



5 TIPS ON

HOW TO DELIVER REMOTE CULTURAL ORIENTATION¹

Although Cultural Orientation (CO) should ideally be delivered in-person and in a group setting, this is not always possible. Various factors, such as a location of a refugee prior to their departure or safety and security considerations for both the CO provider and refugee may necessitate remote CO, either by telephone or through an online video call. The following steps can therefore be used to optimise the remote delivery of CO.

1 Conduct a needs assessment

- ▶ What language does the learner speak, and is an interpreter needed for the session?
- ▶ What are their literacy and digital literacy levels?
- ▶ Has the learner participated in any CO sessions previously, or is this their first?
- ▶ Do they have access to a computer, tablet or smartphone that they are comfortable using; and/or have someone to support them in using the device?
- ▶ Do they have access to a stable internet connection?
- ▶ Which days/times are best suited for the sessions? What other engagements or activities do they participate in which might impact their availability?
- ▶ Should sessions provide one-on-one or to multiple adults within the same household?

2 Select an appropriate approach

Based on the answers from section 1:

- ▶ Determine how much time should be spent on CO and what information should be covered.
- ▶ Would self-paced sessions or instructor-led sessions be more appropriate? If instructor-led, should telephonic or online sessions be held? To compare the advantages and disadvantages of some online platforms, refer to EURITA's guidance document on delivering Case Management remotely at <https://bit.ly/31xa1fG>.
- ▶ Are interactive apps, videos or tutoring sessions best?

EURITA

International Rescue Committee
European Resettlement & Integration Technical Assistance



This publication was funded by the European Union's Asylum, Migration and Integration Fund

3 Consider the role of partners

After determining what information should be covered, involve partners as co-educators to strengthen and enhance the learning process. Partners include, but are not limited to, interpreters, volunteers, community guest speakers, local organisations, businesses, faith-based groups and international organisations such as the UN:

- ▶ **Interpretation**—make sure, if an interpreter is used, that they are familiar with the CO resources before the session begins.
- ▶ **Access to a stable internet connection and use of technology**—can partners assist with ensuring that the learner has access to, and is supported in using these?
- ▶ **Access to appropriate resources**—provide resources from internal and external sources, either through email, smartphone apps or the post if necessary.
- ▶ **Practicing and reinforcing knowledge**—other members of staff / volunteers / mentors / faith-based groups and community organisations can all help to strengthen CO knowledge if the information is shared with them.

4 Use best practices

- ▶ **Focus on learner-centred learning**—the learner should be engaged and encouraged to actively participate in their learning journey and in identifying what they need to review; adjust the order and duration of sessions accordingly. For tips and strategies, watch the webinar on *Creating Engaging Virtual Trainings and Meetings* <https://bit.ly/35ASBP4>.
- ▶ **Use adult learning principles**—ensure that learning is tailored to their current needs and situation and that the CO material focuses on real-life, practical examples. Here are some adult learning principles to consider <https://bit.ly/3djPHRx>.
- ▶ **Avoid cognitive overload**—don't cover too much information in one session and bear in mind that people need time to digest the information they have learnt.
- ▶ **Cover the essential topics in CO**—as outlined in the EURITA CO Insights Guidance document at <https://bit.ly/2Zwn7H8>.

5 When delivering the first session

- ▶ Introduce yourself to the participant and ask the participants to introduce themselves and/or use an icebreaker. Note that you may be conducting remote CO with more than one participant.
- ▶ Establish the purpose and expectations of the CO sessions, encouraging questions from them; verify that the topics you have in mind and resources you plan on using are appropriate. Examples of questions to ask include:

Pre-Arrival:

- *What do you already know about life in Europe? Any specific information your friends or family has shared with you? If appropriate, CO provider may ask about specific topics.*
- *What would you like to know about Europe before you go?*

Post-Arrival

- *How long have you been in Europe? Tell me about what you have done and seen so far?*
 - *What would you like to know more about as you resettle in Europe?*
- ▶ When beginning a new topic, begin by asking the participant about their knowledge of or experience with it, engaging them in their learning.

1 Adapted from "How to deliver remote cultural orientation" and "Telephonic refugee resettlement cultural orientation guidance and curricula" through the Cultural Orientation Resource Exchange (CORE) — a project funded by the U.S. Department of State Bureau of Population, Refugees, and Migration.