

7.3 Dangerous habits

Objectives

To stimulate discussion around various aspects of bullying, discrimination and peer pressure, and criminal activities that young people should be aware of.

Key messages

- ▶ Bullying and discrimination are very harmful behaviours.
- ▶ When young people are faced with bullying or discrimination, it is important they report these to a trusted adult.
- ▶ Peer pressure can get a young person in a lot of trouble, especially if they are convinced to engage in a dangerous or criminal activity.
- ▶ In countries of resettlement, the use of certain drugs, the purchase of alcohol under the age of 18 and stealing are considered criminal activities.



© IOM 2017



Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Spot the perpetrator and the upstander* activity



Suggested activity

Spot the perpetrator and the upstander: discrimination, bullying or peer pressure?



Suggested duration

45 minutes



7.1 What is discrimination?

Discrimination is the unjust or prejudicial treatment or exclusion of an individual or category of people based on their race, religion, ethnicity, physical appearance, gender identity, sex, economic status, ability/disability or age. Discrimination is punishable by law. The following are examples of discriminatory treatment:

- ▶ Someone is barred entry to a store due to their religious dress in a country where people have the right to freedom of religion.
- ▶ Someone is denied access to a job because of their sexual identity.
- ▶ Someone is denied an apartment rental solely on the basis of their skin colour.

Skin colour, religion, appearance, life partner, sexual identity, socio economic status and so on do not define a person's value. Mistreating or excluding people on the basis of any of the above-mentioned characteristics is damaging and socially and legally unacceptable. It is important to understand that people are diverse on many levels, and it is important and encouraged to embrace one another's differences. Young refugees may be the subject of discrimination and mistreatment, but they should be made aware that this is in no way acceptable or normal behaviour.



7.2 Bullying

Bullying is a form of aggressive behaviour that is intentionally harmful and often repetitive in nature. Bullying can happen on a physical or emotional level, or both. It is the deliberate abuse of power in relationships through repeated verbal or physical attacks or social behaviours that intend to cause physical, social and/or psychological harm. It can involve an individual or a group of individuals abusing their position of power, or perceived power, over one or more persons who are placed in a perceived weaker position of power, and who are therefore often unable to stand up for themselves. The following are examples of bullying:

- ▶ Someone at school calling one of their classmates mean names every day and threatening to do them harm should they decide to tell the teacher.
- ▶ Someone threatening another person in public through physical, verbal or other means of abuse or harassment solely on the basis of colour, religion, nationality or sexual identity (among other characteristics).

Who is a bully?

A bully is someone who uses their perceived position of power to cause harm to another person or group of persons. This harm may be caused through physical, verbal or emotional means.

Bullies may hit or harm other people, or they may make fun of them for things like the way they talk or walk, the food they eat, or the way they dress or look.

Bullies are not born bullies. They might have accumulated personal anger, frustration or insecurities that they project onto their victims. It could be that someone at home treats them badly and they take it out on others, or that they are going through a difficult time but are unsure of how to handle their emotions and want to feel in control. This does not mean that bullying is justified: bullies are still responsible for their actions and the person who is being bullied should still report the bullying incident to an adult.

How to handle a bully and cope with the effects of bullying

It is very important not to become the bully as a way of coping with past experiences. As newcomers to a country, young people might not have the words to express how they are feeling and decide to react by using physical or verbal force when they feel people are being mean to them or are putting them down. This is a dangerous reaction that could lead to further alienating themselves from others.

The following are tips that bullied young people can use to handle a bully in conflict:

1. **Talk to a trusted adult about it.** A teacher, parent or other trusted adult may be able to help the situation and stop the bully from bullying.
2. **Do not show emotion when the bully says things that are hurtful or meant to be disrespectful.** Bullies thrive off a reaction from their victim – crying, isolation, etc. The best defence mechanism against bullies is

to pretend that their bullying has no effect. Remember, bullies are looking for a reaction in order to help them feel strong and powerful; a bullied person should not give their bully the satisfaction of seeing them get hurt. They are more likely to stop if they see that their actions do not trigger a reaction.

3. **Do not fight back.** If physical violence is used by the bully it is wise to leave if possible. Fighting back will only escalate the situation and you also get into trouble. In these situations, it is important to tell a trusted adult what happened and contact authority figures.
4. **Healthy socializing.** Find a good group of friends, join a club or sport.
5. **Positivity:** Keep a positive attitude and do not let a bully's verbal abuse affect you by reminding yourself that bullies perpetrate their acts to deal with their own insecurities.

If someone witnesses a bullying incident, they should offer their help to the person being bullied and defend them from the bully/bullies.

It is very important to remember that no one deserves to be bullied. Even if a person is not the one being bullied, s/he has the responsibility to stop bullying. This is called being an *upstander*. Upstanders can do the following to stop a bully:

- ▶ Tell a teacher or other trusted adult what the bully did/is doing.
- ▶ Tell the bully to stop and get others to do so too. There is strength in numbers.
- ▶ Wait until the bully goes away and then see if the person who was bullied is ok or if they need help.
- ▶ Include those who are bullied in school activities and/or in a group of friends to make them feel better.



7.3 Dangerous habits

Young refugees, and young people in general, may want to feel and act as if they are adults and engage in perceived “grown-up” behaviour – smoking, drinking, stealing, using illegal substances, hanging out late at night etc. There are many risks and consequences associated with these behaviours and it is important that young refugees are familiarized with some of the risks they run if they engage in them. Here are some examples of dangerous activities that are also illegal in resettlement countries:

Smoking. In some countries of destination it is illegal to sell cigarettes to people under 18 (Croatia, Italy, Portugal and Spain, among others). It is sometimes easy to get around this and it is common to see young people smoking below the legal age. It is important for refugee youth to know that not only can smoking below the legal age bring them legal trouble, but it is also dangerous for their health and for the health of the people around them. In most countries smoking in public spaces (such as restaurants, bars, trains and bus stations) or in the presence of children and pregnant women is prohibited by law. Cigarettes are also very costly and smoking may become a very expensive habit.

Drinking alcohol. The legal drinking and purchasing ages in resettlement countries range between 16 and 18 but as with cigarettes, it is sometimes easy to get around this rule. However, drinking alcohol is unhealthy, especially for young people, and may become a serious and uncontrollable addiction. Moreover, drinking alcohol and becoming intoxicated may have a negative impact on behaviour (“sad-drunk”, “aggressive-drunk”, etc.) and reduce productivity in the long term.

Using illicit substances. Illicit substances include cannabis, heroin, cocaine, ecstasy etc. Using, buying and selling these substances is illegal. Drugs are addictive and may result in serious health and social problems. Medicines prescribed by a doctor to cope with mental health problems chronic pain or other health issues are not illegal, as long as they are used in the dosages prescribed by the treating physician.

Sexual harassment. Sexual harassment refers to unwanted sexual or physical advances, such as commenting on or complimenting someone’s physical appearance in an inappropriate way, touching someone if they did not ask to

be touched, catcalling on the streets or following someone home in order to express interest in them. Sexual harassment is punishable by law.

Gang activity. A gang is an organized group of individuals, identified by a gang name or symbol and united by common principles, who engage in criminal activities such as drug dealing, acts of violence and/or damaging public/private spaces and properties. Such behaviours and actions are punishable by law. Often people wishing to join a gang will have to go through an initiation ceremony and perform actions to prove their gang loyalty. People who join gangs are often seeking a sense of community and protection. However, being part of a gang can result in isolation, an inability to establish healthy relationships with other members of the community and a tendency to engage in illegal activities.



7.4 Peer pressure and the risk of engaging in criminal activities

It is common for young people to face peer pressure. Peer pressure refers to friends, classmates, or other people in a social group trying to convince a member of the group to behave in a way they may not wish to behave (for example, following a specific fashion trend or smoking a cigarette). Trainers should note that young refugees may be especially vulnerable to peer pressure. As they are settling into a new country and coping with difficulties related to that process, they might be more inclined to do certain things to fit in and make new friends than other teenagers. It is important for young people to be aware of this and remain true to themselves by refusing to do things imposed on them by peers.

As specified above, young people should know that in countries of resettlement the use and dealing of certain drugs, the use and purchase of alcohol/cigarettes under the age of 16 or 18, and stealing are all illegal and therefore punishable by law. At times, young people want to make friends and belong to a friendship group at any cost, even if their “friends” engage in criminal activities. Such “friends” might peer pressure them to engage in these activities (which may be perceived as “cool”) in order to be accepted within their friendship group. In reality, however, it takes a stronger person to turn down these invitations and focus on leading a healthy life, leading by example as a law-abiding resident.



ACTIVITY

SPOT PERPETRATOR AND THE THE UPSTANDER: DISCRIMINATION, BULLYING OR PEER PRESSURE?

This activity aims to reflect on specific situations, in order to allow participants to better understand the phenomenon of bullying.

Distribute the case studies below and ask participants to discuss the different scenarios among themselves, identifying the perpetrator and the upstander. Participants should also identify whether bullying, discrimination or peer pressure are taking place.

Answers:

SCENARIO 1: Bullying. Upstander: Mahmoud. Perpetrator: older schoolmate.

SCENARIO 2: Bullying (cyberbullying). Upstander: Mariam. Perpetrator: Zahra.

SCENARIO 3: Discrimination. Upstander: kids in the playground. Perpetrator: Marco

SCENARIO 4: Peer Pressure. Upstander: Maya. Perpetrator: girls in her class.

SCENARIO 1:

Every day when Ahmed walks home from school, an older schoolmate standing by the gate of the school says mean things when he walks by. Ahmed has told him to stop but he does not listen. One day, Ahmed tells his friend Mahmoud what has been going on and Mahmoud decides to walk out of school with Ahmed to see if he can help. When the older schoolmate sees Ahmed walking with Mahmoud, he does not say anything mean, he just walk away. Ahmed and Mahmoud leave school together now and the older schoolmate no longer bothers Ahmed.

SCENARIO 2:

Mariam keeps receiving mean messages online from her classmate Zahra. These messages say things that make Mariam feel bad about herself. Zahra is also threatening to spread rumours about Mariam to the whole class. Mariam decides to tell her teacher about what is going on and expresses interest in confronting Zahra in person to ask her to stop. With the help of the teacher, Mariam has a real conversation with Zahra. After hearing how much she hurt Mariam, Zahra feels bad about what she did. She promises to never say mean things online to Mariam or anyone else ever again.

SCENARIO 3:

Every time Yusra goes out to play in the playground with the other kids, they don't let her join in their games. Marco, a popular student, tells Yusra that the group does not like the way Yusra talks with an accent nor the colour of her skin. Yusra tells Marco that someone's skin colour and accent should not matter: she just wants to play. The other kids hear what Yusra says and ask her to come play with them, and she feels happy and included.

SCENARIO 4:

Maya enrolled in a new school a month ago and was nervous about making friends. She was greeted by a group of girls on her first day and thought they were very nice. Since her first day she has been sitting with them at lunch time. Maya notices her new friends acting a little strange: they never respect their teacher and they do not seem to talk to others in their class. But, because Maya is afraid of being left with no friends, she does not criticize their behaviour. One day, they start asking Maya to disrespect her teachers and be mean to other students in class or she cannot be in their group. Maya refuses and stops sitting with these girls at lunch. After she stops being friends with them, she starts meeting some other nice people in her class at school.





8 Online & cyber safety

8.1 Staying safe online

8.2 What is cyberbullying?



Objectives

To introduce young people to the idea of staying safe online and giving them tools to determine what constitutes safe and unsafe or potentially harmful behaviour.



Key messages

- ▶ Always think twice before posting online: the things people post cannot always be removed.
- ▶ Young people should be careful of what information they share online, especially when it comes to personal information.
- ▶ Cyberbullying can be dealt with in many different ways, but no one is ever alone in their situation and the best way to feel better about and deal with cyberbullying is by speaking to a trusted adult.



© IOM 2018



Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Online safety: True/False* sheet

Suggested activity

Online safety: True/False

Suggested duration

45 minutes



8.1 Staying safe online

As young people spend an increasing amount of time on their devices and online, it is important to share with them some tips and strategies on how to stay safe. The internet is a wonderful tool if understood and used properly, in a safe way and in moderation. Although young people, like adults, can gain a great deal from what is available online, it is important to be aware of the potentially harmful impacts internet activity may have on their lives.

Here are some key tips for young people to remember when online:

- ▶ **Posting online.** Trainers should remind young refugees that every time a picture, a document, a message or a video is posted online, especially on social media platforms, it will be stored forever, even when deleted by the user. It is important to ask some key questions before posting something online, such as: *“Could posting this put me in danger with authorities in my country of origin? Could posting this jeopardize my chances of obtaining a job? Is this post respectful to the people around me? How would my family react if they saw this video or picture I just posted?”*
- ▶ **Chatting online.** When chatting, young people must always be aware of what information they are sharing online, whether with strangers or people they know. Information such as their full name, phone number, address, where they go to school, and where they go every day should be kept private. Young people should be reminded that they should only be talking to people online who they know in real life and should be cautious regardless.
- ▶ **Interacting online.** Interactions online are just like those in real life, in that everyone must be treated with respect. At times, people can feel emboldened to say mean things to people via the internet that they would not say in person because they are protected by a “screen”. Young people should be reminded that there is always another human being behind the screen, and they deserve to be treated with respect as much online as offline.

- ▶ **Assessing information online.** Trainers should encourage young people to question what they read and see online. They should cross-check information received with different sources to make sure that it is reliable. Everyone should be vigilant and make sure the information they are reading comes from a reputable source and is true. The internet is infested with false information and fake news – be wary!
- ▶ **Other people's posts online.** It is important for teenagers to understand that the content shared by friends or online personalities on social media platforms (such as Facebook, YouTube and Instagram) are not necessarily representative of reality. Pictures, videos and other posts on social media may give the impression that the person posting them has a perfect life, but young people should remember that no one's life is perfect and that only the highlights are usually shared publicly. Young people should never compare themselves or their lives to what they see online – people will rarely post pictures, videos or statements of negative daily experiences on social media platforms (except when the intention is to raise awareness of a particular issue).



8.2 What is cyberbullying?

Cyberbullying is defined as the use of electronic communication to harass, threaten, bully or target a person, typically by sending messages of an intimidating or threatening nature*. Cyberbullying takes the form of messages, comments or posts to attack targets and to spread rumours online. Below are some tips young people can use to handle a cyber bully and cope with cyberbullying:

- ▶ Ignore their messages and block them on social media.
- ▶ Tell a parent, teacher or other trusted adult about what is happening.
- ▶ If a friend is being cyberbullied, reach out to that person and support them in telling the bully to stop and telling an adult what has been happening.

* Oxford University Press (OUP), *Lexico* (2019).



ACTIVITY

ON LINE SAFETY: TRUE/FALSE

This activity aims to reinforce the information shared by trainers regarding the use of social media and on line safety.

Please distribute this list of statements to the participants or write them down on a flip chart. Ask participants to identify which statements are true and which are false. Before answering, ask participants to discuss the answers as small groups.

Answers: 1. F, 2. T, 3. F, 4. T – ask the participants if they do this already or if they know how – 5. F, 6. T, 7.F, 8. F, 9.T, 10. T

ONLINE SAFETY: TRUE/FALSE

Decide whether you think an answer is true or false and mark it with a T or an F or answer aloud if the trainer asks you to.

- 1 Interacting online is not the same as interacting in person, I can say whatever I want to people and there are no consequences.
- 2 It is important to promote positive and kind messages online in the comments and posts we make.
- 3 It is ok to use technology without moderation; even when someone's speaking to you directly or if you are at a family dinner, it is ok to be on your phone.
- 4 We should set our social medial profiles to "private" so that only friends and family who we know can access our posts.
- 5 No matter what I post online, it can be easily deleted and will disappear for ever.
- 6 One way to stop online bullying is by blocking the bullies' accounts and messages and seek support from people we trust.
- 7 We do not have to worry about keeping our accounts on private settings or logging out every time we leave a social media site; there is no danger in being always logged on or letting someone else use your account.
- 8 The internet is always dangerous to use.
- 9 Not all information we see on the internet is true; we must understand what source it came from and if it is reputable or not. There can be fake new on social media sites.
- 10 The internet is a tool that helps us do and discover new things; it should not take up our whole day or be the centre of our lives.



Money management and other life skills

9.1 Budgeting

9.2 Logical decision-making

9.3 Learning from parents

Objectives

To get young people thinking about their future and the best ways they can prepare for their transition into adult life.

Key messages

- ▶ Budgeting expenses is always a good idea and can support young people in creating a financial plan and allowing them to make savings.
- ▶ Logical decision-making takes time and practice but is an important life skill to learn.
- ▶ Parents/older siblings have a lot to teach their children/younger siblings. By asking for advice and listening to stories their elders tell, young people can learn a great deal.





© IOM 2018



Classroom materials

- ▶ Flip chart
- ▶ Pens
- ▶ Notebook paper
- ▶ Printed *Needs/Wants* activity



Suggested activity

Needs/Wants



Suggested duration

45 minutes



9.1 Budgeting

Budgeting is the process through which you can create a “spending plan”. Creating a spending plan allows you to determine in advance whether you have enough money to do certain things and to prioritize accordingly. Following a budget or spending plan will also keep you out of debt or help you work his/her way out of debt.

First and foremost it is important that young refugees, and their families, are clear about the difference between a salary, which is earned through employment and subject to taxation, and public assistance, which is delivered to refugees as pocket money or subsidies and is meant to support them economically until they are employed.

IT IS IMPORTANT THAT YOUNG REFUGEES LEARN HOW TO BUDGET AS IT WILL HELP THEM SET REALISTIC PLANS AND BECOME FINANCIALLY SECURE

Budgeting is a key skill to develop as soon as one starts receiving a monthly amount, whether salary, pocket money or subsidy. It is important that young refugees learn how to budget, as it will help them set realistic plans and become financially secure.

Below are some tips for young people to apply should they wish to create their spending plan:

- ▶ **Create an Excel spending sheet:** Creating a monthly spending plan sheet can help young people to assess how much money is spent on average monthly, and on what. All expenses (things they spend money on) and all incoming financial stream (salary or pocket money, for example) should be listed. Expenses are negatives (-) while incoming financial streams are positives (+).
- ▶ **Assess the spending profile:** After 3-6 months of recording or keeping track of their finances, young people should be able to calculate average expenditures per month (total expenditure over x months/x) against total income (total income-total spending).
- ▶ **Setting saving goals:** If expenses are higher than income (-) or if savings are insufficient (+), young people are encouraged to examine their expenses and see where cutting back is possible based on their priorities.

- ▶ **Cutting back** could mean: switching to a cheaper phone plan; not buying brand-name clothes; shopping at less expensive stores; not eating out so often and cooking at home instead.
- ▶ **Forecasting spending and keeping track:** After deciding what to cut back on, young people should be encouraged to put a budget forecast in place and keep track of their spending. They should become able to stick to spending priorities and see positive results in the long term (increased saving amounts).



9.2 Logical decision-making

A big part of growing up for young people is learning how to make logical decisions and understanding how to find creative solutions to a host of problems that may arise in everyday life. A good way to do this is by following the below steps, which can be memorized using ICED:

I Identify the problem: *'What is the problem at hand; and why is it a problem?'*

C Create alternatives: *'What can I do to solve this problem?'* Young people should be encouraged to list all the alternatives that come to mind.

E Evaluate the feasibility of the alternatives. Young people should become able to list the pros and cons of each alternative to weigh out what the best option would be (wisest decision, most adapted to the problem, least damaging etc.). They should not hesitate to consult adults or other people around them in this exercise.

D Decide on the best solution and follow it through.*

* The Allstate Foundation



9.3 Learning from parents

Parents and older siblings have a wealth of information to share with their children/younger siblings. It is important for young people to ask the trusted adults in their families for advice and use them as resources to help navigate various situations. Below are some tips on how to keep the adults in the family engaged with what is going on in young peoples' lives. Young people can:

- ▶ Make a habit of talking to trusted adults in their family about what they are learning at school.
- ▶ Ask trusted adults for help when they have a big decision to make, ask what advice can be given, and use that information to evaluate the situation on their own.
- ▶ Ask trusted adults to tell stories about when they were young, what decisions and situations they were faced with and how they dealt with them.





NEEDS/WANTS ACTIVITY PICTURES



Additional resources and references

References:

- IOM, IOM Migration Research Series n.47, *Displaced Youth's Role in Sustainable Return: Lessons from South Sudan* (Geneva, 2013)
- IOM, *Guide to Planning Cultural Orientation*, (Geneva, 2017)
- Oxford University Press (OUP), *Lexico* (2019)
- Save the Children, *Hearing it from the Teachers: Getting Refugee Children Back to Learning*, (USA)
- www.allstatefoundation.org

Additional IOM resources:

- IOM, *Life Book*
- IOM, *UK Cultural Orientation for Children and Young People (14-18 years old)*, (2018)

Additional external resources:

- www.coresourceexchange.org



Notes



Handwriting practice lines consisting of 15 horizontal dashed blue lines.



Handwriting practice lines consisting of 15 horizontal dashed blue lines.



Handwriting practice lines consisting of 15 horizontal dashed blue lines.



Handwriting practice lines consisting of 15 horizontal dashed blue lines.

