
HANDBOOK FOR PDO TRAINING



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INTRODUCTION

This handbook provides support to trainers during Finland's Pre-Departure Orientation (PDO) training for quota refugees. It provides the trainers with essential guidance related to preparing themselves for a PDO, using the *Moving to Finland* workbook during the sessions, different training methods and self-assessment tools to use after training.

The handbook is organized in two parts. The first part provides background information on PDO and practical tips for preparing the training. It explains the variety of methods that can be used and gives examples of possible challenges and how they can be addressed. The second part explains the learning objectives and provides a set of activities for each module in the curriculum. It also includes a list of frequently asked questions during PDO and a list of additional resources, such as other IOM handbooks for PDO.

The handbook is meant to be an easy reference for PDO trainers while planning for training in Finland and when conducting a field training. As each PDO will differ in terms of location, target group, training team and facilities, the handbook provides a variety of activities that can be utilized flexibly at different training events. The handouts can be utilized as additional material for the participants in order to deliver different training topics. The handouts are also available in Arabic and Swahili.

The *Moving to Finland* workbook can be used both by the trainers and the participants. It contains practical exercises as well as self-study units. It aims at encouraging participants to gain knowledge and plan for their coming resettlement. The workbook is available in five languages: English, Arabic, French, Congolese Swahili and Kurmanji.

This handbook has been developed as part of the "Pre-Departure Orientation for Finland-bound Quota Refugees (FINCO) 2018–2021" project, carried out by the Finnish Immigration Service and IOM Finland in cooperation with Diaconia University of Applied Sciences. The project has been funded by the Asylum, Migration and Integration Fund of the European Union.

BACKGROUND ABOUT PRE-DEPARTURE ORIENTATION

Pre-Departure Orientation (also known as Cultural Orientation) aims to facilitate the successful resettlement and early integration of Finland-bound quota refugees. The three-day training is provided by IOM in close cooperation with an implementing partner in the refugees' country of first asylum, prior to resettlement. The Finnish Immigration Service (Migri) tries to ensure that Finland-bound quota refugees always have access to Pre-Departure Orientation before their resettlement to Finland.

The training provides key information about Finland and enables refugees to become more self-reliant in their first steps of the resettlement process through activities prepared to strengthen their skills. The training will boost positive attitudes while mitigating participants' culture shock and the associated stress which is often experienced during the initial resettlement period, including travel, reception and first stages of adjustment to the host society.

The primary goal of PDO is to encourage participation and to empower participants. The methodology is learner-centred, participatory and interactive. The participants are engaged and motivated through experiential, functional and cognitive learning opportunities. The experiential opportunities enable participants to reflect upon and make use of their own experiences, attitudes and feelings in the learning process. Functional methods engage and motivate learners through activities, training and "learning by doing". Cognitive teaching methods aim at achieving thinking and reflection, helping participants to learn and gain further understanding.

Finland-bound quota refugees have limited knowledge about Finland and the Finnish language as well as about their integration process once they arrive in Finland. Pre-Departure Orientation aims to improve participants' understanding of Finland and provide them with skills that support them especially during their first months in Finland.

Since 1950s, IOM has been globally conducting training for refugees and migrants, and has developed a tailored approach to migrant training. This approach takes into consideration the receiving country and the specific needs of the migrants. Finland has been providing Pre-Departure Orientation to accepted quota refugees for decades. Finnish Immigration Service redesigned Finland's PDO programme in 2013.

The Finnish PDO training and related supporting activities provide participants with essential information about Finland to construct a realistic yet motivating image of the receiving country. Moreover, PDO training helps refugees to identify and develop the necessary skills needed to successfully integrate into their new environment, thereby supporting the psychological wellbeing of participants. During the training, the refugees will also have a chance to familiarize themselves with the Finnish language.

THE DURATION AND GROUP DIVISION OF PDO TRAINING

PDO training has a duration of three days, at minimum. A class size of approximately 25–35 participants is considered ideal, but this can be adjusted if required. Refugees aged 12 and above are invited to attend the training. A youth-specific approach is used during PDOs, with a youth group for 12–17-year-olds and/or a youths' discussion session incorporated into the curriculum. PDO is given in the refugees' first language

or through interpretation from Finnish, English or another relevant language.

To facilitate the participation of parents, childcare services are provided during the PDO. Depending on the demographic structure of the group, a lighter orientation will be provided for children under 12 years of age as part of the childcare.

First Day

Time	Group 1	Group 2	Group 3
08:00-09:00	Arrival to the Pre-Departure Orientation, registration & refreshments		
09:00-09:15	Welcoming words and needs assessment		
09:15-10:15	Pre-departure, embarkation, travel	Finnish Language 1	Finland in a nutshell
10:15-11:15	Finnish Language 1	Finland in a nutshell	Pre-departure, embarkation, travel
11:15-11:30	Leg stretching and refreshments		
11:30-12:30	Finland in a nutshell	Pre-departure, embarkation, travel	Finnish Language 1
12:30-13:30	Lunch		
13:30-14:30	Schools and studying in Finland	Finnish Language 2	Cultural adaptation Understanding cultural differences
14:30-15:30	Cultural adaptation Understanding cultural differences	Schools and studying in Finland	Finnish Language 2

Trainer 1
 Trainer 2
 Trainer 3

Example of a PDO training schedule for the first day

Three teachers rotate between the classrooms according to the schedule. The learning sessions are on average seven hours each day. The participants' ability to concentrate is supported through breaks, including a lunch break, during the day.

To create a safe, comfortable and supportive learning environment, trainers build good group spirit and

non-discriminatory, participatory atmosphere from the start. Good group spirit and an encouraging atmosphere support learning, lay a ground for cooperation after the training and support independent further study.

TRAINING CURRICULUM AND METHODOLOGY

The curriculum and methodology used in PDO training is developed and implemented by IOM in partnership with an implementing partner and in coordination with the Finnish Immigration Service.

The curriculum is divided under three themes:

- 1. Basic facts and practical information about Finland**
- 2. Integration of refugees and cultural adaptation**
- 3. Finnish language skills**

These themes are further divided into training modules based on the refugees' needs. During the PDO, the different modules are taught simultaneously in different classes by the trainers.

Each module is built around key messages, "must-knows", for integration. The modules are structured according to the knowledge and needs of the refugees, and they address the refugees' expectations and possible concerns regarding the move to Finland (see Annex 1). Each learning module guides and encourages refugees towards independent further learning, which also supports the development of the digital skills that are needed in Finland.

The training employs a constructive, dialogue-based and solution-oriented approach. In addition, the training methodology involves a learner-centred, participatory approach. Through a participatory approach, the participants are included in their own learning process, which enables them to take responsibility for their own learning. The teaching methods vary depending on the educational background and learning styles of the participants, as well as on the opportunities provided by the space used for teaching.

Teaching methods and the curriculum itself are developed and updated continuously by PDO trainers. All trainers conducting PDO training should have pedagogical skills as well as experience in training multicultural individuals.

The training methods and curriculum reflect the previous PDO experiences and methods that have been shown to meet the demands of the target group. The difference in the educational backgrounds of the participants can be taken into account by using for example pictures and short videos. Other very good, engaging training methods are discussing with the participants and making use of the experience-based expertise of migrants by encouraging them to share their stories or other relevant information.

One of the training methods used is the “future method”, which turns the focus of the discussion one year into the future.

The methods used during PDO support the slower learners' opportunities to internalize new information in their own language but also familiarize the faster learners with functional use of the Finnish language through language immersion methods.

The participants are given a copy of or access to the electronic version of the **Moving to Finland workbook** developed in FINCO 2017–2018 (available on the

mof.fi website). In addition, the participants are given additional written material prepared by IOM and the Finnish Immigration Service. During the training, the participants are also instructed to search information about Finland from digital sources like the **Moving to Finland website**, which is available in nine languages.

TARGET GROUP

Finland usually selects quota refugees from among the most vulnerable groups, e.g. single mothers, illiterate persons, youth, and persons affected by sexual abuse. Pre-Departure Orientation takes into account the special learning and information needs of these groups. When the Parliament approves the annual Budget, it also decides how many quota refugees Finland commits to admit into the country (section 90, subsection 2 of the Aliens Act).

The Ministry of the Interior, in cooperation with the Ministry for Foreign Affairs and the Ministry of Economic Affairs and Employment, prepares a proposal for the Government on the territorial allocation of the refugee quota. This territorial allocation is known as the allocation decision (section 91 of the Aliens Act). The proposal is based on negotiations with UNHCR and on UNHCR's proposal to Finland. Once the Budget has been approved, the Minister of the

Interior will confirm the decision of the Government by signing it.

The allocation decision is enforced by Migri, which is also responsible for organizing the selection missions (or remote selection missions or dossier selections), leading the missions and deciding on the individuals to be admitted (and issuing them with residence permits).

Before each PDO training, Migri provides IOM with the timely information needed for the preparation of the PDO, information about the selected refugee population groupings, locations, logistics and relevant information related to the participants' health and special needs, including education levels, literacy skills, age, family composition, previous employment, living conditions, medical or psychological needs.

The preparations for PDO sessions take into consideration a range of factors, such as refugees' cultural, linguistic, educational and socio-economic backgrounds, the primary integration challenges they may face based on their individual circumstances, where they are based before resettling, the type of accommodation they have, the number of participants, as well as gender and age composition. The curriculum is tailored to the specific needs of a given target group, and input is sought from a variety of sources to ensure that it reflects the realities on the ground. Special and gender-based needs of the refugees are addressed, and special attention is given

to women, children and young people, both regarding the content of and arrangements for the training.

Separate men's and women's discussion groups are organized during the training. The sessions are held in the language of the participants or with interpreting. The aim of the groups is to create trust between the participants and the trainers. In addition, it provides a safe space to talk about issues which might be gender and culture sensitive or about challenges faced by migrants in Finland. The course of the sessions is tailored based on the needs of the participants.



REMEMBER

Trainers should familiarize themselves with basic information about the target group (refugee profile):

- Conditions in the country of first asylum
- The story of the conflict or crisis/background Information (e.g. who are the Syrian/Congolese refugees?)
- Socioeconomic backgrounds
- Language(s)
- Background and conditions of the refugees' country of origin
- Living conditions
- Culture
- Educational level
- Age composition (adults, youth & children)
- Gender
- Number of participants
- State of health
- Special needs

CHILDREN AND YOUTH PDO

Childcare activities for children under 12 years old are designed to fulfil the day care needs of children and to provide meaningful and child-friendly activities during the days. For this purpose, local childminders are hired for the duration of the PDO.

A lighter Pre-Departure Orientation for children is organized as part of the childcare activities, facilitated by trainers with the support of local childminders, as applicable. The lighter orientation contains different kinds of age-appropriate information and activities to familiarize children with Finland, the Finnish language and Finnish culture. The activities can include for example information sessions and group discussions, Finland-themed games and videos, as well as Finnish songs and crafts.

The children's PDO is organized in a flexible manner and adjusted based on the size and age composition of the group as well as logistical arrangements. Children's ability to learn and apply new information will guide the course of the children's orientation, together with the aim to provide a safe space for children during the PDO.

Youth's special needs are often linked to intergenerational issues and family dynamics. Thus, the

specific challenges youth face during their integration process may differ from the challenges faced by adults or small children. For example, some might experience difficulties in adjusting to their changing role in the family or have challenges in catching up with formal education. The youth are therefore in a particularly vulnerable situation when arriving in Finland.

A youth-sensitive approach is applied during the PDO sessions. A separate PDO group or discussion session for youth is arranged, as long as allowed by the demographic composition (age and language) of the participants and logistical arrangements. If a youth group is organized, the topics will follow the PDO curriculum but are adapted by the trainers to the special needs of youth.

Depending on the youth-specific needs, the adapted youth sessions and/or youth discussion group can include the following topics: 1) educational, professional and recreational opportunities for youth in Finland, 2) role of a teenager in the Finnish society, 3) difficulties young people may encounter after their arrival in the country, and 4) a general "questions and answers" sessions to answer questions the young participants have.



Syrian children learning Finnish language in a PDO in Turkey

TEACHING FINNISH LANGUAGE WITH THE FINNISH IN FINNISH METHOD

Finnish language is taught using the **“Finnish in Finnish method”** (*suomea suomeksi -menetelmä*). Using this method, and in the absence of a common language, the teacher teaches using the Finnish language, nonverbal communication and with the help of clear pictures and, when possible, videos.

The Finnish language sessions focus on speaking and understanding spoken language. Instead of focusing on the grammar, the language is learned by learning phrases by heart and the conjugation of only a few basic verbs from the taught phrases are analysed. To support understanding and remembering the words, pictures are used as part of the learning material (see handouts in Annex 5; the handouts are also available in Arabic and Congolese Swahili through IOM Finland). The material for the language training is included in the *Moving to Finland* workbook used during PDO. When applicable, additional material is printed and handed out to the participants.

During the training, participants are encouraged to learn more about Finland and the Finnish language independently from online sources. The aim is that the participants become accustomed to the idea that both services and information in Finland are digitalized to a large extent and, therefore, digital literacy is crucial.

By using some of the learned Finnish words, the participants get a glimpse of the coming everyday life in which they will have to express themselves slowly and with a limited vocabulary. They also come to understand the importance of learning the Finnish language as part of their integration process.



PDO trainer Dima Salih uses the Moving to Finland workbook in the training.

MOVING TO FINLAND WORKBOOK

The *Moving to Finland* workbook is a comprehensive self-study material which prepares quota refugees for their future resettlement in Finland. It is an easy-to-read publication that walks the reader through the entire resettlement process, from the preparing stage, moving and arrival through adjusting to the new surroundings. The book is available in five languages (English, French, Congolese Swahili, Kurmanji and Arabic) on the *Moving to Finland* website (mof.fi) and can be utilized in multiple formats, as it can be either printed or used on electronic devices such as mobile phones and computers.

The workbook is divided into modules. Each module focuses on a particular topic and provides the reader with basic information about Finland.

The *Moving to Finland* workbook contains abundant information about Finland as well as insightful advice. The coverage of the topics is well researched and follows a logical order. The information in the book is very practical and answers many important and common questions, which makes it possible for readers to learn things from it even after resettlement.

MODULE 1	Finland – Introduction to Finnish Society
MODULE 2	Preparing – Getting Ready to Resettle
MODULE 3	Travelling – Getting to Finland
MODULE 4	Daily life – Managing Everyday Life
MODULE 5	Education – Schools and Learning
MODULE 6	Employment – Working in Finland
MODULE 7	Welfare – Health and Social Welfare Services
MODULE 8	Language – Introduction to Finnish

Modules of the Moving to Finland workbook

The book utilizes several learning methods, such as exercises, images, case studies, questions and answers, multiple choice questionnaires and bonus tasks. It also provides the reader with links to many important websites, such as those of different government offices, to allow them to expand their knowledge. Most exercises are suitable to everyone regardless of age, gender, education level or other factors.

PDO trainers should encourage participants to start preparing for their resettlement by using the workbook and the learning opportunities it provides. A trainer can also promote the use of the book during the PDO, as several exercises are used during the training. It is also possible to adjust the exercises to fit the group based on the age and number of participants or the duration of the training.



REMEMBER

The *Moving to Finland* workbook is a tool for continuous learning and allows participants to review the information they received during the PDO. They can always return to the book when they cannot recall something. Thus, it is the trainer's duty to emphasize the importance of reading the book before, during and after moving to Finland.

WORKING WITH AN INTERPRETER

PDO training is conducted in the refugees' country of first asylum, which entails working in different cultures and in environments with different languages. Often this means that interpreters are needed to assist in communicating with the participants during training sessions. Due to the short duration of the PDO and the travelling involved, trainers may not always have a chance to meet the interpreters before the training or have a pre-session meeting to discuss the material.

Some interpreters prefer to prepare for the session by writing their own draft, whether in their mother tongue or in the training language, such as English. Having the material in advance will help the interpreter to check any ambiguous information, difficult terms and concepts. It also provides them with the opportunity to ask the trainers about anything that requires clarification and to prepare tools for explaining the meaning of words which cannot be translated into the language of the participants.



TIP

For better interpretation, provide the interpreter with the material in advance.

Make sure that the interpreter is not using offensive or outdated derogatory terms.

Images and videos are a universal language.

The interpreter plays a crucial role in communication between two or more parties who speak different languages. Thus, the trainer needs to know if the interpreter possesses the required level of awareness towards some topics.

PDO training employs the consecutive interpreting style. In other words, the interpreter interprets the trainer's speech into the audience's language after the trainer has delivered one or two sentences. The trainer then stops and waits for the interpreter to convey the message before continuing to speak. Therefore, to save time and guarantee a high quality of interpretation, it is important to share the training material with the interpreter in advance or to bring extra copies of the training material to give to them.

Furthermore, it is advisable to agree with the interpreter on the flow, timing and methods of communication between each party, and to clarify the roles in order to avoid misunderstandings and power imbalances. Professional interpreters know that their job is to facilitate communication and not to do the training.

For example during one PDO session, the trainer noticed that the interpreter was using the language privilege to control the session. The interpreter had forgotten her role and aimed to take the trainer's role by leading the discussion, providing answers and advice while leaving the trainer out of the picture.

PDO KEY WORDS' SYNONYMS OR DEFINITIONS

CHECK-IN	arriving and registering at the airport
SAUNA	sweat room/steam room for bathing
GENDER ROLES	social distribution of responsibilities
CULTURE	the customs, manners, values, traditions, norms and lifestyle of a specific society
LGBT	lesbian, gay, bisexual and transgender
INTEGRATION	adjusting to a new culture and society
RECYCLING	waste sorting
ONLINE BANKING	transferring money through an electronic system (Internet and a computer or any smart device) rather than through an exchange of cash or checks
WELFARE SYSTEM	a system that supports people in need financially or in other ways until they become able to support themselves

TIPS FOR SUCCESSFUL INTERPRETATION



1. Introduce yourself to the interpreter and have a brief conversation to check their language skill level.
2. Speak slowly and clearly.
3. Use short sentences and pause frequently to give the interpreter the opportunity to interpret.
4. Speak directly to the participants and make eye contact, even if they do not understand the language you speak. You are the trainer and no one can replace you.
5. Take into consideration that many terms do not exist in other languages, which means the interpreter needs extra time to explain the term in the participants' language.
6. Prepare synonyms for terms and concepts that do not exist in other cultures as well as for terms that are beyond the participants' knowledge.
7. Use simple words and avoid complicated terminology because some interpreters do not have a high education level or are still studying.
8. Use visual tools such as images, icons, emojis and videos in the teaching process.
9. Encourage the interpreter to ask about unclear issues.
10. Be patient, as providing information through an interpreter is a slow process.
11. When planning your presentation, remember that the duration of the session will be divided between you and the interpreter.

TRAINING METHODS

Training refugees does not mean that you are facing a homogeneous group. Participants in the PDO training vary in their education, knowledge, background, attitudes, personalities, abilities and ages. They have been through a difficult time and are now getting ready to resettle in Finland, start a new life,

learn a new language and possibly find a new career. Thus, the trainer should take into consideration the group heterogeneity by using different methods and techniques as well as have knowledge about the group to adjust the training when necessary.

SCENARIO: On the first day of PDO, you are in the training room setting up your laptop and preparing the PowerPoint presentation. The participants start entering the room and taking their seats. Some are talking, some are checking their mobile phones, while some are silent.

PARTICIPANT A is thinking about her child who is in the other room with the childminders and wondering if the child will manage alone with strangers.

PARTICIPANT B believes that this training is a waste of time because he knows everything about Finland as he searched the Internet and watched videos about Finland.

PARTICIPANT C feels sleepy and exhausted after traveling for 10 hours to reach the training location.

PARTICIPANT D is looking for the right time to ask the trainers about the date of moving to Finland.

PARTICIPANT E feels very stressed over the idea of resettling to a new country where everything, especially the language, is different.

PARTICIPANT F is very sad because her brother was not selected to be resettled to Finland.

PARTICIPANT G is very excited and wants to know everything about Finland.

PARTICIPANT H is a victim of torture and does not feel like participating in three days of training.

PARTICIPANT I cannot wait to get to know new people and to enjoy the hotel.

PARTICIPANT J feels uncomfortable being in a mixed class.

PARTICIPANT K is worried about his teenage daughter who is in the mixed youth group.

Training techniques include interactive, learner-centred approach, visual, auditory and participatory such as:

LECTURES are a training method in which the trainer introduces the topic orally. Lectures are used especially when the group is very big and the topic cannot be explained well using other methods, like in the teaching of history or law. However, it is important to limit the time spent speaking and to maintain some dialogue between the trainer and the participants to make the lecture more effective.

In one PDO training in Turkey, each training group was very large and the youth group this time included not only those aged 12 to 17 but also 18-, 19- and 20-year-olds. Therefore, the training team needed to adjust the training methods, and the exercises which were designed for participants under the age of 18 were cut short. Trainers could not apply pair work, and some exercises were added to the PowerPoint slides to include all the group.

DISCUSSION is a dynamic training method that is mainly based on dialogue generated through asking the participants a number of related questions in logical order. This method helps convey information to participants in a more engaging manner than the passive listening during lectures. Furthermore, it stimulates the participants' minds, supports their critical thinking and increases their interest in the topic.

Instead of providing all the information about a topic, prepare questions to ask the group at the beginning of the session. You can start each topic with a question to find out the participants ideology, perspectives and pre-existing knowledge.

Begin a session by asking participants about the location of Finland, instead of saying "Finland is located in the northern part of the world and positioned between Sweden and Russia".

ROLE-PLAYING is a type of method that uses acting to learn about certain problems which can happen in real life. It usually involves predetermined roles and a script. Role play consists of three stages: 1. design, 2. presentation, 3. discussion and analysis.

Despite involving acting, the goal of using the role-playing method is not to create an artistic production but to prepare participants for situations and scenarios similar to what they might face in real life. Role play is also an entertaining method and an easy way to simplify any topic.

Prepare scripted scenes about a specific topic such as the different types of violence and abuse, and ask volunteers to play the roles.

BUZZ SESSIONS involve dividing participants into smaller groups and then giving them a problem to discuss. Each group discusses the topic and prepares to report their views and conclusions to the larger group. This method offers an opportunity to share a wide range of experiences and ideas. It also helps identify questions, controversial issues and problems that the class would like to discuss. This method is also useful in achieving the participation of quiet participants and can be used to gather proposals from the group that improve learning and provide solutions to a problem.

Using this method during PDO is not easy, particularly when time is tight. In addition to the limited time, PDO aims to keep family members together, which means that dividing the adult class into smaller groups may mean that groups chiefly consist of single families. In this case, the impact of family hierarchy is obvious in many groups who come from patriarchal societies. Thus, the father, mother or older participants are the ones to control the discussion.

In the youth group, however, buzz sessions are an effective way to engage the group.

CASE STUDIES present a problem, situation or realistic scenario which the participants study in detail to find a solution. The case study encourages utilizing various methods such as brainstorming, discussion and role-playing. It also develops problem-solving capacity and critical thinking. This method is easy to apply to different topics and helpful to reach participants of different ages and educational levels.

Furthermore, assigning cases with different topics to each group is a good way to cover all the topics of a session. You can come up with a group of questions about each case. Each group will have a case to discuss, which they will then present to the other groups. You can ask each group to nominate one person to summarize their discussion.

Imagine that the session is about travelling and there are five groups. You can give five case studies about different topics for each group, such as: preparation before travelling, packing your bag, steps at the airport, onboard the airplane, and during transit.



TIP

If short on time, you can include the case studies in your PowerPoint presentation along with the questions. You can read the case study aloud and ask the whole group the questions related to the case study.

STORYTELLING is an ideal method of training especially for children, as it grabs their full attention. It simplifies the subject in order for the recipient to be able to understand it easier. Stories can also reduce resistance towards change and differences. Storytelling requires skill and ability to recount events in speech and by using evocative body language, which together can have a great impact on the participants. People usually remember well-organized stories better than something they hear in a presentation.



TIP

Utilize true stories in your training, especially during the Finnish culture session. Using a story of a friend or a relative who shares a similar background as the refugees can be reassuring, as it shows that someone else has been through the same experience and managed to deal with it.

BRAINSTORMING is a method based on free and creative thinking, with the aim of gathering the spontaneous ideas and suggestions of the participants to solve a problem or address a particular issue.

VISUAL AND AUDITORY METHODS are among the most common training methods in the world and involve placing or recording the training material on video, tape, presentation slides or transparencies, and then showing it to the participants. The materials should be well prepared and interesting to grab the participants' attention. Otherwise, these methods can be boring for participants, as engagement is limited in this method.

ASSIGNMENTS rely on instructing the participants to read e.g. books or periodicals, asking them to do a project or research, or to solve problems or complete exercises to learn about a particular topic.



REMEMBER

Generally, it is most effective to employ different methods in the training. Using a combination of two or more training methods, or changing the method from session to session, will help participants to stay alert and prevent them from getting bored.

You may for example use a case study, continue with a lecture, then make a practical statement to the participants, and finally ask the participants to do a role-playing exercise.

PREPARING FOR PDO TRAINING

A trainer needs to be well prepared for each PDO training, as the location, target group, training team and local facilities may be different. The preparation begins well in advance, and it is important that the entire PDO training team meets before travelling to the training location and agrees on all practical arrangements. The training team is always accommodated at the same place so that they can meet before and after the training sessions to plan and assess various topics related to the training.

At the beginning of each PDO, participants are asked to fill a needs assessment form (see Annex 2). The assessment provides the training team with information on what the refugees already know about Finland and what topics they are most interested in.

OPENING OF THE TRAINING

- The opening is an important part of the training. As a trainer, you should welcome the participants and congratulate them for being accepted to resettle in Finland. Next, introduce yourself and the other members of the training team.
- Explain the reason for the training, which is providing the participants with information before their move to Finland. Also give them information related to the training day and schedule.
- It is important to introduce the childminders to the participants and explain that the childminders will take care of the children during the classes so that the parents will be able to focus on the training. Tell the parents that they have the responsibility to check on their children during break times and to take them to lunch so that the childminders will be able to have a break too.
- Dividing into groups: children under the age of 12, youth aged 12–17, and adults aged 18 and above.
- Various topics: Finland, travel, daily life, education, work, health, social security system, the Finnish culture and how to integrate into a new country.
- Set the class rules and timetable.
- Hand the participants the needs assessment forms. Remember to explain every question in the form and to offer help to illiterate people.

THE TRAINER'S CHECKLIST

- Have the schedule available
- The training material has been reviewed and updated
- Training topics have been reviewed by all the trainers to avoid repeating same topics
- PowerPoint presentations are saved in multiple locations, including the laptop and a USB drive
- A hard copy of the presentation is available in case of technical problems or a power outage
- A copy of the presentation has been shared with the interpreter (if an interpreter is needed)
- Group activity instructions have been reviewed
- Presentations are in the language of the audience, if possible
- Videos needed in the sessions have been downloaded
- Enough workbook copies for the participants
- Classroom has been checked before the training
- Technical matters have been checked (power supply, internet connection and the projector)
- Certificates have been printed
- Classroom rules have been printed
- Needs assessment forms have been printed
- Attendant sheet has been printed
- Feedback forms have been printed

TRAINING PREPARATION DIAGRAM



KNOW YOURSELF AS A TRAINER

Working in multicultural settings requires a high appreciation for diversity, the ability to work cross-culturally and the skills to work with people from different cultural backgrounds. Accepting diversity requires time and effort. Thus, trainers need to conduct self-assessment to find out the impact of their own culture on their attitudes, communication and behaviour. This is to help recognize and prevent their culture and personal biases from surfacing during the training or affecting the content and how topics are discussed. Everyone is their own person, influenced by their culture, values and beliefs. However, trainers need to do their very best to keep their own culture and beliefs outside the training room.

On the next page, you can find a set of questions that will help you as a trainer to explore and examine your own understanding of culture, your skills, ability to deal with diversity as well as your knowledge on the training topics.

Learning about yourself will help you to notice your attitudes towards others. Everyone is affected by their

background and personal experiences. For instance, the question “who are you as a person?” might seem easy, yet self-definition varies depending on personality, place, society, values, time, age, experiences, work etc.

Let us say that the trainer who is answering this question is bi-cultural and moved to Finland six years ago. Their definition of the self upon arrival would not be the same as it is now. Identity includes many aspects, is prone to change and also gets adjusted depending on the situation. Another example would be a trainer who comes from a society where the parents usually have the last word. Now the trainer is a fully independent and will not consult the parents about everything. In this case, there has been a marked change in this person’s attributes, as there is an increased sense of individualism.

Call one of your parents and chat with them.
Then call a friend and do the same.

Compare how you talk with each of them:

- Does your tone vary?
- What kind of topics do you talk about while chatting with your parent?
- Do you discuss the same topics while talking to your friend?
- How comfortable were you while talking to your parent vs. your friend?



SELF-UNDERSTANDING TEST

Who are you as a person?

Where are you from?

What languages do you speak?

What does individualism mean to you?

What does collectivism mean to you?

How would you define the following concepts: family, parents, relatives, time, fate, fact, race, ethnicity?

Who are your friends? What are their backgrounds? How do they influence you?

What is your favourite newspaper? What kind of programmes do you watch?

How do you see men, women and LGBTIQ+ people?

What do Finland and your home country mean to you?

How much do you care about others' opinion of how you live your life?

What does work mean to you?

What do refugees mean to you? What kind of feelings do you have towards refugees?

How much do you know about refugees' background?

How much does society affect your behaviour?

CULTURAL AWARENESS OF A TRAINER

When discussing a group’s culture, the trainer should be aware of the difference between respecting their culture and letting their opinion affect the trainer’s personal life. For example, a trainer can be considerate by not wearing an outfit that is provocative in the group’s culture. This action is easy to take and is only for the duration of the training. However, taking an action that affects one’s personal life is different, for instance choosing a certain field of study because the person’s society believes that this field is suitable for the person due to their gender.

The trainer must have knowledge of the culture of the target group to understand their ways of thinking in relation to the topics covered in the training. It is important to know about, for example, family member’s positions and roles, stereotypes, priorities, language, gestures, food and dressing. For example, being aware of the position of the elderly in a specific society and of their influence over decision-making is very useful.

The trainer’s familiarity with relevant aspects of the participants’ culture helps the trainer anticipate what kind of issues they might face during training and get equipped with facts, evidence and methods to achieve the training objectives.



REMEMBER

These questions are not a means for achieving complete self-understanding, but they will help you become more aware of any type of prejudice or stereotypes you have towards others.

Self-understanding is a lifelong learning process of personal discovery.

CHART FOR SELF-UNDERSTANDING OF CULTURE					
How important is.....?	Very important	Important	Somewhat important	Only a little important	Not important
Individualism					
Collectivism					
Family					
Parents					
Relatives					
Refugee rights					
Human rights					
LGBTIQ+ rights					
Other people’s opinion					
Work					
Cultural diversity					
Race					
Ethnicity					
Time					
Fate					
Faith					
Fact					

Chart for evaluating one’s own cultural values and attitudes

CASE STUDY

While showing a video about how to use the washing machine during the “Daily life in Finland” session, the trainer noticed that the boys in the youth group were talking to each other without paying any attention to the session. Therefore, she asked one of them about the reason for the behaviour. In turn, the participant answered with a smile: This topic targets girls because household chores are part of their roles.

Despite explaining gender roles and equality in Finland in another session, the trainer needed to reiterate it again. For future Pre-Departure Orientations, the trainer made sure to emphasize and repeat before playing the video that men and women do household chores equally in Finland.

LEARNING LESSONS

It is good to take every opportunity during each session to highlight the equality aspect because using examples will leave an impact on participants.

Cultural beliefs in strict gender roles cannot be changed instantly. This will take time and effort.

Resisting new ideas is a natural reaction and does not mean that you have failed as a trainer.

A key factor in successful change is using the repetition technique and concrete examples that help in increasing the group’s understanding as well as the motivation to accept, adjust and change their attitudes.

AFTER PDO TRAINING

After each training day the training team will meet to discuss how well the training objectives were achieved, what challenges the training day involved and how they should be addressed. Individual trainers should also evaluate their own sessions in relation to the expected results. A trainer’s self-evaluation form for an entire PDO can be found in Annex 3.

On the last day of training, participants are provided

with a feedback form, which is used to gather their feedback on what they learned during the training and what they would have liked to learn more about (see Annex 4). The feedback forms are analyzed only in Finland after each PDO, but they contain useful information for reporting and for planning future training.

Session topic	Information	Examples	Expected results
Finland in a nutshell	The location of Finland	Finland is located in the northern part of the globe and positioned between Sweden and Russia etc.	Participants know key geographical facts about Finland
Travelling to Finland	Packing, and the dos and don'ts while packing	Many things do not need to be taken to Finland so think carefully about what to pack	Participants know the allowed number of luggage, the weight limit and the items that are allowed in the luggage
Finnish culture	Punishment and violence	Children or any person cannot be punished with any kind of violence	Participants understand that they cannot use physical violence or psychological abuse against anyone
Daily life in Finland	Banking	This is how to use a bank card	Participants have an idea about how to use a bank card
Health	Booking a doctor's appointment	There are steps to book an appointment	Participants have an idea about how to book a doctor's appointment
Education	The role of parents in children's education	It is expected that parents monitor their children's education	Participants know that they should contribute towards their children's education
Employment	CVs and job applications	In Finland, you should have a CV and fill an application when applying for job	Participants are aware of the need for a CV and job application before applying for jobs
Social security system	The right to social security, coverage by the Finnish social security system, and Kela card	As a municipal resident you have the right to social security in Finland. This includes different social services and social benefits in different life situations.	Participants have knowledge about social security system in Finland and the usage of Kela card
Finnish language	Alphabet, numbers and basic words	This is what to say when someone asks you about your name	Participants know some basics of the Finnish language, such as the alphabets and how to introduce themselves

CODE OF ETHICS FOR TRAINERS

The training team consists of trainers from IOM and the implementing partner organization. The cross-cultural teams conduct multiple Pre-Departure Orientations annually. This is a set of rules and guidelines for the trainers:

1. Confidentiality and respect for participants' privacy:

- Mutual trust between the trainer and the participants is essential in providing the necessary assistance.
- At all stages of the PDO, the basis of the training should be the best interest of the participant in need of support and assistance.
- All private matters related to the individuals spoken during the training are confidential.
- The training team and the interpreter cannot discuss or share the personal information of refugees with outsiders.
- All personal data is treated as strictly confidential. IOM applies its Data Protection Principles when collecting, processing or storing any personal data.

2. Respect for human rights:

- Including the right to health, the right to protection and care, equality and non-discrimination, and ensuring access to necessary assistance and support.
- These rights are strengthened and safeguarded.

3. Participation and inclusiveness:

- The refugees' active participation in training is of key importance because it enhances their sense of ability, will and management.

4. Respect for religious and cultural beliefs:

- Respect for participants' beliefs and their culture as it affects the training and its effectiveness.

5. Respect for diversity and flexibility to accept the participants' culture even if the trainer does not agree with their beliefs.

GENERAL GUIDANCE FOR TRAINERS

- Prepare yourself: read the information and study the activities before the start of the training. Do not hesitate to ask further questions about or clarification to any new information in order to avoid delivering false information.
- Assess the location of the training and its suitability for the training sufficiently early so that you have time to fix any defects or to modify the training material in case of unsuitable facilities.
- Make sure that the number of participants in each group does not exceed 30 people, as a large group size may make learning less effective.
- It is important to have a plan and a schedule for the course of the session.
- You should agree with the participants on common rules (such as respecting the opinions of others, listening to others without interruption, turning off mobile phones or switching them to silent mode, no photos ... etc.).
- To establish trust with participants, trainers should emphasize classroom safety rules.
- Before each training activity, it is recommended to ask the group an open-ended motivational question, as a type of "brainstorming".
- The trainers should use simple language and easy terms and utilize illustrative examples.
- There should be an introduction at the beginning of each session that establishes the goal of the module.
- It is essential to summarize each session at the end and to allow for questions.

HANDLING DIFFICULT GROUPS AND CIRCUMSTANCES

Facing difficult conditions or a situation where the training cannot be conducted as planned, or dealing with problematic and irresponsible participants is hardly uncommon.

As for the training conditions, many factors can contribute to complicating the training process, such as the location, environment, safety, transport, access to electricity as well as technical problems. Before proceeding to this topic, let us do a small exercise.

Consider the scenarios below. How would you handle the following situations?

A power outage while delivering a PDO session (the length of the session is 1 hour).

Power outages happen more often in rural areas. Trainers should always have a printed version of the PowerPoint presentation and other training material, such as case studies, cards and photos.

Your laptop starts installing updates in the middle of delivering the session and closes all programs including the PowerPoint presentation, or you are supposed to show a video through a link, but there is a problem with the Internet connection.

Network challenges and technical problems are also common issues in rural areas. Having the material printed and utilizing traditional training methods by relying on discussion, cards and photos is useful in this scenario. However, trainers should install all device updates in advance before the training and preferably already in Finland.

You receive information that some of the participants will be late due to problems with transport or a traffic jam.

You need to start the session, as long as there are enough participants in the class. You can brief the others and give them the training material once they arrive.

Trainers must remember that the target group consists of refugees who have had difficult and traumatic experiences and have been exposed to violence and persecution. Fleeing the country during a conflict is not a matter of choice for refugees. Moreover, resettling to Finland is not a simple change for them, particularly when it is not their first time uprooting themselves and they have probably been living in their country of first asylum for a significant amount of time.

Trainers should also pay attention to the fact that child refugees are not like average children who go to school, play and practice hobbies. On the contrary, many child refugees have encountered violence, abuse, exploitation or discrimination. Some have been deprived of their basic rights such as the right to medical care, education and play. Some child refugees have had to grow up fast, deal with a new culture and language, and become the family breadwinner due to the death or injury of their father or a shortage of money. These factors may be reflected in child refugees' behaviour and can turn them into one of the most challenging groups to deal with for the trainer.

Furthermore, joining the PDO training is compulsory for many who are not used to environments that require following rules, such as organized events or classrooms. Thus, trainers should be ready to deal with challenging groups and to use flexible methods.

Trainers may also encounter negative attitudes in some participants. The solution lies in identifying the different types of participants and knowing how to deal with different situations.



THE INTROVERT



THE ARGUMENTATIVE



THE KNOWLEDGEABLE



THE SHY



THE INTERRUPTER



THE TALKATIVE



THE JOKER

Types of training participants

Here are some scenarios that might happen in the classroom:

Participants keep disturbing the training by having side conversations, making noise and turning to the people sitting behind them.

It is crucial to set the classroom rules on listening to one another and waiting for one's turn to talk on the first day. Sometimes, you will encounter participants who will cause disruption, but it might be part of the learning process, especially when a side conversation is related to the session topic. Therefore, you can walk around until you are close to them to see if their discussion is related to the topic. Another method is to keep giving your presentation while looking at the talkers or to stop talking, smile and look at them until they stop talking. You can ask them nicely if they have anything to share with other participants. You can talk with them privately during the break, if all the previous methods are not effective.

Participant who interrupts you all the time to discuss or ask about irrelevant topics.

As a trainer, you should tell the participants about the training schedule, the main topics as well as the time limit at the beginning. You can say:

"Here is today's schedule, we will cover the following topics: travelling, culture etc. If you have questions related to this session's topic, please save it to the end of the session or to the questions and answers session on the last day".

Remember that you only have little time for each topic. You should keep calm when dealing with a participant who interrupts you all the time by changing the topic or asking irrelevant questions. You can say, for example, that "this is an important point, but we will discuss it in the coming session (if the topic is part of the PDO curriculum). If the topic is irrelevant then tell the participant to give other participants the chance to hear the planned training and that the person can discuss the topic with you during the break time. However, sometimes the break is short and the trainer needs to relax, go to the restroom or eat. Thus, you may ask the participant to tell you the problem shortly and say that you will give them the answer later.

Another solution is to hang a flipchart on the wall and call it "The list of thoughts", for instance. You or the participants can then write down any irrelevant question or comment on a sticky note and tape it onto the flipchart for later discussion.

Disturbance by a participant's mobile phone despite highlighting this point at the beginning of the training. There is no harm in reminding the group of the restriction on using mobile phones during class. Explain that they can use their phones if it is urgent, but they should put the phones on silent mode to avoid disturbing other participants and they should take calls outside the classroom. Furthermore, print many copies of the “class rules” and hang them in different places.

Participant who tries to take the trainer's role. In some trainings, you might meet the “omniscient participant”, a person who has a lot of information or who believes that they know everything. This participant tries to share the knowledge to the extent of becoming a disturbance to the trainer and the other participants. You can acknowledge the participant's knowledge if it is correct to satisfy their ego and then add: “but what I meant here is”, “that is correct, but we will talk more about it in another session” etc.

A couple appears sad because their 19-year-old son was not selected with them to resettle in Finland, and they keep asking the trainer for help. In some countries, especially in collectivist societies, the extended family plays a big role in people's lives. For example, couples might continue living with and take care of their elderly parents or at least live in the same neighbourhood. Also, children continue living with their parents after turning 18 years old. Therefore, explain to the couple the situation in Finland and the family reunification system. Show them your sympathy and encourage them to think about the bright side of being selected to resettle in Finland and the importance of working hard on resettling, learning the language, and finding a job once they move to Finland. For example:

“We would like to let you know that Finland only accepts as quota refugees individuals who have approached and had their application process for international protection completed by UNHCR. If a person has been granted refugee status, then UNHCR can consider submitting the file to some resettlement country, such as Finland. We cannot accept any other cases than those submitted by UNHCR to Finland. UNHCR decides independently which persons they will submit to Finland. Finland cannot ask UNHCR to submit any specific person to Finland as a refugee. The person abroad could contact the nearest UNHCR office who might possibly be able to assist and answer questions”.

Having a reserved participant who does not participate in the training. It can be frustrating to have a session and be faced with irresponsive participants. People are not all the same and have different personalities. In general, silence is not a negative sign and can indicate that a person is absorbing and processing new information. Trainers can engage such participants in different ways, such as through group tasks, asking questions or for participants' opinions, telling stories and through other teaching methods.

A participant is insisting on discussing their personal problem during the training session.

Trainers should respect the participants' feelings and show sympathy, for example by using expressions such as "I am sorry to hear that", "I am sorry that you are facing such a situation", "I can imagine". However, trainers should not bring up an example of the same problem from another training or compare it to their own problem.

Trainers should take into consideration that there is a schedule and a curriculum to cover. Therefore, they need to continue covering the session topic but not ignore the participant's issue or need. Trainers can tell the participant to approach them after the session. In trauma cases, trainers can provide participants with information on services related to the participant's problem if the trainer is sure about the information. Otherwise, trainers should consult other colleagues before giving any information.

Disagreement or conflict between two participants. Due to diversity, conflict can happen during the training session. PDO training sessions gather the family members over 18 in the same class, and conflict might erupt because of personality clashes and power struggles, especially in patriarchal societies. In one PDO training, a disagreement happened between two women, and the trainers found out later that the young woman was asking if she will have to live with her in-laws, and the mother-in-law became outraged by the question.

Be prepared for these types of situations and try to understand the extent of the disagreement. For example, can changing the topic or telling the conflict parties to respect each other's opinion stop the argument?

In case the disagreement is very serious, trainers can ask for a short break – if there is enough time – or to postpone the argument for the next break. During the break, the trainer should talk to each participant individually in order to understand the problem. Then bring the conflict parties together and try to get each participant put themselves in the other's shoes and understand how they might see things.

It may happen during PDO that a participant keeps interrupting the trainer and talking about irrelevant issues. Constant interruption is a disturbance, affects the course of the training and takes up time. This situation might be confusing for some trainers, particularly if the participant is elderly and from a culture where young people should listen to their seniors.

In your opinion, how can you solve this problem while avoiding to appear disrespectful?



The next section of the book outlines a variety of activities that can be used to cover different topics related to the training modules. As the context, target group and timetable of each PDO may vary, the trainer can choose different activities for different groups and PDO sessions. The activities can make the training more interactive and experiential. The list of activities in this handbook is not exhaustive, and the trainer may also use other activities than the ones suggested in this book.

The colour coding of the modules in this book matches the one used in the *Moving to Finland* workbook. This way, one can easily identify the corresponding modules between the books. In addition, the introductions of the activities feature various icons which serve as an easy and quick way for the trainer to recognize suitable activities. These icons are explained below.

EXPLANATION OF THE ICONS USED IN THE ACTIVITY DESCRIPTIONS



ESTIMATED DURATION



MATERIALS NEEDED



QUICK ACTIVITY

The activity can be completed in 5–10 minutes.



YOUTH

The activity features a tailored suggestion for the youth group.



GROUP WORK

The activity involves group work.



ROLE PLAY

The activity involves role play.



VIDEO

The activity features a video or videos.

Module 1

FINLAND



MODULE 1: FINLAND

GETTING PREPARED FOR A NEW COUNTRY

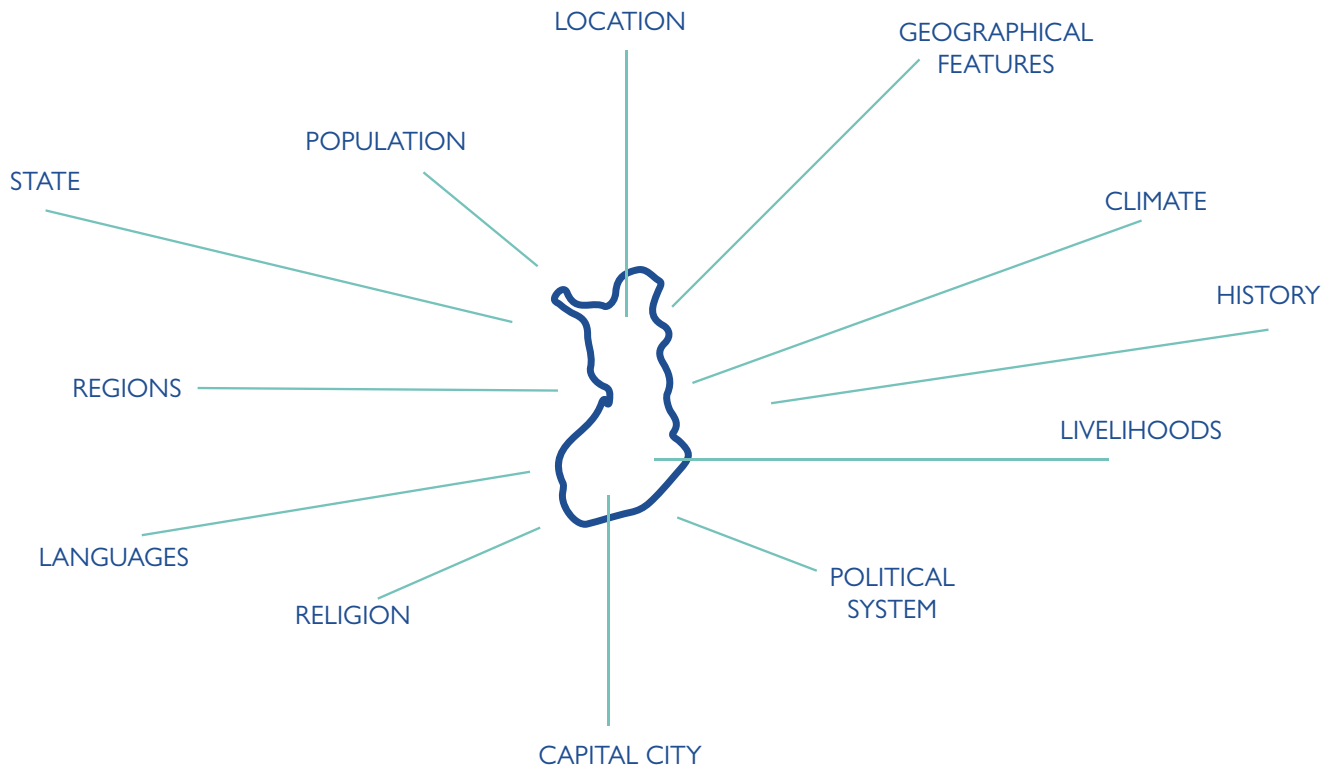
In general, refugees to Finland come from a different continent where geography, history, the political system, law, nature and weather might be completely different from those of Finland. Therefore, the first module aims to provide refugees with a comprehensive introduction to their new country. The module highlights information about Finland's geographical location, population, climate conditions, state and municipalities, and main sources of livelihood.

The session starts by asking questions about Finland, such as: Does anyone know where Finland is? How is the weather in Finland? What is the official language of Finland? The module then proceeds to answer each of these questions through covering the location of the country, its neighbours, the different seasons, the population and the official languages. The *Living environment in Finland* video is a great tool for providing a realistic idea about the country's climate conditions. The session then goes on to give participants a brief summary of the relationship between people and nature in Finland as well as personal responsibility towards the environment. The remainder of the session covers the administrative division in Finland, history, religion, the political system and rule of law.



LEARNING OBJECTIVES

- Get acquainted with the geographical location of Finland.
- Get an idea of the demographic composition of the country.
- Have an overview of the climate conditions and different seasons.
- Obtain information about the nature of the political system.
- Understand the individual's responsibilities towards the environment.
- Gain knowledge of how the Finnish law protects the rights of individuals.
- Understand freedom of religion.
- Be familiar with certain important events in the history of Finland.



Key information covered in Module 1

ACTIVITY 1 – INTRODUCTION TO FINLAND

This activity aims to find out what the participants already know about Finland and if they have incorrect information. It also creates interaction between the trainer and the participants.



5 – 10 MIN



Flipchart
Marker pen

DESCRIPTION

1. Ask participants what they know about Finland. Be prepared to ask more specific questions to encourage participation in case no-one speaks up immediately. Some questions could be:
 - a. Does anyone know where Finland is located?
 - b. How is the weather in Finland?
 - c. What is the official language of Finland?
2. Write all the answers on a flipchart.

ACTIVITY 2 – GEOGRAPHICAL LOCATION AND POPULATION OF FINLAND

Basic facts about the geographical location and demographic composition of Finland are enough at this stage, as participants are going through a significant transition and might not be ready for very thorough coverage of this topic.



10 MIN



Laptop
Projector
World map
Workbooks

DESCRIPTION

1. Ask participants to open the workbook on page 11.
2. Read the text at the start of the page or ask a volunteer to read it out loud.
3. Ask participants to answer questions 1 and 2.
4. On a map, show participants the location of Finland and its neighbouring countries.
5. On the same map, draw the route from the refugees' current country of stay to Finland.
6. Finally, read the main points in the purple box on workbook page 11.

ACTIVITY 3 – CLIMATE CONDITIONS

The purpose of this activity is to introduce the participants to the idea that the weather in Finland varies greatly and the climate requires clothing that might be very different from what the refugees are used to.



10 – 15 MIN



Flipchart, marker
pen & workbooks.



*Alternative activity:
copies of Handout
1, flipchart paper,
tape, laptop, projector
& loudspeaker.*

DESCRIPTION

1. Ask participants: How many seasons are there in your home country? Do you have specific clothing for each season?
2. Write the answers on a flipchart.
3. Explain that Finland is well known for its nature and climate. Of the total area of Finland, 10 per cent is lakes and 70 per cent is forests. There are four distinct seasons in Finland. Each season requires different type of clothing due to the change in weather and temperature.
4. Ask participants to see the photos on pages 13–14 of the workbook and to try and work out which photos were not taken in Finland.

ALTERNATIVE ACTIVITY – Handout 1: Climate conditions

If short on time, show participants pictures of Finnish weather and a variety of clothing for different seasons.

1. Ask which picture corresponds to which season of the year.
2. Ask people to match clothes with each season.

With more time, you can turn this activity into a group exercise by making copies of the handout, cutting the photos out and giving them to each group in addition to a sheet of flipchart paper and tape.

1. Ask groups to stick the weather pictures along with suitable clothing for each season on the flipchart paper.
2. Each group should hang their flipchart paper on the wall, once finished.
3. Explain that the weather can be challenging but wearing the right clothes helps a lot.
4. Show participants a video about the four seasons in Finland: <https://vimeo.com/62639261>

ACTIVITY 4 – STATE AND MUNICIPALITIES

Understanding the administrative division of Finland into regions and municipalities can be difficult at first, so it might take some time for the participants to grasp the concept.



10 MIN



Flipchart, marker pen,
workbooks, laptop,
projector & loudspeaker.

DESCRIPTION

1. Ask participants: What is the capital of Finland? What are other major cities in Finland?
2. Write their answers on a flipchart.
3. Tell participants to check the map on workbook page 15.
4. Explain the division of the country into regions and regions into municipalities:
 - Finland is a large country and it is divided into regions, which are further divided into municipalities.
 - Each region in Finland offers particular opportunities and has its own rich and distinct history.
 - Municipalities are self-governing.
 - Municipalities provide basic services such as social services and health care, education, and services related to the environment and public infrastructure.
 - The regions of Finland are: Uusimaa, Varsinais-Suomi, Satakunta, Kanta-Häme, Pirkanmaa, Päijät-Häme, Kymenlaakso, Etelä-Karjala, Etelä-Savo, Pohjois-Savo, Pohjois-Karjala, Keski-Suomi, Etelä-Pohjanmaa, Pohjanmaa, Keski-Pohjanmaa, Pohjois-Pohjanmaa, Kainuu, Lappi and Ahvenanmaa.

5. **If there is enough time**, select five regions and tell participants about their location, characteristics and the location of some cities within them.

Another option is to show the video *Kaikki kätevästi lähellä*: https://www.youtube.com/watch?v=-uTplAECiXI&feature=emb_title. The video showcases smaller municipalities around the region of Uusimaa. It is available in four different languages, namely Arabic, Dari, Tigrinya and Finnish.

6. Tell participants to read about the remaining regions on page 16 at home.
7. Conclude by telling the participants: In Finland, you will be living in a municipality, which will provide you with integration services. You will receive more information about the integration services in another session.

ACTIVITY 5 – POPULATION AND OFFICIAL LANGUAGES

Having an idea about the population structure, diversity, multiculturalism and different minorities in the country of resettlement helps participants develop a sense of security and a willingness to become part of the new society.



10 – 15 MIN



Optional exercise: workbooks

DESCRIPTION

Introduce participants to the population of the country of resettlement:

The population of Finland is approximately 5.5 million people. 70 per cent of Finns live in or near cities. The largest cities are Helsinki, Espoo, Tampere, Vantaa and Oulu. Altogether, just over 1.5 million people live in these cities. The capital region, which includes Helsinki, Espoo and Vantaa, is home to over 1 million people. The population of Finland is ageing, in other words, people in Finland live longer and less children are born than before.

The official languages of Finland are Finnish and Swedish. There are several different minority groups in Finland. The largest minority is the “Swedish-speaking Finns”, who comprise around 5 per cent of the population. Swedish-speaking Finns are people who were born in Finland but speak Swedish as their mother tongue. They have a strong minority status in Finland. The Sámi people, who have traditionally inhabited Lapland in the northern part of Finland, are the indigenous people of Finland. They are a minority group with their own language and cultural heritage.

Other minority groups include Tatars, the Roma people and Ingrian Finns. In the last thirty years, Finland has become more and more multicultural, with people from an increasing number of countries moving over. Some of these nationalities include Estonians, Russians, Somalis, Kurds, Thais, Vietnamese and Iraqis, among others.

There are about 250 000 foreign-language speakers in the country. Most Finnish people speak good English. Common foreign languages spoken in Finland include Russian, Estonian and Arabic.

Integrating well into the Finnish society requires effort on your part to work hard to learn the language.

OPTIONAL EXERCISE:

Read the text on the following website out loud: <https://www.infofinland.fi/en/living-in-finland/finnish-and-swedish/why-should-i-study-finnish-or-swedish>. Ask the participants to answer the questions related to the text on workbook page 22–23.

Conclude the activity by telling the participants: Integration requires effort; therefore, you have a personal responsibility to learn the Finnish or Swedish language and to seek opportunities for yourself.

ACTIVITY 6 – FINNISH PEOPLE'S RELATIONSHIP WITH NATURE

The participants might come from big cities where there are not many spaces covered by forests and lakes like in Finland. Furthermore, they might lack the awareness of their responsibility to protect the environment. Highlighting this point is therefore very important.



10 MIN



Laptop, projector,
pictures of nature
and of people doing
outdoor activities.

DESCRIPTION

1. Show participants some photos of the nature in Finland as well as photos of people engaging in outdoor activities, such as fishing or hiking.
2. Ask participants:
 - What do you think about nature?
 - Do you have forests and parks in your home country? Did you have the chance to enjoy them?
 - Are people allowed to hunt animals without permission?
3. Tell participants that:
 - Finland has many forests and lakes as well as unspoilt nature.
 - Finns appreciate nature and enjoy going out into nature. Many people enjoy outdoor hobbies, such as fishing, off-road cycling, ice swimming or hiking.
 - There are forests even in the capital city. Cities have many parks and other green areas where you can spend time.
 - Finns care about keeping nature and the environment clean.
4. Tell participants about the term everyman's rights (*jokamiehen oikeudet*):
 - Everyman's rights refer to the freedom to roam in nature respectfully.
 - You can enjoy the nature, pick berries and mushrooms and practice fishing as long as you do not cause any harm to nature.

5. Explain to participants that:

- Causing harm to nature and wildlife is illegal in Finland. Wild animals may not be shot or hunted without permission.
- Finland also has many nature reserves which are protected areas. Their purpose is to make sure that the number of plant and animal species in nature remains as high as possible. People may roam freely in some of the nature reserves.
- Keep in mind that you are not allowed to harm nature or the plants and animals in it.

ACTIVITY 7 – IMPORTANT EVENTS IN THE HISTORY OF FINLAND

Understanding the administrative division of Finland into regions and municipalities can be difficult at first, and it might take some time for the participants to grasp the concept.



10 – 15 MIN



Laptop, projector,
Handout 2.



*Alternative activity:
laptop, projector
& loudspeaker.*

DESCRIPTION

1. Display [Handout 2: Important events in the history of Finland](#).
2. Explain to participants:
 - Like many countries, Finland was conquered and annexed in the past and also engaged in many wars. These events left a significant impact on the future ideology and policies of the country, both in internal and external matters.
 - Finland was part of the Kingdom of Sweden (for approx. 600 years) and then part of the Russian Empire (for approx. 100 years). Finland became independent in 1917. Soon after that, there was a civil war in 1918. Finns reunited when they fought the Soviet Union and Germany in World War II. Finland joined the European Union in 1995.
3. Summarize the topic or prepare a few questions related to the topics mentioned in the video to check what the participants remember.

ALTERNATIVE ACTIVITY:

Instead of using the lecture technique, you can make the topic more entertaining by playing a part of the video *Creating Finnish welfare*. The video is 26 minutes long, so there likely will not be enough time to watch the entire video – therefore, choose a relevant section of it to show.

The educational video talks about the history of Finland and the development of Finnish society from the beginning of the 20th century to the present. The topic is approached through the story of the fictional Virtanen family. The video is available in simple Finnish and seven other languages at <https://www.youtube.com/watch?v=NQak1327-gM>

ACTIVITY 8 – POLITICAL SYSTEM OF FINLAND

Governance and politics impact almost every aspect of our lives. Therefore, understanding the political system and its processes is essential for every member of the Finnish society, especially when the training participants become eligible voters.



10 – 15 MIN



Flipchart,
marker pen,
laptop, projector,
loudspeaker.



Alternative
exercise for youth:
workbooks.



DESCRIPTION

1. Ask participants: Does Finland have a president or a king or queen? Do you know their name?
2. Write down all the answers on the flipchart.
3. Tell participants that they will learn the correct answer after watching the video *Democracy and Influence in Society (Demokratia ja yhteiskunnallinen vaikuttaminen)*: <https://www.youtube.com/watch?v=TuDkVod3zj0>
 - The video is a part of the multilingual *Ymmärrä Suomea (Understanding Finland)* video series for immigrants. The videos are intended for adult immigrants residing in Finland and are suitable for use as learning material.
4. Summarize the key information:
 - Finland is a democratic republic
 - The President is the head of the state in Finland
 - The Parliament has 200 members representing many different political parties
 - All citizens over the age of 18 have the right to vote
5. Conclude the activity by reading the information in the box on page 21.

ALTERNATIVE EXERCISE FOR YOUTH GROUP:

- Divide the youth into five groups (name groups after letters from A to E).
- Ask each group to read the text on workbook page 20 and to answer the question corresponding to their group's letter (A–E) on page 21. For example, group A will answer question A.
- Each group shall select one member to read the answer on behalf of the group.

ACTIVITY 9 – HOW THE FINNISH LAW PROTECTS THE RIGHTS OF INDIVIDUALS

Every individual should know their rights in order to protect themselves from various forms of abuse and to avoid unnecessary trouble.



5 – 10 MIN



Laptop
Projector
Loudspeaker



DESCRIPTION

1. Explain to the participants the following points:
 - The Finnish law applies to immigrants the same way as to Finnish citizens.
 - Immigrants with legal status, like quota refugees, are full members of society and have the same rights and duties as other residents of Finland.
 - Women and men, boys and girls are considered equal in Finland. Everyone has the right to freely express their opinions, whether verbally or in writing.
 - No one can be sentenced to death or tortured.
2. In the same context, discuss with participants about religion. Many participants come from societies where religion plays a large role in daily life. Trainers might therefore receive many questions related to this issue, such as: Am I supposed to change my religion when I move to Finland? Are there mosques and churches in Finland?
3. Tell participants the following points:
 - The main religion in Finland is Christianity, and most Finns belong to the Evangelical Lutheran church.
 - Religion is seen as a very private issue and does not play a very big role in people's lives.
 - The Finnish state is secular, meaning laws and policies are not influenced by or based on any religion.
 - The Muslim population in Finland is growing, and there are mosques and praying rooms in larger cities.
4. Play the video *Human Rights, Equal Rights and Non-discrimination* (10 min): <https://www.youtube.com/watch?v=DxSG9m-nSdU> (Arabic)
5. Ask participants some questions related to the video, such as:
 - Who are the main characters in the video we just saw?
 - What does Rosa do for a living?
 - What does Pekka do for a living?
 - What does Pekka plan to teach his students the next day?
 - What case is Rosa investigating at work? (Domestic violence case)
 - Is there domestic violence in Finland?
 - How did day care ease Finnish women's life?
 - Should women in Finland change their surname after marriage?
6. Summarize the activity: In Finland, you can freely and privately do what you want, as long as you abide by the law. Moreover, there is a freedom of religion in Finland, which means that everyone has the freedom to belong to a religious community and to practise their religion, as well as the freedom to be irreligious.

Module 2

CULTURE



MODULE 2: THE FINNISH CULTURE

UNDERSTANDING THE FINNISH CULTURE

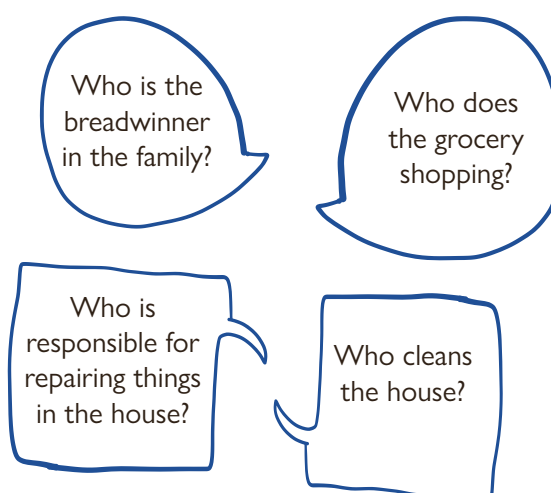
Many refugees come from countries that have very different religious, cultural and social norms compared to Finland. Thus, they need to learn a variety of information about their rights and obligations in the new country as well as about the culture, norms and values of the receiving society (e.g. family relationships, gender roles, stereotyping, racism and xenophobia, discrimination, approach to and attitudes toward cultural diversity).

This module highlights issues such as gender roles, abortion, family composition, raising children, domestic violence, child marriage, forced marriage, arranged marriages, and law and order. The session starts by showing the participants two videos: *A Beginner's Guide to Finland vol. 1* and *vol. 2*. Both videos introduce the audience to the Finnish society, culture and values, including how people are expected to behave in certain situations. Topics and situations covered include boarding a bus, personal space, politeness in Finnish culture, making friends, the sauna, the role of technology in everyday life, alcohol consumption, smoking, food, eating habits and the family unit, among others. These examples describe the spoken and unspoken rules of behaviour through which the Finnish society is structured.

The section "Gender Roles" discusses the variation in gender identity and sexual orientation. The objective is to make the participants aware of such diversity and to urge respect for every aspect of the Finnish society.

One exercise that can be used to introduce the topic of sexual orientation is "What do you see in these photos?". The photos show people of diverse sexual orientations in daily life, as married couples and members of families.

Another exercise is "Gender roles in the family", which asks the group questions such as:



The trainer can also conduct a true or false exercise which focuses on the relationship between adults and children. The claims can include:

1. An adult is the head of the family – a child is subordinate.
2. There is no excuse for a child to talk back to or argue with a parent.
3. Adults are always correct.
4. Parents and/or teachers must be strict with children to have their respect.
5. Spare the rod, help the child. Love is better than mean words.
6. I was beaten a lot when I was young, and now I am a good person.

Another activity is "Forms of abuse" cards. The cards describe different forms of abuse. Ask participants to discuss each card and to identify the type of abuse portrayed. This exercise is an effective method of introducing the participants to the various forms that abuse can take.

CULTURE SHOCK AND CULTURAL ADAPTATION

Sometime after reaching the country of resettlement, refugees may start to experience unpleasant feelings of frustration, missing their families and relatives left behind, and stress. This is called culture shock. If the person does not address these feelings, they may negatively affect the individual's motivation to work on their integration and to deal with issues they face in their new everyday life. When refugees know to expect these feelings, are able to recognize problems early on and have received advice for dealing with these emotions and issues, their integration process will be easier.

This session focuses on the integration process and on problem solving, as well as the stress associated with differences in the pace and processes of adaptation of different family members (e.g. children, women, the elderly).

The module introduces the topics of living in a new culture, cultural conflicts and adaptation, integration, racism, tolerance, the Finnish law concerning racism and discrimination, and other related issues. It also deals at length with culture shock, identifying its different stages and methods to cope with its effects.

After introducing the section, ask participants to think of an aspect of the Finnish culture that shocked them (based on the information they have received). Which aspects of the culture do they consider positive? Which aspects do they consider negative?



LEARNING OBJECTIVES

- Get acquainted with key customs and cultural codes in Finland.
- Develop respect for diversity and differences.
- Have an overview of the common family structure and gender roles in Finland.
- Understand the nature of the relationship between children and parents in Finland.
- Know how to recognize racism.
- Gain knowledge of one's rights and obligations in Finland.
- Understand culture shock.
- Know methods for achieving cultural adaptation.

ACTIVITY 1 – FINNISH CUSTOMS AND CULTURAL CODES

“Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbour is, in the end, just like them, with the same problems, the same questions.” Paulo Coelho



20 MIN



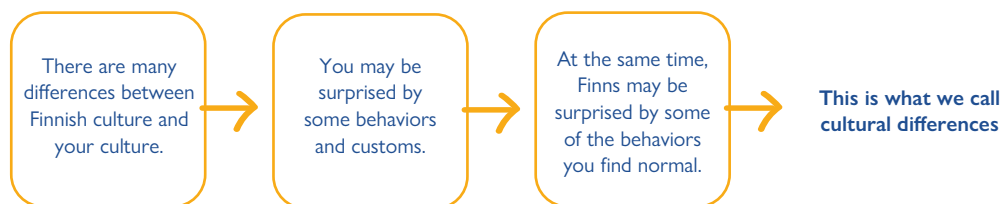
Laptop, projector, loudspeaker, *Understanding Finnish Culture* PPT, workbooks.



Alternative exercise: flipchart, marker pen, pens, A4 paper.

DESCRIPTION

1. Start by outlining the main topics of this module.
2. Encourage participants to think about the definition of culture: What is culture? Can you give me an example of a common custom from your country? Do you know the meaning of the term “cultural difference”?
3. Explain the concept of a cultural difference:



4. Ask participants to think about their own culture and compare it with other cultures through questions such as:
 - What languages do you speak?
 - How do you greet each other? Do you shake hands? Do you kiss or hug when meeting someone?
 - Do you comment on a person’s appearance? If yes, can you give an example?
 - Do you talk to strangers on a bus or in a public place?
 - Do you call your neighbour or friend before going to visit them?
 - Is smoking inside buildings allowed in your home country?
 - What time do you eat lunch? What kind of foods do you eat for lunch?
 - What do you do in your free time?
 - How you address people who are older than you? How about your teacher? How about strangers?
5. Write the answers on a flipchart.
6. Show the *Beginner’s Guide to Finland* videos 1 and 2 (from the PowerPoint presentation). Test the participants knowledge of common customs in Finland by using the exercise on workbook page 18. Ask every pair to fill in the blanks or save the time by completing the exercise verbally through discussion with participants.

ALTERNATIVE EXERCISE:

1. Divide a sheet of flipchart paper into two columns to compare similarities and differences between cultures (see example below). Hand participants blank sheets of paper and ask them to make a similar list comparing the customs in Finland with their home country. Then ask a volunteer to read their list out loud and give the participants an opportunity to comment on the things mentioned by the volunteer.

Customs in Finland	Customs in your home country
Handshaking and hugging are common ways of greeting in Finland.	
Finns are usually wary of starting a conversation with a stranger.	
Finns typically do not ask for many turns to speak in public discussions, and they usually get to the point quickly.	
Finns appreciate honesty and keeping one's promises.	
Finns do not comment on another person's appearance unless they are making a positive statement. They do not comment on someone's size, weight, shape etc.	
Money and finances are a private matter. Finns do not ask about someone's salary or wealth.	
Some people in Finland consume a lot of alcohol, especially on weekends and special holidays. This can be confusing to immigrants. Excessive alcohol consumption can cause disease and conflicts in families.	
Finns plan and agree on meeting and visiting others ahead of time.	

2. Explain the impact of the climate on Finnish people's life and their culture, such as people spending a lot of time indoors in the winter when it is cold.
3. Describe the dos and don'ts in the Finnish society by highlighting codes such as the importance of personal space, the reserved nature of Finns, queuing rules, politeness, interacting with Finns, the sauna culture, alcohol consumption, and food and eating customs.
4. One important point to highlight are the social rules concerning commenting on other people's physical appearance. Explain to participants that they should not comment on a person's appearance unless they are making a positive statement, such as "that is a lovely outfit you are wearing" or "your hair is very pretty, you look nice today".
 - Also briefly explain in which contexts such comments are appropriate, for example that complimenting a stranger will be considered very unusual, a man complimenting a woman's appearance can often be interpreted as flirting, and commenting on an interviewer's appearance at a job interview is not appropriate, even if the comments are positive.
5. Tell participants that money-related questions are also taboo and usually considered rude. Explain to participants that they should not ask people how much money they earn, how much their car cost etc.
6. Explain to the participants that to fit into the Finnish culture, they should respect the rules, try to interact with Finns and make Finnish friends, learn the language and try some of the customs, such as trying Finnish food and visiting the sauna.

ACTIVITY 2 – IDENTITY

A person's identity is constantly changing. Identity change can be drastic when a person immerses themselves in a culture that is completely new to them.



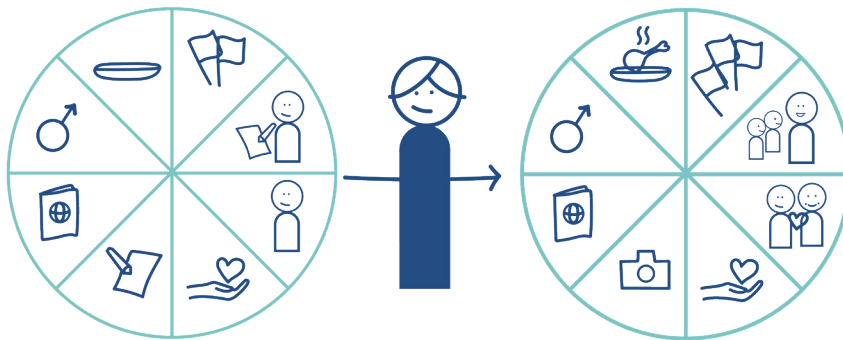
10 MIN



Laptop, projector,
*Understanding Finnish
Culture* PPT.

DESCRIPTION

1. Ask participants to define identity.
2. Explain that:
 - Identity means a person's subjective sense of who they are and what they are like as a person. It can also be thought of as the qualities of a person or group that make them different from others.
 - Identity change can be gradual or seem subtle: for example, a person might notice that they have changed only when someone else points it out.
 - On the other hand, it could be that after arriving in Finland, one is not able to carry on with things that are important to one's identity and understanding of oneself. This can for example be practising a profession or a hobby that one is used to doing. Family dynamics might also shift, and especially relationship roles might change.



3. The picture above represents the identity of an imaginary person before his resettlement to Finland (picture on the left) and after it (picture on the right). This person used to live with his parents and was selected to resettle in Finland.

Compare his identity before and after resettlement.

4. Ask participants to put themselves in the imaginary person's shoes:
 - Can you think about some aspects of your own identity?
 - Do you think that there are some aspects that will never change?
 - What aspects might change?
 - How will you cope with the changing identity of your family members and thus, the changing family dynamics?

ACTIVITY 3 – FAMILY UNIT AND GENDER ROLES

Family structure and gender roles vary from country to country. Gender roles are socially constructed and can be changed through awareness and education.



15 MIN



Copies of Handout 3, pens, flipchart, marker pen.



Alternative activity for youth: copies of Handout 4, pens.



Alternative activity for adults: Handout 5, pens.

Alternative activity if short on time: laptop, projector, Understanding Finnish Culture PPT, flipchart, marker pen.

DESCRIPTION

1. Start this activity by explaining the meaning of gender and emphasizing equality between all family members. Ask participants questions, such as:
 - Why do girls play with dolls while boys play with cars?
 - Why is pink for girls and blue for boys?
 - Who assigned these colours to girls and boys?
 - Why can girls cry while boys cannot?
 - Do you know what gender is?
2. Explain that:
 - The term gender role is used to describe the characteristics and behaviour that the society expects of and deems appropriate for women and men.
 - Gender roles are constructed by the society or social group, they vary from society to society and change over time. For example, colours and toys have been gendered for a long time. In other words, the notion that pink is for girls and blue is for boys is constructed by society. Likewise, giving boys cars and girls dolls to play with is related to gender division.
3. Describe the core family unit, for example:
 - The core family unit in Finland usually comprises of parents and children. The parents can be either of the same or different genders, and there are also single parents.
5. Explain the roles of family members as well as gender roles.
6. Distribute [Handout 3: Roles within the family](#) to the participants. This handout focuses on the impact of resettlement on family dynamics and how to deal with the change. The exercise lists different tasks and chores and requires participants to match each task with the family member responsible for it according to the participants' culture and the Finnish culture.
7. Divide the flipchart into two columns representing the home country and Finland, and list the participants' answers in the respective columns.
8. Talk with participants about the differences and similarities between division of responsibilities in their culture and in Finland. Explain the possibility of changes in family roles after resettling in Finland.

ALTERNATIVE ACTIVITY FOR YOUTH:

1. Divide participants into groups and give them [Handout 4: Family roles](#).
2. Ask participants to write on the handout who their family members are. Are all of them selected to resettle in Finland? What is the role of each one of your family members?

ALTERNATIVE ACTIVITY FOR ADULTS:

1. Divide participants into groups and give them [Handout 5: Case studies on family roles](#).
2. Ask participants to read the case studies and answer the questions.
3. Ask for volunteers to explain why they reacted the way they did and how they might have reacted in their home country. How are things different in Finland? How have changing gender roles affected relationships between family members?

ALTERNATIVE ACTIVITY IF SHORT ON TIME:

1. Display slide 26 from the *Understanding Finnish Culture* PowerPoint presentation.

EXERCISE

Today was Sami's first day of work at a construction site. Sami was very excited to return to working life. He arrived at the workplace on time and was approached by a woman. After a brief conversation, Sami found out that the woman was his supervisor. Sami felt shocked and uncomfortable.

Why do you think Sami felt shocked and uncomfortable?

What would you do if you were in his shoes?



2. Read Sami's story out loud and discuss it with participants.
3. Write their answers and suggestions on the flipchart.
4. Summarize the key message: Sami assumed that he would have a male supervisor because he comes from a culture where construction is viewed as men's work. Deep down, Sami has gendered expectations of management styles. Therefore, he is not used to or comfortable with the idea of having a female supervisor. However, in Finland, all people are equal regardless of sex or gender.

ACTIVITY 4 – RAISING CHILDREN IN FINLAND

Discipline techniques differ by culture. Thus, it is useful for immigrant parents to receive necessary basic information concerning raising children in Finland.

This activity is very comprehensive, and the trainer has the freedom to select certain parts of the topic depending on the time available in the session.



20 MIN



Handout 6
Handout 7



Alternative exercise
for **youth**:
workbooks

Alternative exercise
for **adults**:
Handout 8

DESCRIPTION

1. Start the activity by asking questions related to the topic: Do parenting methods differ from country to country? How do you discipline your children?
2. Remind participants of the fact that they will experience various changes when they move to Finland:
 - In the new country, parenting methods and skills will change and develop in response to the greater distance from the culture of origin, but your values and morals will stay the same.
 - Families need to adjust to the Finnish society. It is especially important to know that in Finland physical punishment is against the law (different types of abuse are covered in the next activity). Physical punishment is considered child abuse and taken very seriously. Thus, discussion between family members is the best approach to solving problems.
 - In Finland, everyone (both private citizens and professionals) is responsible for reporting child abuse to the Child Protection Committee or to the national emergency phone number.
 - Child protection workers will work with families to resolve issues. Separating children from their families is the last resort, and it is avoided unless there are serious concerns over a child's safety and wellbeing.
 - Parents themselves can also seek the help of child protection services, for example if the parents are exhausted or if there is a difficult life change in the family. Child protection services also support families in cases where a child uses intoxicating substances (alcohol, drugs etc.) or has committed crimes.
 - Child protection services can help families in many ways. There is open care, which is when the child lives with their family. The social services can for example organize help at home or a support person for the family. (See the case study: <https://www.lastensuojelu.info/en/real-life-stories/an-adolescent-is-in-trouble/>).
 - Children's wishes must be heard, and they must live in a safe environment and have positive, close relationships. Parents are obligated to look after the children's well-being and all-round development.
3. At this point you can give participants [Handout 6: Relationship between adults and children](#), which deals with different family situations and relationships between children and their parents.
 - This activity can be carried out through discussion between the participants and the trainer. The trainer should give different participants the opportunity to voice their opinion and explain why they think so. Then, the trainer can explain more about every point brought up during the discussion.

4. Move on to address issues concerning teenagers in the family:
 - Parents of teenagers should seek a balance between providing guidance to ensure teens are making suitable choices and giving them the space and freedom to also make mistakes. Parents should therefore listen to their children, allow them some independence, compromise, make reasonable decisions, and agree on specific rules to ensure that adolescents are behaving responsibly. Furthermore, parents should set rules, with the child's safety in mind, concerning issues such as drugs, alcohol and curfew times.
5. Divide participants into small groups. Distribute [Handout 7: Teenagers – Right or wrong](#) to each group. Groups discuss and answer the questions for each situation.
6. Ask groups to share their answers. You can add further suggestions as you go, such as:
 - Solving a problem with a teenager should be done through discussing and agreeing on rules. For example, in case of poor grades, parents should make the child responsible for their studies, encourage them and help them improve their skills instead of blaming. If the child does not respect the curfew time, parents should discuss the curfew with them and impose logical and reasonable consequences, such as “next time, you cannot go out because you came back late this time”, etc.

ALTERNATIVE EXERCISE FOR YOUTH:

The “Position of family members” exercise (workbook p. 19) can be used as an optional exercise especially for the youth group, since every 12–17-year-old participant receives their own copy of the workbook.

ALTERNATIVE EXERCISE FOR ADULTS:

[Handout 8: Case study of Sami.](#)

1. Divide participants into small groups. Distribute a copy of Handout 8 to each group.
2. Ask the groups to discuss the questions on the handout and write down their answers.
3. Ask a representative from each group to share their answers with the class. Allow other participants to ask questions or give comments.
4. At the end of the exercise, summarize the key learning points:
 - As we can see from the case of Sami, parents should monitor their children's performance at school, help them with homework and with improving their grades. In other word, parents should focus on supporting the child in improving their performance rather than scold, insult and punish them.
 - Discouraging and humiliating the child is emotional abuse and often causes the child to lose interest in studying.
 - We need to remember that individuals have different needs, abilities and skills. If a child is performing poorly in a specific subject, parents should solve the issue by helping the child, giving extra attention for the subject, asking for advice from school staff or hiring a tutor.

ACTIVITY 5 – TYPES OF VIOLENCE AND ABUSE

Discipline techniques differ by culture. Thus, it is useful for immigrant parents to receive necessary basic information concerning raising children in Finland. This activity is very comprehensive, and trainer has the freedom to select certain parts of the topic depending on the time available in the session.



10 – 15 MIN



Flipchart,
marker pen.



*Alternative exercise:
copies of Handout
9, laptop, projector,
flipchart, marker pen.*

DESCRIPTION

1. Generate group participation by asking: What is violence/abuse? Can you give an example?
2. Write the most relevant comments on a flipchart, and make sure that all key aspects are covered.
3. Explain different types of violence and abuse (see [Handout 9: Different types of abuse](#)).
4. Present a story (true or fictional) about a case of early marriage and ask participants to determine the type of abuse in the story.
5. Explain that in Finland:
 - The minimum age for marriage is 18 for both sexes.
 - Both women and men have the right to choose who they wish to marry; they themselves decide who their future spouse will be.
 - No one may be forced into marriage. It is punishable by law to force a person, whether it is a man or a woman, to marry.

ALTERNATIVE EXERCISE: [Handout 9: Different types of abuse](#).

The exercise can be implemented in two different ways depending on the available time.

Option A:

1. Divide participants into small groups and distribute a copy of the handout to each group.
2. Ask the groups to discuss the stories and determine the type of abuse they involve.
3. Request a representative from each group to share their answers with the class. Let other participants ask questions or give comments.
4. At the end of the exercise, summarize the topic.

Option B:

1. When preparing the training, select two stories and add them to your PowerPoint presentation.
2. Read the stories out loud and, after each story, ask the participants:
 - What do you think about this story?
 - Did you identify any type of abuse in the story? What kind of abuse was it?
3. Write the answers on the flipchart and summarize the topic.

ACTIVITY 6 – RIGHTS AND OBLIGATIONS

Knowing your rights and obligations is fundamental to prevent injustice. depending on the time available in the session.



10 – 15 MIN



Flipchart,
marker pen,
workbooks

DESCRIPTION

1. Draw two circles on the flipchart and write the word “rights” in one circle and the word “obligations” in the other.



2. Ask the participants to define the terms: What does the word “rights” mean? What about “obligations”? Can you give me examples of different rights and obligations?

Write the participants' answers on the flipchart.

3. Read the text on page 20 of the workbook or ask for one or more volunteers to read it aloud.
4. Explain to the participants their political rights in Finland, such as voting and standing for election.
 - You can provide an example about a municipal council member with an immigrant background.
5. After reading the text and giving some examples, discuss with the participants the five questions on page 21.
6. Conclude the activity by stating: In Finland, everyone has the same rights and obligations. Everyone is equal, and people respect and help each other. You can freely and privately do what you want as long as you abide by the law.

ACTIVITY 7 – CULTURAL ADAPTATION

This activity involves brainstorming about cultural differences and the fundamental change that will happen in the participants' lives. The activity accounts for the varied experiences the participants will have due to differences in their age, gender and background.

You may customize the activity according to the profile of the participants and provide them with further background information, if necessary.



10 – 15 MIN



*Optional
activity:
workbooks,
flipchart,
marker pen.*

DESCRIPTION

For the adult group, you can ask: Can you say which aspects of the Finnish culture shock you (based on the information you have received)? What aspects of the culture do you consider positive? Which aspects do you consider negative?

OPTIONAL ACTIVITY: Adjusting to a new culture (workbook p. 36–39)

This exercise is suitable for both adults and youth but will take time. If you have enough time, go through every question with the participants and write their answers on the flipchart.

Summarize: Equality is one of the most important values in the Finnish society. Discrimination based on gender, sex, ethnicity, religion, sexual orientation or any other factor is prohibited by law.

ACTIVITY 8 – CULTURE SHOCK

Many people who move to a new society experience culture shock, often without understanding what is happening.



10 – 15 MIN



Workbooks

*Alternative exercise:
Handout 10, workbooks*

Many situations can cause cultural fatigue such as:

- Communication does not work as expected, for example in terms of politeness, expressions of emotion, etc.
- Language barrier, especially when newcomers do not understand the language and need translation.
- People in the new society behave very differently than people in the country of origin, which causes confusion.
- The new country has different values and beliefs pertaining to the importance of family, money, timeliness and so on.
- Some need to start from the beginning despite their previous accomplishments, education and career.

DESCRIPTION

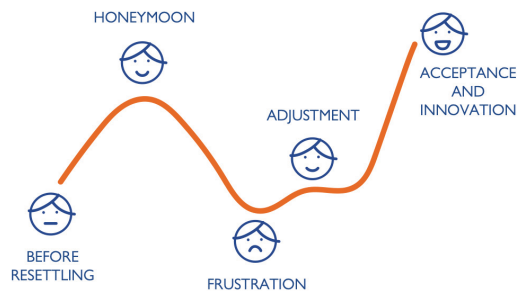
1. Explain culture shock and its four stages to the participants (workbook p. 43). “Culture shock is the stress from not being able to understand how the new environment works”.

WHY CULTURAL SHOCK HAPPENS

This happens because the values, traditions and beliefs one carries may vary greatly from the new culture one now lives in.

Environment plays a role too!

Adjustment to any new situation or culture is not accomplished in a few days. It takes time to adjust to a new lifestyle and to make new friends.



2. Use the case study of Sana in the workbook (p. 44–45). This exercise is also suitable for the youth group. Divide the participants into pairs and ask them to read the story together and answer the questions.
3. Discuss the answers with the group.

ALTERNATIVE EXERCISE IF SHORT ON TIME: [Handout 10: Stages of culture shock](#)

1. Outline the concept of culture shock.
2. Use the diagram on workbook page 43 to illustrate its four stages in simple terms.
3. Use one of the exercises in Handout 10 to help participants gain a better understanding of the topic.
4. Ask participants: Have you ever experienced culture shock? How to help someone who is experiencing culture shock?

To conclude the activity, you can say something like: “You have a personal responsibility regarding your integration process. By learning the language, more opportunities for work and leisure will be available to you.”

ACTIVITY 9 – DEALING WITH CULTURE SHOCK

As mentioned in the previous activity, immigrants have a personal responsibility regarding their integration in Finland. Newcomers might experience unpleasant feelings after arrival, such as anxiety, stress, lack of energy, sleep problems, appetite swings, homesickness and alienation. Being active is the most crucial factor in the cultural adaptation process, which requires time and effort.



10 – 15 MIN Laptop, projector, *Understanding Finnish Culture* PPT, flipchart, marker pen.

DESCRIPTION

1. Display the following exercise in the PowerPoint presentation:

EXERCISE

After 6 months of living in Finland, Joe feels that he does not have energy to go out, see people or study the language. The weather is too cold. Joe is lonely and feels homesick. The only thing that he wants to do is to stay in bed all day.

What is happening with Joe?

How can we help him?

Any suggestions how he could deal with his problem?

2. Read Joe's story out loud and discuss it with participants.
3. Write their answers and suggestions on the flipchart.

HOW TO DEAL WITH CULTURE SHOCK?

Admit your feelings

Observe and try to understand the culture

Be active in society

Stay in contact with friends and family back home

Focus on the language

Take care of your health

Be socially active

Do not just stay at home, go for a walk

4. Go to the next slide and explain to participants the different suggestions for dealing with culture shock:
5. Finish this activity by telling participants that there are many ways to overcome culture shock, but the best way is to make an active effort to adjust to the new culture. Here are some suggestions for how to make yourself feel more at home in your new country:
 - It is not a sign of weakness to admit that you feel uncomfortable and confused.
 - Try to observe and understand the rules of living in your new country and why Finns act the way they do.
 - Be active in the new culture and society, like doing voluntary work, sports or any hobby you like.
 - Focus on learning the language and do not give up.
 - Stay updated by watching the local TV and reading the news.
 - Take care of your health. Eat well, exercise and get enough sleep.
 - Be socially active and try to make friends.
 - Stay in touch with friends and family back home.
 - Go outside and do not only stay at home, even if the weather is cold.

Module 3

TRAVELLING



MODULE 3: TRAVELLING – GETTING TO FINLAND (PREPARING, PACKING AND DOCUMENTS)

This module focuses on travel-related issues and the fact that – as the refugees have now been accepted for resettlement – they should start planning for the move.

At the outset, the module addresses some questions that refugees typically ask when they get accepted to resettle. Some of the questions are “Where am I going?”, “How will I travel?” and “When will we move?”.

The next part involves videos about the travel experience of refugees and the role of IOM. The goal is to show examples of people who have gone through the same process. Participants are then familiarized with what documents they must carry while travelling.

The module also deals with practical travel-related issues such as packing, luggage restrictions, airport procedures at home and abroad, and rules and regulations to follow while onboard the airplane.



LEARNING OBJECTIVES

- Learn about the steps of the journey to Finland.
- Understand how to prepare for a permanent move.
- Preparing the most important documents before travelling.
- Preparing a packing list and knowing the luggage restrictions.
- Know what to do at the airport and on the airplane.
- Know what happens when arriving in Finland.

ACTIVITY 1 – THOUGHTS BEFORE LEAVING

Resettling to a new country may generate mixed feelings and many concerns and questions.



15 MIN



Laptop, projector, loudspeaker, *Travelling to Finland* PPT, flipchart, marker pen, workbooks.



Optional exercise for **youth**: workbooks, flipchart, marker pen.



Optional exercise for **adults**: flipchart paper, pens, copies of Handout 11.

Alternative exercise: copies of Handout 12, pens.

DESCRIPTION

1. Show the *Journey and Preparation* video in the *Travelling to Finland* PowerPoint presentation. The video includes multiple interviews with refugees who have been selected to resettle to another country. The interviewees mention various feelings about their coming resettlement.
2. Encourage group participation by asking participants about their thoughts regarding the video – do they agree with what was said in it?
3. Ask them about their own thoughts and feelings concerning resettlement and write them down on the flipchart. Make sure that all relevant aspects are covered.
4. Ask participants to open the workbook on page 31. Read the text and questions.
5. Explain the importance of discussing resettlement with every member of the family and not to underestimate the necessity of explaining it to children too. Furthermore, it is important for participants to discuss their future goals when moving to Finland, including what they want to achieve and how (learning the language, integrating, studying and career). Family members should openly discuss resettlement and the drastic life change, and they should value sharing their thoughts with each other.
6. To close the activity, encourage participants to ask about any unclear point they have in their mind concerning the topic.

OPTIONAL EXERCISE FOR YOUTH:

If there is enough time, you can have participants do the “Mental preparation for the move” exercise on workbook page 35. This exercise suits youth group better than the adult group.

1. Divide the participants into groups of two or three and give them 5 minutes to discuss the exercise and write down their answers.
2. Ask the groups what their answers and ideas were. Write the answers on the flipchart.

OPTIONAL EXERCISE FOR ADULTS:

For the adult group, the exercise in the workbook can be turned into a board game, as the participants are only given one workbook per family (unlike participants in the youth group, who each receive their own copy).

1. Hand each family a sheet of flipchart paper and ask them to divide it into three columns, titled “hope”, “fear” and “no change” (see exercise 1 on workbook page 35 for a reference).
2. Hand each group the printed and cut-out boxes from [Handout 11: Fears, hopes and change](#).
3. Ask families to discuss the exercise for 5 minutes and sort the boxes into the columns according to their discussion. Tell participants that they can add other points to the flipchart if they are not on the list already.

There will be some disagreement within the groups due to diverse preferences and needs. The purpose of the exercise is to highlight the differences between family members, in addition to mentally preparing them for the new life.

ALTERNATIVE EXERCISE:

1. Divide participants into pairs and provide each pair with [Handout 12: Fears and hopes about moving to Finland](#). The handout includes two brief stories of individuals who are in the process of resettling in a new country. The characters have their own fears and expectations depending on different conditions such as family status and education background.
2. Ask each pair to read the stories, discuss them and then write down their own fears and hopes on the paper.

The fears and hopes exercise aims to help people express their feelings about moving to a new country. The deeper purpose, however, is to establish a norm of planning for the future and being ready for everything.

ACTIVITY 2 – TRAVEL PREPARATIONS

Some of the participants will be travelling by airplane for the first time in their lives and will need advice on how to prepare for their trip.



15 MIN



Laptop, projector,
loudspeaker,
Travelling to Finland
PPT, workbooks,
Handout 13.



*Alternative
exercise
for youth:
workbooks.*



DESCRIPTION

1. Ask participants some questions such as: How you will travel to your new home country? Have you ever travelled by airplane?
2. Briefly describe the role of IOM in planning and organizing the journey.
3. Show participants IOM's video about travelling (the video is in the *Travel to Finland* PowerPoint presentation). The video shows how IOM assists refugees in practice during the travel.
4. Remind participants that their travel date will depend on when the municipality in Finland organizes their resettlement. Each family should wait until they get informed of their travel date.
5. Tell participants about the length of the journey and that the journey involves multiple parts (workbook p. 53).
6. Show participants an example of the packing list they should prepare prior to traveling (workbook p. 33). Explain to participants that they need to prepare a list of things to take with them to Finland.
7. Explain the difference between hand luggage and checked luggage, and inform participants of luggage restrictions.
8. To help participants decide what and how to pack, utilize the workbook exercise on page 55.
 - You can ask the participants: What do you think would not be available in Finland and would need to be brought along?
 - Make two lists on the flipchart: things available in Finland and things that need to be packed. Write participants' answers on the lists.
9. Distribute Handout 13: Cases to the participants. Cover the first exercise (included also in the *Travelling to Finland* PowerPoint presentation).
10. Move on to the other two exercises on the handout.
11. Repeat many times the luggage restrictions listed on the PowerPoint slide 13.
12. Remind participants that it is important to take with them all original and translated certificates related to education and work, personal identity documents, travel documents as well as health-related documents.
13. At the end of the session, tell participants that the trip will be long so they should be well prepared. Remind them to think carefully about what to pack – many things do not need to be taken along, so only what is truly important and necessary should be packed.

ALTERNATIVE EXERCISE FOR YOUTH:

Divide the group into pairs and ask them to discuss exercise 3 on workbook page 54 and to fill in the blanks. Afterwards, ask a volunteer to read the text (or divide the two paragraphs between two volunteers).

ACTIVITY 3 – AT THE AIRPORT

It is very beneficial to give participants information about what to do at the airport.



20 MIN



Workbooks,
copies of Handout
14, laptop, projector.

DESCRIPTION

1. Start by informing participants that there are many things and procedures to do at the airport before boarding the airplane. Therefore, they should be at the airport well in advance.
2. Explain the steps of air travel (check-in, security check, boarding the plane and changing flights) and list important travel-related items (IOM bag, passport, boarding pass, bag tag).
3. Ask participants to repeat the steps of the check-in process: giving their travel documents to the check-in clerk, who checks their identity, visa and luggage, and finally hands them their boarding passes.
4. Show an IOM bag sample to the participants and highlight the importance of carrying it during the entire trip. The IOM bag acts as a way for IOM personnel to recognize the refugees at the airports.
5. Show photos related to the different steps, such as airport signs, to familiarize the participants with the formalities and procedures at the airport. Ask the participants to link the photo with the corresponding step (workbook p. 57).
6. Give participants [Handout 14: Reading the boarding pass](#). The activity helps them to understand and interpret the information on the boarding pass (assuming they can read English). Display a copy of the boarding pass on the PowerPoint and ask participants about the flight number, seat number, name of the traveller, departure time and other details.
7. A good way to close the activity is to reassure the participants that they will not need to worry if they cannot remember all the steps, as they will not travel to Finland alone. They will be supported and assisted when departing, transiting and when arriving in Finland.

ACTIVITY 4 – ON THE AIRPLANE

It is very beneficial to give participants information about what to do at the airport.



15 MIN



Copies of
Handout 15,
workbooks.

DESCRIPTION

1. Start by explaining that flying is completely safe. At times there might turbulence during the flight. This can manifest as sudden shaking of the plane or drop in altitude. This is completely normal – turbulence cannot harm the plane, it is just inconvenient for the passengers. Flying is not dangerous!
2. Explain that if a person is ill, they might be unable to travel. Flying is especially dangerous if one has an ear infection, because of the change in pressure during the flight. In case of illness, a doctor should be consulted prior to the flight.
3. Explain the role of the cabin crew:
 - Before the flight takes off, the cabin crew will conduct a safety demonstration. This is a standard procedure and only a precaution in case of an emergency.
 - The cabin crew can assist with any requests or concerns during the flight, for example if a passenger feels sick or cold.
 - The cabin crew also serves food and beverages during the flight. Whether meals are included in the price of the flight varies depending on the air carrier.
4. Give participants advice on how to behave on the airplane in different situations and what to do in case of an emergency. Reiterate that emergency situations are extremely rare.
5. List what is provided onboard the airplane and what is not, and explain the importance of bringing food and toys for children.
6. Give participants [Handout 15: How to behave on the airplane](#) and ask them to complete the exercise. The exercise consists of multiple-choice questions related to appropriate behaviour during the flight and at the airport.
7. Tell participants what will happen when they arrive at Helsinki-Vantaa airport in Finland (workbook p. 58).
 - You can read the text for **adults** and ask them if they have any comments.
 - For the **youth** group, ask a volunteer to read the text (or several volunteers, as the text is fairly long). Use the questions on workbook page 59 to generate discussion with the group.
8. Lastly, explain to the participants that after exiting the airplane, they will find volunteers of the Finnish Red Cross wearing red vests. The volunteers will help them continue their journey to their home municipality, either by another airplane or through other means of transportation.
9. Conclude by saying that the trip is long and tiring, so the participants should be well prepared. After their arrival, their new life begins. It is then good to focus on settling in and properly building their life in Finland.
10. Take any questions participants may have.

Module 4

DAILY LIFE



MODULE 4: DAILY LIFE – MANAGING EVERYDAY LIFE

This module discusses various themes related to daily life. It explains the various types of housing available in Finland, important public and private offices, shops, means of transport and free-time activities.

The module's activities deal with daily life both at home and in the society in general. Most activities are designed to respond to basic information needs, such as what apartments are like in Finland, if they are furnished, how to afford rent and living expenses, where to buy groceries, how to get an Internet connection and what means of transport are available in Finland.

In order to integrate into the new society, newcomers should be equipped with all the necessary information related to managing their daily life. Being able to manage the house, do necessary shopping, pay the bills and use transport are fundamental skills that give newcomers control over their lives.



LEARNING OBJECTIVES

- Building a realistic image about the quality of life that participants will have in Finland.
- Familiarity with the various forms of housing available in Finland.
- Awareness of the Finnish banking system, currency, supermarkets, living costs, housing and public transport.
- Becoming familiar with everyday shopping in Finland.
- Preparing to handle daily life on one's own.
- Understanding that many initial difficulties are temporary and a part of the integration process.
- Building confidence and a sense of control over one's future life.

ACTIVITY 1 – IMPORTANT PUBLIC AND PRIVATE OFFICES IN DAILY LIFE IN FINLAND

The goal of this activity is to give a brief overview of various important offices in Finland.



10 MIN



Laptop, projector,
*Everyday life in
Finland* PPT.

DESCRIPTION

1. Introduce the topic by saying: It can be quite overwhelming to learn all the different public and private offices you may need to visit in Finland. However, it is necessary to know where to go for which purpose.
2. Display the slide showing different public and private offices in the *Everyday life in Finland* PowerPoint presentation, and ask participants what they see.
3. Explain the agency, office or service that corresponds to each logo:
 - TE-palvelut: The public employment office offers help to people in finding employment. More about TE-palvelut in another presentation on employment.
 - Poliisi: Police services. The police take care of controlling criminal activity but is also responsible for issuing identity cards and passports. The police in Finland can be trusted.
 - Vero: The tax office handles all issues related to taxes. In Finland, one needs to order a tax card from the tax office and give it to their employer.
 - KELA: The social security agency which handles most social benefits (such as student benefits, unemployment benefits and parental leave benefits).
 - Otto: an ATM/cash point for withdrawing cash from one's bank account.
 - Green cross with a snake on top: pharmacy.
 - Digi- ja väestötietovirasto: The Digital and Population Data Services Agency deals with records such as civil marriages and address changes.
 - Posti: the postal service.
4. Summarize the activity: You do not need to remember all these offices. You will learn more about them in practice once you settle in Finland.

ACTIVITY 2 – THE MOST USED CARDS IN FINLAND

The purpose of this activity is to help the participants understand the digital systems in Finland, as many things function electronically and there are various cards for different purposes. Even though some cards that the refugees will receive (like the library card) may not look exactly like the ones in this activity, the participants will still get an idea of how to use them.



5 – 10 MIN



Pictures of different cards (from the workbook), laptop and projector (if not using printed pictures).



DESCRIPTION

1. Print and cut out the pictures of different cards (ID card, Kela card, driving license, travel card, supermarket card, bank card etc.) on the workbook pages 77, 91 and 119, or show pictures of them in your PowerPoint presentation (or show your personal cards).
2. Explain that in Finland, various cards are used regularly for different purposes.
3. Shortly explain the purposes of the cards and tell the participants that the cards may be asked for at the offices of different service providers. If one does not have the correct card with them, the office may deny providing the service. This is the case for example with library services and all cards which entitle to discounts, like the student card.
4. To close the activity, ask if participants have any questions.

ACTIVITY 3 – BANKING AND MANAGING MONEY

The purpose of this activity is to familiarize participants with the banking system and managing their money in Finland.



15 MIN



Laptop, projector,
Everyday life in Finland
PPT, workbooks.

DESCRIPTION

1. Ask participants: Do you know what Finland's currency is?
2. Explain to participants that:
 - Managing your money and finances is an important aspect of your daily life in Finland. In this activity, you will learn about using banking services in Finland.
 - Display the different banks in Finland (see *Everyday Life in Finland* PowerPoint presentation).
3. Explain that:
 - There are various banks in Finland, and a person can choose which bank they want to open a bank account with.
 - The personnel at banks usually only speak Finnish, Swedish and English.
 - Bank services are increasingly digital, and it is useful to get to know the online banking system.
 - One can pay bills, transfer money and check their account balance online. The bank personnel help people to start using the online system and advise on how to use it.
 - Even though most people use electronic systems for everyday banking, there are still people working at the bank offices.

4. Move to the slide about electronic banking. Explain that:
 - There are electronic banking systems in Finland that can be used online on a computer or even a smartphone. The online banking system is secure. Every client gets private log-in details.
 - The bank personnel will further explain how to use the electronic system.
5. Show participants the slide about cash points and explain that:
 - Cash can be withdrawn from Otto cash points. Some cash points can charge a fee for withdrawals, and some are free of charge. In order to withdraw cash, one needs a bank card and their personal PIN number.
6. Ask participants to open the workbook on page 72. Ask for a volunteer to read the text out loud.
7. Use the questions below the text to increase participants' understanding of the topic.
8. Summarize the activity by telling participants that:
 - Everyone – men, women and even children – have their own bank accounts. Payments are made to the person's own account.
 - Always keep your bank card and bank identifiers in a safe place. Your bank PIN code is personal. Do not give it away.

ACTIVITY 4 – BILLS AND BUDGETING

The purpose of this activity is to explain to the participants their responsibility to control their budget and pay their monthly bills. When refugees arrive in Finland, most will initially rely on the unemployment allowance they receive from Kela. Therefore, it is very important to understand that this is not a salary but an allowance that will be paid until they find a job.



10 MIN



Workbooks.



Optional activity: copies of Handout 16.

DESCRIPTION

1. Explain to the participants that:
 - The rent of the apartment is paid monthly to the landlord through a bank transfer.
 - The tenant usually also needs to pay a separate water bill, which can either be a fixed amount or depend on the amount of water they have consumed. They also need to pay the electricity bill.
2. Participants must understand the necessity of making a budget or a monthly spending plan which covers the cost of groceries, housing, basic utilities, transport and other needs of the family. Some bills are paid every two or three months which means that they do not need to be included in every month's budget
3. Ask participants to open the workbook on page 66. Read the text aloud or ask one of the participants to read it.

4. Ask participants to do exercise 1.

OPTIONAL ACTIVITY:

- Divide participants into small groups. Give each group a copy of [Handout 16: The most important expenses](#). Ask them to rank the expenses from the most important to the least important.
 - Discuss the answers.
5. Summarize the activity: Paying rent and bills on time is the participants' personal responsibility. If bills are not paid on time, there will be consequences. Therefore, if you have any questions regarding your bills, do not hesitate to contact the relevant authority.

ACTIVITY 5 – FOOD AND SHOPPING

This activity aims to give participants an idea about how to do their necessary shopping. Participants will learn about the various types of grocery stores in Finland.



10 MIN



Laptop, projector,
loudspeaker, *Everyday
Life in Finland* PPT.

DESCRIPTION

1. Tell participants about the different types of grocery stores in Finland:
 - Most stores are part of a Finnish chain. There are large and medium-sized supermarkets and small convenience stores.
 - Bigger supermarkets sell fresh produce (fruit, vegetables, fish, meat), other types of food like canned and dried food, clothes, magazines, cosmetics, gardening tools and even electronics and kitchen utensils. Smaller stores sell only food.
2. Play the video about grocery shopping in the *Everyday Life in Finland* PowerPoint presentation.
3. After showing the video, ask participants:
 - Do you have the same shopping system in your home country?
 - Do you buy your meat from the supermarket in your home country?
 - How do you usually pay?
 - Do you have any other observations about the video or any questions?
4. Summarize the video by saying:
 - When buying fruit and vegetables, one must first put them into a small plastic bag. After that, one must weigh the items on a scale and press the number assigned to the specific product (next to the price of the item, there is a number which indicates the weighing number for the product). In case a person forgets to weigh the produce, the cashier cannot tell how much the items cost and will ask the customer to go back and weigh them.

- After finishing your shopping, go to the cashier, put the items on the belt and pay by cash or card.
 - At bigger stores, fish and meat can be bought at a counter. There are staff to serve the fish or meat, and they will cut a piece that the customer wants.
 - Supermarkets also sell other things than food, such as electronics, home decor and clothes. Many things are cheaper at supermarkets.
 - Shops owned by immigrants can also be found in Finland. These shops often offer other types of products than the chain supermarkets.
5. Show photos of how people pay at the supermarket.
 6. Conclude by telling participants that they can find this information in the workbook on page 71. Reassure them that they should not feel overwhelmed by the information, as they will learn everything in practice. Even though they may feel some stress the first few times, they will get used to the shopping system quickly.

ACTIVITY 6 – TRANSPORT

The purpose of this activity is to provide participants with information about public transport in Finland.



10 MIN



Laptop, projector,
Everyday Life in Finland
PPT, flipchart, marker
pen, workbooks.

DESCRIPTION

1. Tell participants that there are different means of transport available to people in Finland. It is important that they know how to use public transport.
2. Display a picture about transport in Finland (available in *Everyday Life in Finland* PowerPoint).
3. Ask participants: What do you see in this photo?
4. Write their answers on the flipchart.
5. Proceed to explain:
 - As one can see from the picture, various modes of transport are used in Finland. Local public transport includes buses, trains and trams.
 - Cars and public transport work even when it is snowy and cold. It might be harder and more slippery to drive, but people will still go about their normal life despite of the weather.
 - If one wants to drive a car in Finland, one needs a driving license. Driving licenses can be obtained from the police. If a person already has a driving license from their own country, they might be able to get a temporary permit in Finland. However, there are fees related to this.
6. Ask participants if there are other modes of public transport in their countries that are not available in Finland.

7. Ask one of the participants to read the paragraph on textbook page 73, under question 2 (the text beginning "People wait for the local buses ...").
8. Use questions 3–5 on the same page to generate discussion with the participants.
9. Summarize the activity by highlighting the following points:
 - Transport is safe for women, children and men.
 - Buying tickets from the Internet or in advance is usually cheaper.
 - Often immigrants need a Finnish driving licence before they can drive in Finland.
 - Cycling is another possible mode of transport. Many people commute to school or work by bicycle.

ACTIVITY 7 – HOUSING

This activity gives realistic information about various types of apartments in Finland.



10 – 15 MIN Laptop, projector,
Everyday Life in Finland
PPT, workbooks

DESCRIPTION

1. Start the session by asking participants:
 - Can someone describe the type of houses and apartments you have in your home country?
 - What kind of a home do you imagine yourself living in after resettling in Finland?
2. Provide a brief introduction into housing in Finland.
3. Display photos of different types of housing in Finland in the *Everyday Life in Finland* PowerPoint presentation.
4. Tell participants that:
 - There are several types of houses in Finland: high rises, low rises, summer cottages, farmhouses and town houses with their own yard.
 - Most of municipal housing is arranged in apartments in high-rise buildings.
 - The apartments may vary in their size and style, but most have very similar rooms inside the house, which include a bathroom, kitchen, living room, bedroom and room for children.
 - Bathrooms in Finland are completely tiled and there might be either a bath, shower or both for washing up. In some cases, there is a sauna as well, which many Finnish people like to use. Most rental apartments do not have saunas.
 - Usually there are either one or two WCs in one house. A WC has a sink for washing hands and a western-style toilet.

5. Ask the participants to describe the types of houses they have lived in or that they have in their host country or country of origin. Proceed by asking them how housing in Finland may be different or similar to homes they have seen or lived in.
6. Read the text on workbook page 65 or ask a volunteer to read it out loud.
7. If there is time, ask participants to form pairs and to take 5 minutes to answer questions 1–4 below the text.
8. Summarize the activity by telling participants that the municipality supports them in arranging the apartment, but they will sign the lease agreement themselves and are responsible for following the rules. For further information, participants should see the *Moving to Finland* workbook pages 66–68.

ACTIVITY 8 – FIXTURES AND FITTINGS IN THE RENTAL APARTMENT

This activity discusses what furniture, appliances and fittings participants will find in their future rental apartment.



15 – 20 MIN

Laptop, projector,
Everyday Life in Finland
PPT, loudspeaker,
Handout 17.

DESCRIPTION

1. Explain to participants that rental apartments in Finland normally contain basic fittings and appliances only. Other things will need to be bought by the tenant.
2. Display slide 25 (*Finnish kitchen*) in the *Everyday life in Finland* PowerPoint. Ask participants:
 - What do you see in the photos?
 - Do you have the same kitchen designs in your home country?
 - What appliances do you need or use most often in the kitchen?
3. Tell participants:
 - Kitchens in Finnish apartments include an electric stove, oven, fridge and sometimes a dishwasher. Other appliances like toasters and coffee makers can also be bought, but they are not included in rental flats.
 - Dishes are washed in the sink and put to dry in the drying cupboard.
 - Finns commonly have a kitchen table where they serve and eat their meals.
 - Garbage and recycling bins are also located in the kitchen.

4. Play the video about using the stove and microwave (slide 26) and tell participants that this video may be useful in case they have different appliances in their home countries.
5. Tell participants that:
 - Other rooms in the house are the living room and bedroom(s). There can also be a separate room for children.
 - Finnish living rooms are usually furnished with a sofa and/or armchairs, a bookshelf and a TV (although these are not included in rental apartments).
 - Bedrooms usually have only a bed for sleeping and a closet or drawers for storing clothes.
6. Show participants the photo of a bedroom (slide 28). Ask participants to compare the bedroom with bedrooms in their home country.
7. Explain that:
 - Due to the cold weather, Finnish houses have radiators for heating.
 - They can look a little different in modern and old houses, but the idea is the same: they have a thermostat that one turns in order to turn on the heat.
 - Some radiators must not be covered, as it is a fire hazard. These radiators are used especially in rental apartments.
7. Display photos of a washing machine (slide 23) and explain to participants that:
 - Washing machines are placed in bathrooms and used for washing clothes.
 - It might seem difficult to use at first, since they have many buttons and programmes for different kinds of clothing, but it is quite easy in the end.
 - Most rental apartments do not contain a washing machine, and it has to be bought by the tenant.
 - Some apartment buildings have shared laundry rooms, where laundry can be done by reserving a time slot. Use of shared laundry facilities might be free or cost a small fee.
8. If there is enough time, you can play the video about doing laundry (slide 24).
9. Display [Handout 17: Municipal apartment \(household items and appliances\)](#) on the screen. Ask participants to identify the furniture and appliances that the municipality provides when preparing the rental apartment.
10. Summarize the activity: the fittings, furniture and appliances the refugees will find in their apartment upon arrival may vary, and representatives of the municipality will support the newcomers in settling into their apartments.

ACTIVITY 9 – HOUSING REGULATIONS

The purpose of this activity is to introduce the participants to the common housing rules and regulations in Finland.



15 – 20 MIN



Workbooks,
laptop,
projector,
loudspeaker.



Workbooks (or
seven boxes &
pictures of different
types of waste).



DESCRIPTION

1. Initiate a general discussion by asking: What do housing regulations mean? Can you give me an example?
2. Read the text on page 68 of the workbook or ask one of the participants to read it out loud.
3. Use the questions below the text to generate discussion or divide participants into groups and give them 5 minutes to answer the questions.
4. Remind participants: your rental apartment is part of an apartment building. Therefore, you need to respect the building rules.
5. Play the *Thank you for sorting your waste* video (a video guide in five languages on how to sort waste): <https://www.helsinginseutu.fi/hs/en/utiset/thank-you-for-sorting-your-waste-a-video-guide-in-five-languages>
6. Ask participants if they know what recycling means and why it is done.
7. Explain to participants that recycling means sorting their garbage and putting each type in the right garbage disposal (workbook p. 69).
8. Tell participants:
 - In Finland it is compulsory to recycle waste. The following items have to be recycled: metal, glass, paper, cardboard, biodegradable waste, electronics and other things that are extremely harmful for the environment (like batteries). Each of these should be put into separate garbage bins.
 - Outside every apartment building, there are garbage collection bins for different types of waste. These collection bins are emptied weekly by the municipality.
 - Glass and plastic bottles and metal drink cans can be recycled at supermarkets using a special bottle collection machine. There is a small refund paid for each returned bottle.
 - Furniture and other large items cannot be dumped into the nature but have to be taken to a recycling centre or a landfill.
 - Recycling can seem hard at first, but over time it becomes a natural part of daily life and does not seem like a burden.
 - Not recycling can result in a fine in Finland.
9. If you have enough time, do the exercise on workbook page 70, otherwise ask participants to complete it later by themselves.

10. Finish the activity by highlighting the main points: All residents need to respect the apartment building rules. Recycling is included in the rules, and it is also your responsibility as a municipal resident to keep the environment clean.

ALTERNATIVE ACTIVITY FOR YOUTH:

After defining recycling, explaining recycling rules and showing the video, divide participants into groups and ask them to do the exercise on workbook page 70. To make the activity more interesting, you can bring different types of waste or pictures of different types of waste as well as seven boxes labelled 'bio waste', 'paper', 'cardboard', 'metal', 'glass', 'plastic' and 'mixed waste'. Divide participants into groups, give them one type of waste and ask them to put it in the correct box.

ACTIVITY 10 – EMERGENCIES AND CALLING 112

The purpose of this exercise is to introduce the participants to the emergency services and give them basic information regarding calling 112. The participants should also learn that this service can be fully trusted, and it exists to help people in emergency situations.



5 – 10 MIN



Copies of Handout 18



DESCRIPTION

Explain to the participants the emergency service system in Finland.

- The emergency number in Finland is 112. The emergency call operators can dispatch police officers, the fire service and ambulances.
- The emergency number 112 is for absolute emergency situations. Emergencies include domestic violence, fire, robbery, assault, medical emergency (heart attack, stroke etc.) and other incidents that require immediate involvement of the police, fire fighters or paramedics.

EXERCISE FOR ADULTS:

1. Divide the group into pairs. Provide each pair with cut-outs of the left-hand-side boxes on [Handout 18: Emergencies](#). The boxes feature scenarios, some of which are emergencies and others not.
2. Ask the pairs to choose the situations for which one should call 112.
3. Go through the right answers in front of the class.

EXERCISE FOR YOUTH:

Invent an emergency situation (e.g. someone has a heart attack or there is a fire) and act out a call to 112.

1. Tell participant to be prepared to briefly explain the exact situation.
2. Ask one participant to pretend calling the emergency number. You can be the operator at the emergency centre so be prepared to ask the correct questions. You can use the following examples as reference:

A. HEART ATTACK

- *Can you give me the address of the emergency?* Tell the participants to look for the apartment address, for example if you are nervous and unable to recall your address then check any mail you have to get the house address.
- *What is the phone number you're calling from?* Usually, the dispatcher can see your phone number, but it is possible to be asked this question for confirmation.
- *What is your name?*
- *Okay, tell us what just happened, not what led up to the event.*
- *What is the approximate age of the patient?*
- *Is he or she conscious?*
- *Is he or she breathing?*

B. FIRE

- Tell participants to be ready to be asked many questions that will help determine the response of the fire department to the call, including how many units and what type of equipment they will dispatch initially. Dispatchers will also be able to tell the caller what steps to take until help arrives.
- For example, if you report that you smell smoke in the building you are in, the dispatcher may ask: *Do you see flames or smoke? What type of building is involved? How many floors or stories? Is anyone inside the building?*

Explain that in all cases, the most important thing one can do when calling 112 is to listen carefully. Always do whatever the dispatcher asks you to do. Every question they ask has an important reason.

Emphasize being calm, telling the location and explaining what has happened.

Tell the participants that one needs to know English, Finnish or Swedish when calling the emergency number – the staff does not necessarily know any other languages.

ACTIVITY 11 – SMOKING IN FINLAND

The purpose of this activity is introducing the smoking regulations in Finland.



15 – 20 MIN



Copies of Handout 19, flipchart paper, pens.



Alternative activity: workbooks, pens.

DESCRIPTION

1. Ask participants if there are restriction on smoking in their home country.
2. Show participants the photos on [Handout 19: Smoking and non-smoking areas](#).
3. Divide participants into groups and give each group the photos on the handout (printed and cut out into cards).
4. Give each group a sheet of flipchart paper and ask them to divide the paper into two lists, one for non-smoking areas and the other for smoking areas.
5. Give the groups 5 minutes to discuss the photos and to put the cards on the correct list.
6. End the activity by telling participants:
 - Smoking in all public spaces – at the airport, inside train stations, bus stations, buses, trains, airplanes, schools, offices and hallways – is forbidden by law.
 - There are separate spaces reserved for smoking in public places. You must use these places during summer as well as winter. They are marked visibly.
 - Cigarette stubs should be disposed into the bin meant for them.

ALTERNATIVE ACTIVITY: If you do not have the pictures from the handout prepared, you can have participants complete a similar exercise on page 75 of the workbook.

ACTIVITY 12: FAMILY LIFE AND FREE-TIME ACTIVITIES IN FINLAND

Some cultures are not familiar with free-time activities and see them as waste of time. The aim of this activity is to introduce the Finnish perspective on free-time activities.



10 MIN



Laptop,
projector,
*Everyday Life in
Finland* PPT.



*Alternative
activity for
youth: A4
paper, pens.*

DESCRIPTION

1. Show participants the two photos on the next page, and ask them what they see in each photo.
2. Ask participants:
 - What do people do for fun in your home country?
 - What do you do in your free time?
 - Does the type of activities vary between genders?



Link: <https://pixabay.com/fi/photos/poika-suksi-hiihto-kylm%C3%A4-1835416/>



Link: <https://pixabay.com/fi/photos/henkil%C3%B6-mies-nainen-ihmiset-pari-3553814/>

3. Tell participants that:

- There are many different hobby opportunities from sports to arts, especially in bigger cities. Many Finnish people enjoy outdoor activities even during wintertime. Some of these hobbies might seem odd for someone who is not used to the Finnish culture.
 - Women of all ages practice different hobbies both indoors and outdoors.
4. Show the section about different free-time activities in the winter and summer in the *Everyday Life in Finland* PowerPoint presentation.
5. Summarize the session by pointing out that free-time activities are beneficial mentally, physically as well as socially through meeting new people or spending nice time with family members and friends.

ALTERNATIVE ACTIVITY FOR YOUTH:

1. Give each participant a sheet of paper and ask them to draw a picture of themselves doing something they like.
2. Ask them to form groups of five and to show their drawings to each other. Ask them to observe if there are differences from person to person in the things they enjoy. Do the activities vary by gender? Are the choices of activities influenced by what the parents enjoy?

Module 5

EDUCATION



MODULE 5: EDUCATION – SCHOOLS AND STUDYING

Education is the first thing that gets disrupted during conflict and instability, especially when death surrounds people, buildings including schools are destroyed, not to mention people fleeing the country in search of safety. Consequently, children and students might not be able to attend school or university.

Education helps refugees to integrate in their new country by giving children the opportunity to live a normal life, learn the language and make friends. Similarly, it facilitates the integration of adults by providing them with skills and training to join the labour market.

Some of the main questions asked by refugees in every PDO are related to education. Most parents want a better future for their children, including a proper education. At the same time, many refugees regardless of their age are interested in resuming their studies or obtaining another degree.

As a trainer, you will meet refugees with varying levels of education. Some have university degrees, whereas others could not finish even basic education due to war, and some are illiterate. For this reason, refugees have many questions related to education that need to be answered, such as “Where can I finish my education?”, “What certified copies of education or degrees to bring to Finland?”, “When does a child start school in Finland?”, “How many years does basic education last?” and “How do newly immigrated children attend school while not speaking the language?”.

This module briefly and simply describes the various elements of the Finnish education system, including day care and pre-primary education, comprehensive school, secondary schools, vocational education and training, as well as higher education. Additionally, it provides information about school culture, the role of parents in children’s education, adult education, integration training for immigrants, labour market training for adults, equivalence of degrees, and libraries.



LEARNING OBJECTIVES

- Gaining familiarity with the Finnish education system (from day care to higher education).
- Understanding the challenges that one might face, including learning a new language, new curricular requirements and adapting to a new culture at school.
- Becoming familiar with the available opportunities.
- Understanding the importance of education for faster integration.
- Knowledge about equal access to education.
- Understanding the role of parents in supporting the education of their children.
- Knowledge of the concept of preparatory teaching for immigrant children.
- Gaining information about accreditation of studies and degrees completed abroad.
- Knowing about vocational education and training for adult immigrants.

ACTIVITY 1 – DEVELOPMENT OF THE FINNISH EDUCATION SYSTEM

This activity gives a general introduction to education and its value in Finland.



10 MIN



Flipchart
Marker pen

DESCRIPTION

1. Start the activity by outlining the session topic:
 - You might have many questions in your head about education such as whether you and your children can study in Finland. All your questions will be answered, but first, I have a question for you: What do you know about education in Finland?
2. Write the participants' answers on a flipchart.
3. Proceed to explain:
 - In Finland education is valued, and Finns are generally well educated.
 - There are many different opportunities for studying, and adults have the chance to study too. Education is usually a requirement for accessing the labour market in Finland.
 - Women in Finland have equal opportunities with men and subsequently are highly educated compared to women in many other countries.
4. It is worthwhile to highlight that one of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. The same educational opportunities should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live.
5. In Finland, education is free at all levels from pre-primary to higher education.
6. Conclude by telling participants they will learn more about the education system in the coming activities.

ACTIVITY 2: EDUCATIONAL CULTURE IN FINLAND

The activity gives an idea about the educational culture in Finland.



10 MIN



Workbooks,
flipchart,
marker pen,
Handout 20.



DESCRIPTION

1. Ask participants to open the workbook on page 83 and look at exercise 5, which includes a group of certain practices that either do or do not happen in Finnish schools.
2.
 - For the **youth** group, divide a flipchart paper into two columns, titled “Occurs in Finland” and “Opinion and justification”. Go through the different practices with the participants.
 - For the **adult** group, you can change the exercise into a “true or false” activity or place all the practices in your PowerPoint to give the participants the opportunity to discuss each practice. (For example: what do you think about this practice: In Finland, girls and boys study together at school. In Finland, students eat lunch at school.) See [Handout 20: What do you think about this practice?](#)
3. Proceed to discuss the school meal system in Finland:
 - Every child is entitled to a free daily school meal in both primary and secondary schools. The Finnish school meal system both encourages children to attend school and supports their learning.
 - The meals served at school are nutritionally balanced.
 - At day care and schools, parents can tell the administration about any dietary requirements and restrictions of the child, whether related to health (e.g. allergies) or religion.
 - Finland respects religious and cultural diversity as well as individual beliefs, and the dietary restrictions that stem from them.
6. Before concluding the activity, ask participants to give an example of certain practices at their home country’s schools.

ACTIVITY 3: DAY CARE AND PRE-PRIMARY EDUCATION

This activity introduces participants to Finnish day care and pre-primary education.



15 MIN



Adults:
Script from activity description, flipchart, marker pen.



Youth:
3 copies of the script, acting props (optional), flipchart, marker pen.



DESCRIPTIONFOR ADULTS:

You can introduce the topic of the activity and then use the presentation method or the storytelling method to tell the story of Ali and Sara below.

FOR YOUTH:

You can utilize the role-play method. Ask for three volunteers to play the roles. Introduce the topic to the three volunteers and distribute the roles of Ali, Sara and their social worker between the volunteers. The trainer will act as the narrator.

1. Give a copy of the role-play activity to each volunteer, and use any props you may have at hand to differentiate the characters.
2. Introduce the topic to the other participants.
3. Set the scene of the story. Remember to focus on your tone of voice, eye contact and body language to stimulate the imagination of the participants.
4. Start telling the story in a calm voice while making eye contact with participants:

I will tell you a story about Ali and Sara, a married couple with three children – 3, 6 and 12 years old. They have recently resettled in Finland. One day, they receive the news about being enrolled in a Finnish language course. They get very excited about the idea of attending a language course and doing something meaningful in their life. But suddenly, reality hits them when they remember the children. Ali and Sara are faced with the dilemma that they are both due to attend the same course, and they have no relatives in Finland to watch the children while the parents are in the language course. In your opinion, what should they do?

5. On a flipchart, write all the participants' answers and give them the opportunity to discuss the answers.
6. Continue the story of Ali and Sara:

Ali suggests to his wife that they should ask their social worker for a solution. Thus, they contact the social worker, who schedules an appointment with them. On the day of the appointment, the couple brings up the issue with the social worker, who reassures them and says ...

The three volunteers' roles start here.



THE SOCIAL
WORKER

Don't worry, there is a solution for every problem. What you do not know is that most children under school age in Finland are enrolled in day care or pre-school, since most often both parents go to work. As municipal residents, you can apply for a day care spot for your child.

Do they look after the children?



SARA



THE SOCIAL WORKER

Not only look after them, but at day care centres children learn the Finnish language, daily routines and important social skills. The centres' daily routine includes various activities such as games, exercise, music, arts and crafts, and shared mealtimes. The children play both outdoors and indoors regardless of the season.

How much is the day care fee, and do we need to buy day care uniforms?



SARA



THE SOCIAL WORKER

The day care fee depends on the family's income. For low-income families, the fee is waived. Children do not wear uniforms at day care, but they play outside so parents must dress children suitably according to weather conditions. They require both appropriate indoor and outdoor clothing.

What about our 6-year-old son? Is he going to day care too?



ALI



THE SOCIAL WORKER

The 6-year-old child would attend pre-primary education.

Is it like school?



ALI



THE SOCIAL WORKER

Pre-primary education takes place before children start actual school. In Finland, children have the right to pre-primary education for one year before their compulsory basic education begins, generally at the age of six. In pre-primary education, children will gain knowledge and skills that will support their learning in comprehensive school.

What about our eldest child, 12-year-old Hassan? When will he go to school?



SARA



THE SOCIAL WORKER

We can discuss that at another appointment next week.

End the story: *Ali and Sara were relieved after getting all the necessary explanation and a solution for their issue.*

Hold a class discussion about what participants think about the play/story, what they learned etc.

You can change the names of the characters depending on the commonly used names in the target group, i.e. if the participants are Congolese, use names common in the Congo.

ACTIVITY 4: COMPREHENSIVE SCHOOL

This activity introduces participants to Finnish comprehensive school.



15 MIN



Adults:
Script from
activity
description.



Youth:
3 copies of
the script,
acting props
(optional).



DESCRIPTION

Like in the previous activity, use the presentation, storytelling or role-play method depending on the group (adult or youth).

For youth, ask for three new volunteers to play the second part of the story. Introduce the topic to the three volunteers and distribute the roles of Ali, Sara and the social worker between them.

Again, set the scene of the story:

Ali and Sara went to their next meeting with the social worker to get information about Hassan's education plan.

The three volunteers' roles start here.



THE SOCIAL
WORKER

The Finnish comprehensive school lasts nine years and provides children with basic education. All children living in Finland have an obligation to attend basic education. This obligation begins at the age of seven and ends when they finish the compulsory curriculum, usually by the age of 18. Parents are responsible for making sure that their children attend school on a daily basis. Comprehensive school consists of primary and lower secondary level education. The primary level includes grades 1 to 6 and the lower secondary level includes grades 7 to 9.

What kind of subjects do children study at comprehensive school?



ALI



THE SOCIAL WORKER

Some subjects are compulsory, and some are optional. Children study many compulsory subjects, such as mathematics, Finnish, English, history and biology. The classes in Finnish schools are approximately 45 minutes long. There are 15-minute breaks between classes and a longer lunch break, when a meal is provided.

Is there religious teaching at Finnish schools?



ALI



THE SOCIAL WORKER

Religion is a subject in Finnish schools.

What kind of uniforms do children wear at school?



SARA



THE SOCIAL WORKER

There is no uniform and therefore parents are responsible for making sure their children have appropriate and practical clothes suitable for the season and the weather conditions.

Do children have sports class at school?



ALI



THE SOCIAL WORKER

Sure, children have sports and physical education classes.

Is Hassan going to have to repeat grades from his previous studies because of moving to Finland and not speaking the language?



SARA



THE SOCIAL WORKER

Immigrant children who have just arrived in Finland are provided with preparatory teaching that prepares them for comprehensive school. It includes studying the Finnish language and other subjects as well as strengthening their reading and writing skills. Afterwards, Hassan will be placed in the grade that best suits his age, knowledge and skills. Additionally, tutoring in different subjects can be arranged for him and other newcomers.

To finish the activity, ask the group some questions, such as

What did you see in the story/play?

How did you feel about it?

Was there anything that surprised you?

ACTIVITY 5 – UPPER SECONDARY SCHOOL AND VOCATIONAL EDUCATION

This activity introduces the participants to upper secondary education and vocational education in Finland.



15 MIN



Flipchart,
marker pen.

DESCRIPTION

1. Start the activity by telling participants that after comprehensive school, a person can choose to go to upper secondary school or to vocational school.
2. Ask participants the questions below and write their answers on the flipchart:
 - Does anyone know when one starts upper secondary school?
 - How long does upper secondary education take?
 - Which education level requires completion of upper secondary education?
3. Explain to participants that:
 - A person can apply for upper secondary education with a school-leaving certificate from comprehensive school. The studies can be completed in two to four years.
 - The studies' aim is the national matriculation examinations, where the students' knowledge is tested on a broad scale.
 - Upon completing upper secondary school, students receive upper secondary school diplomas. After successfully completing the matriculation examinations, students also receive matriculation examination certificates.
 - Upper secondary education is required for entering higher education.
4. Ask participants the questions below and write their answers on the flipchart.
 - Does anyone know what vocational education is?
 - What is the difference between vocational and upper secondary school?
 - What is preparatory vocational training for immigrant youth?
5. Explain to the participants that:
 - A person can apply for vocational training either with a school-leaving certificate from comprehensive school or with an equivalent educational certificate.
 - Finnish is the language of teaching in most vocational training programmes. Thus, students should learn Finnish as early as possible.
 - Vocational school is intended for those who want to start working sooner and in a practical profession. Upper secondary school is intended for those who want to study further.
 - In preparatory vocational training, immigrant youth strengthen their language skills. They also study working life skills and different professional skills, as well as prepare for further vocational studies.
6. To conclude, you may ask if participants have questions related to the topic.

ACTIVITY 6 – HIGHER EDUCATION AND UNIVERSITIES

This activity introduces the participants to upper secondary education and vocational education in Finland.



15 MIN



Workbooks

DESCRIPTION

1. Ask participants if anyone has finished upper secondary school and are thinking of going to university.
2. Tell participants to open the workbook on page 86, and read out loud the paragraph under the heading Higher education and universities.
3. Explain to the participants the difference between academic universities and universities of applied sciences, the duration of higher education studies and the requirements for admission, including the necessary certificates and language skills.
4. Do exercise 1 (workbook p. 86) together with the participants.
5. Tell participants:
 - If a person has a degree completed in a foreign country, they can apply for its recognition in Finland from the Finnish National Board of Education. This agency has the authority to approve the eligibility of a foreign degree in the context of the Finnish labour markets and decide the required further studies.
 - In order to enable experienced professionals to practice their profession in Finland, certain professional qualification training programmes are offered, such as qualification training for nurses.
6. To close the activity, you may say: It is important that migrants to Finland bring all the original or certified copies of basic education, vocational education, degree programmes and work experience. It is best to get these copies certified and translated into English already before moving to Finland.

ACTIVITY 7 – ADULT IMMIGRANT (INTEGRATION TRAINING, VOCATIONAL EDUCATION AND LABOUR MARKET TRAINING)

Now that participants know how the Finnish education system works in general, they will get introduced to the cases when an adult immigrant arrives in Finland with or without an existing education from another country.



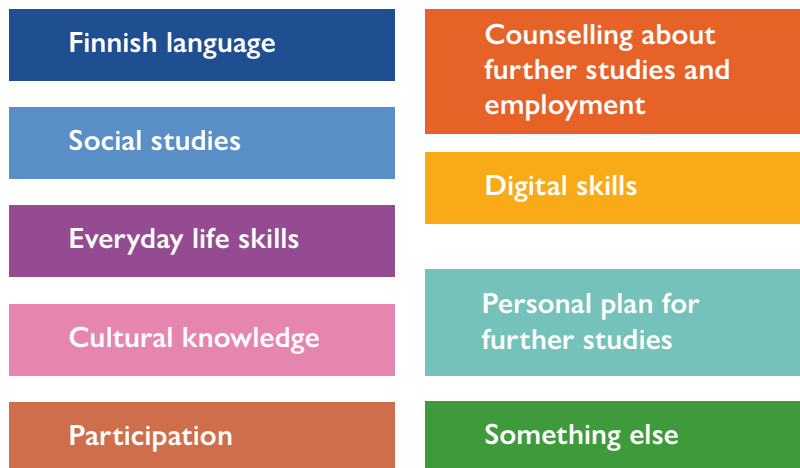
15 MIN



Laptop,
projector,
flipchart,
marker pen,
workbooks.

DESCRIPTION

1. Open the activity by asking if someone would like to share what education- or employment-related goal they would like to achieve in Finland.
2. Take a couple of answers and write them on the flipchart.
3. Display a list of skills and steps (below, from workbook p. 88) that may be needed to get an education and find employment in Finland.



4. Ask participants to select the necessary skills or steps in order to achieve their goals. Write the answers on the flipchart.
5. Ask participants to go to page 88 of the workbook and read the second paragraph, which explains the integration training programme in Finland (the paragraph beginning “Upon arriving in the country, immigrants are enrolled ...”).
6. Tell participants that you are now moving onto the second topic of the activity, which concerns vocational education and training as well as labour market training for adults.
7. Ask participants if they are familiar with vocational education in their home country.
8. Explain that vocational education is technical education which provides students with practical skills for working life.
9. You can proceed by asking for a volunteer to read the last paragraph on page 88 (continued on p. 89). Afterwards, have an open discussion or answer the questions on page 89 with the group.
10. Summarize the activity: In this activity, we learned that adult immigrants receive integration training and counselling about further studies and employment as well as participation. Adult immigrants can also attend vocational education to ensure their skills meet the requirements of the Finnish labour market.

ACTIVITY 8 – ACCREDITATION OF STUDIES AND DEGREES COMPLETED ABROAD



10 MIN



Laptop
Projector

Newcomers who have a degree from another country will learn how to apply for the accreditation of studies and degrees in Finland. It is very important to give the participants an idea about the process in Finland so that they can start gathering all the necessary documents.

DESCRIPTION

1. Tell participants:
 - Your degree from another country might not be automatically recognized in Finland. Therefore, to continue studies or practising your profession in Finland, you will need an assessment from the Finnish National Agency for Education.
2. You can show participants the chart about having foreign qualifications recognized in Finland.
3. You can also show the website of the Finnish National Agency for Education and encourage participants to read information on the site later.
4. Finish the activity by reminding participants:
 - It is important that you bring all the original or certified copies of basic education, vocational education, degree programmes and work experience with you to Finland. It is best to get these copies certified and translated into English.

1

REQUIRED DOCUMENTS:

- Degree/qualification certificate
- Document specifying the content of studies (transcript)
- Proof of nationality
- Document verifying name change (if applicable)

2

FINNISH NATIONAL
AGENCY FOR
EDUCATION

3

Ponder and discuss with officials whether your previous career is something that is feasible for you to continue in Finland.

4

You should check if you need a decision on recognition of your qualifications.

5

APPLYING FOR A DECISION

See: Recognition of foreign qualifications in Finland | Finnish National Agency for Education (oph.fi)

Module 6

WELFARE

HEALTH CARE



MODULE 6: WELFARE – HEALTH CARE

Understanding the health care system in Finland and how to access its services are vital factors for refugees' well-being. The countries of resettlement receive all known information about the selected quota refugees' health-related needs. The receiving countries are also well-informed about the refugees' difficult circumstances, which may deeply impact their mental and physical health.

This module includes information about accessing health care services in Finland, health centres, booking an appointment with your health centre, receiving treatment, accessing emergency health care, maternity clinics, dental care, mental health services and pharmacies. It provides answers to many of the refugees' most common questions related to health care services in Finland.

Each Finnish municipality organizes their own public health care services, and quota refugees are equally entitled to them. The module will cover the different elements of the health care system in Finland, including:

- When medical assistance is needed, an appointment should be booked to see a doctor or a nurse by visiting a health care centre or calling them beforehand.
- When the health care centres are closed, one can use the emergency health care services if the illness requires urgent care.
- In case of a pregnancy, the refugees are also entitled to special services of pre- and post-natal health services, which are aiming to make sure the wellbeing of the mother and the baby.
- When visiting the health care centre, one should always show the national insurance card in order to get the treatment with low price.
- Although the health care is subsidised, one needs to pay a small fee to see a doctor.
- Health care practitioners in Finland are bound by the general doctor- patient confidentiality.
- Preventative healthcare is also important, and participants should get information about dental health, sexual health as well as adapting a healthy

lifestyle.

- Any person in challenging situations may need of mental help.
- Patient's right should be respected.



LEARNING OBJECTIVES

- Obtaining basic information about the Finnish health care system.
- Knowing how to access health services and book an appointment.
- Learning about mental health issues, especially for participants from societies where mental health problems are heavily stigmatized.
- Gaining an understanding of one's responsibility to take care of their own and their children's health, including the adoption of a healthy lifestyle.
- Knowing the importance of bringing old prescriptions, doctor's statements, and possible vaccination cards from the country of departure. These will help speed up the process of finding correct treatment and medication in Finland.
- Knowing the patient's rights, such as the right to good care and dignified treatment when using public health services.

ACTIVITY 1 – HEALTH CARE IN FINLAND

This activity gives a general introduction to health care services in Finland.



10 – 15 MIN



Flipchart,
marker pen,
workbooks

DESCRIPTION

1. Start the activity by outlining the session topic:
 - You probably have many questions in your mind concerning the health care system in your new country. All your questions will be answered.
2. Hold a brief discussion on health care in general, and the beliefs and practices in the participants' home country:
 - Where do people go if they get sick?
 - Do they use home cures or go to a doctor?
 - What is treatment like?
3. Write all the participants' answers on a flipchart.
4. Ask participants to open the workbook on page 115, and read the first two paragraphs.
5. Explain to the participants that:
 - Public health care services provide primary health care as well as medical treatment.
 - Quota refugees are offered the same national health insurance as the citizens of Finland, which is financed by contributions from both the insured and employers. An earnings-related sickness allowance is paid to compensate for income lost due to illness. Additionally, a certain share of medical costs is reimbursed.
 - Special services and benefits to people with disabilities are designed to complement the benefits and services meant for all. In addition, services provided by disability and public health organizations (NGOs) complement public services. In Finland, there are also several peer support communities for people with disabilities.
 - Working-age people with disabilities may be eligible for disability allowance to supplement their income and help them cope with everyday life. Disability allowance is not dependent on income or assets, and it is not taxed.
6. Tell participants you will talk more about health and health care services in the coming activities.

ACTIVITY 2 – PREGNANCY AND SEXUAL HEALTH



10 – 15 MIN

The first part of the activity aims to provide participants with information about services regarding pregnancy. The second part highlights the importance of taking care of one's sexual health.

DESCRIPTION

1. Ask participants what they do in their home country when they get pregnant.
2. Explain that:
 - In Finland, municipalities offer their residents information and services regarding pregnancy.
 - Mothers are encouraged to go to the first medical examination at the municipal health centre before the end of the fourth month of the pregnancy. The health of the mother and the foetus are examined in the maternity clinic.
 - Fathers are encouraged to come along to the meetings and attend prenatal training in the maternity clinic as well as the delivery.
 - Babies are usually delivered in the regional hospital nearest to your municipality.
3. In the second part of the activity, explain to participants that:
 - Health centres and their contraception clinics provide free-of-charge counselling on sexual matters and contraception.
 - At schools, school health nurses are responsible for sex education and counselling to help choose and obtain an appropriate method of contraception.
 - Family planning organizations and sexual advisory organizations also provide advisory services relating to sexual issues.
 - Sexually transmitted diseases (STDs) are treated at health centres or STD clinics. Health centres administer HIV tests free of charge. The HIV test can also be taken anonymously.
4. Conclude the activity by saying: Everyone is responsible for their own health and taking care of your sexual health is nothing to be ashamed of.

ACTIVITY 3 – ADOPTING A HEALTHY LIFESTYLE

This activity's main goal is to give participants some helpful advice on how to implement a healthy lifestyle and take care of their health to avoid developing health problems.



10 – 15 MIN



Copies of Handout 21, flipchart paper, pens.



DESCRIPTION

1. Divide participants into groups and give them copies of [Handout 21: Healthy lifestyle](#). The handout lists various foods, drinks, activities and habits – some healthy, others unhealthy. You can also use pictures of the foods and activities instead of words.
 - If you think you will be short on time, place the pictures on a slide in your presentation and turn the exercise into a class discussion instead of group work.
2. Hand each group a sheet of flipchart paper and ask them to divide it into 2 columns titled “healthy lifestyle” and “unhealthy lifestyle”.
3. Give participants 5 minutes to discuss and place the items in the correct list based on whether they are good or bad for one’s health.
4. If you want to make the exercise more challenging, ask participants to rank the items according to the degree of healthiness or unhealthiness.
5. After the groups are done, check their work. If a group has some items in the wrong list, tell them how many they got wrong. Then ask them to discuss amongst themselves and try to figure out which of the objects are in the wrong list and why.
6. Hang the flipcharts onto the wall so participants can see them for the rest of the day.
7. Finally, advise participants to read the labels of their food items, and warn them that many processed foods are not healthy, despite the picture on the label.

ACTIVITY 4 – HEALTH CENTRES AND EMERGENCY HEALTH CARE SERVICES

This activity is designed to give participants an idea about what to do if they fall ill and how to get a doctor’s appointment.



10 – 15 MIN



Laptop, projector, loudspeaker, *Health Care in Finland* PPT, workbooks (optional), flipchart, marker pen.

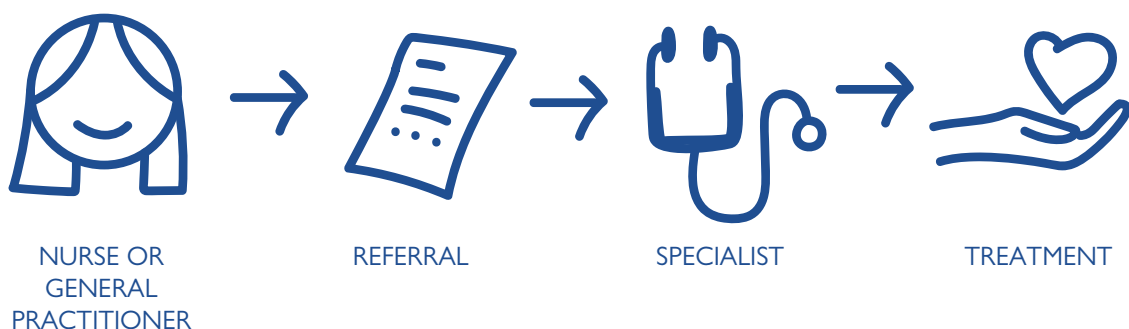


DESCRIPTION

1. Tell participants:

- When you fall ill, you need to contact the nearest health centre (*terveysasema* or *terveyskeskus*) to book an appointment with a general practitioner (*yleislääkäri*) or a public health nurse (*terveydenhoitaja*).
- Health centres are usually open from Monday to Friday between 8 am and 4 pm and closed during the evening and weekends. Therefore, it is a good idea to call the appointment booking number first thing in the morning as soon as the health centre opens.
- If your condition requires urgent treatment, you can be given an appointment at short notice. If your case it is not urgent, you may have to wait longer for a doctor's appointment.
- When you book an appointment, you will be told when you will be seen. When you call to book an appointment, you need to state why you need to see a doctor or a nurse. The person confirming your appointment will assess over the phone whether you need to see a doctor or a public health nurse, and how urgently.
- In Finland, many illnesses are treated by public health nurses, and you may not need a doctor's appointment at all. You can often get a nurse's appointment sooner than a doctor's appointment. The public health nurse will refer the patient to a doctor if it turns out that a doctor is needed.
- Remember to take your identity card or Kela card with you!
- If you fall ill in the evening or during the weekend when health centres are already closed, you need to go to the emergency department (*päivystys*).
- You may have to wait for a long time at the emergency department before you are seen, as patients are treated according to the severity of their condition. In other word, patients with complaints or injuries that require treatment most urgently are examined first.
- Emergency departments for children and adolescents may be in a different place than emergency departments for adults. For more information, ask the local health centre or the website of your municipality.

2. You can display and explain the below chart to the participants.



3. Play the *Visiting the Health Centre* video in the *Health Care in Finland* PowerPoint presentation.
4. Divide participants into groups and ask them to do exercise 2 on workbook page 116. Alternatively, prepare some questions and hold a discussion. Some of questions can be:
 - What did you see in the video?
 - Is visiting a health centre in Finland like visiting the health centre in your home country?
 - What should you take with you when visiting the health centre? What is the first thing to do once you arrive at the centre?
5. Write on the flipchart the steps to follow in order to ensure that things go smoothly at the health centre.
 - Take your identity card or Kela card with you
 - Go to the health centre sufficiently early
 - Take a queuing number (a ticket that has a number on it)
 - Wait until the number on the ticket appears on the screen or the number is called
 - When your number is appears on the screen or is called, go to the desk and present your identity card or Kela card
 - Follow the nurse's directions

OPTIONAL ACTIVITY FOR YOUTH:

Because the youth group may find this topic boring, simulate a visit to a health centre in Finland. Ask for volunteers to play the role of the receptionist, the doctor or nurse and the patient. The trainer can participate in the play or provide the volunteers with scripts.

1. The patient goes to the health centre.
2. The receptionist takes the patient's name and asks for their Kela card.
3. The patient gives their name and Kela card or ID card
4. The patient is called into the doctor's or nurse's office.
5. The doctor or nurse asks the patient about their symptoms. The patient describes their symptoms, for example flu symptoms.
6. The doctor or nurse does a brief check-up and writes a prescription (could be an electronic prescription).
7. The patient takes the prescription and leaves.
8. The patient takes the prescription to a pharmacy and buys the medication.

ACTIVITY 5 – MENTAL HEALTH PROBLEMS

This activity aims to introduce and discuss the importance of mental health through using dramatic storytelling.



10 – 15 MIN



Laptop,
projector,
loudspeaker,
Handout 22.



DESCRIPTION

1. Display the *Mental health problems* video (in English: <https://www.youtube.com/watch?v=1i1oVdpKhok> or in Arabic: <https://www.youtube.com/watch?v=Rtosvsn5xHk&feature=youtu.be>).
2. Tell participants that:
 - Anyone in a new or confusing situation in life can be in need of help. Such situations may include, for example, resettlement in a new country, family conflict, losing a job, death of a close family member, previous trauma or any other stressful life situation. One does not necessarily start to feel bad immediately – it can also happen after some time.
 - This is a story about an experience of an immigrant after resettlement. The aim of this story is to discuss mental health problems, and the facts that many people feel ashamed to talk about them or are unable to recognize them.
 - Often there are more questions than answers when it comes to resettlement. As we tell this story, it is an opportunity to address the questions with which you are most concerned. In this story we explore Maya's experience with mental health problems.
3. You may choose to have one or two participants read the story from [Handout 22: The case of Maya](#) or tell the story yourself. You may also choose to use a different story from the that concerns similar themes.
 - The story of Maya deals with the health-related themes that are common in the resettlement process. The aim of telling the story is to explore the issues that may arise due to the long-term impact of war on refugee's life, even after resettlement.
4. After reading the story, move on to the questions in the handout. You can choose to discuss the answers to the questions with the group or, if you want to keep the exercise shorter, you may just read the questions and let participants ponder on them on their own.
5. Explain that Maya should not ignore her situation, especially since she is a victim of torture and has the right to help with her mental health.
6. You can use the case as a method to tell participants what to do if they have depression:
 - Maya could try to help herself by finding a solution for her sleeping problem through exercising, spending time out in the nature, eating a healthy diet and talking with family or friends. If this is not helpful, then she should book an appointment with a general practitioner to get a referral to a specialist.
7. Finish the activity by reiterating the patient's right to confidentiality:
 - You can talk to a doctor or psychologist in confidence because they are bound to confidentiality. They will not reveal your personal matters to other authorities.

ACTIVITY 6 – DENTAL CARE

This activity discusses dental treatment and preventive care.



10 MIN



Laptop,
projector,
loudspeaker.



DESCRIPTION

1. Ask participants:
 - What do you do when you have a toothache? Do you use home remedies or visit the dentist?
2. Depending on the participants' language, play the following video about dental care: <https://www.youtube.com/watch?v=XK-4zkpkHY> (English). The video is available in different languages.
3. Explain to participants that:
 - Finnish public dental care includes both preventive care to maintain oral health as well as treatment of dental problems you already have.
 - You can see a dentist or a dental hygienist at a public health centre. Some municipalities may have a separate dental clinic.
 - The queue for municipal dental care is often long, and it might take some time to get an appointment.
 - Patients who need urgent dental care can call the emergency booking services. By calling the emergency booking number, the patient can get an appointment relatively soon after their need for urgent dental care has been assessed on the phone.
 - As for children, there are regular dental check-ups for day-care and school-age children to guarantee good oral and dental health from an early age. Dental care for children under the age of 18 is free of charge at public health centres.
4. To close the activity, tell the participants: Bacteria related to oral infections can spread throughout your body and cause various illnesses. Therefore, you need to take preventive care and seek treatment when there is a problem.

ACTIVITY 7 – PHARMACIES

Some countries do not have laws restricting access to medications. Therefore, prescriptions are not needed and people can buy whatever medications they want. This activity aims to clarify to participants which medications can be bought over the counter in Finland and which ones require a prescription.



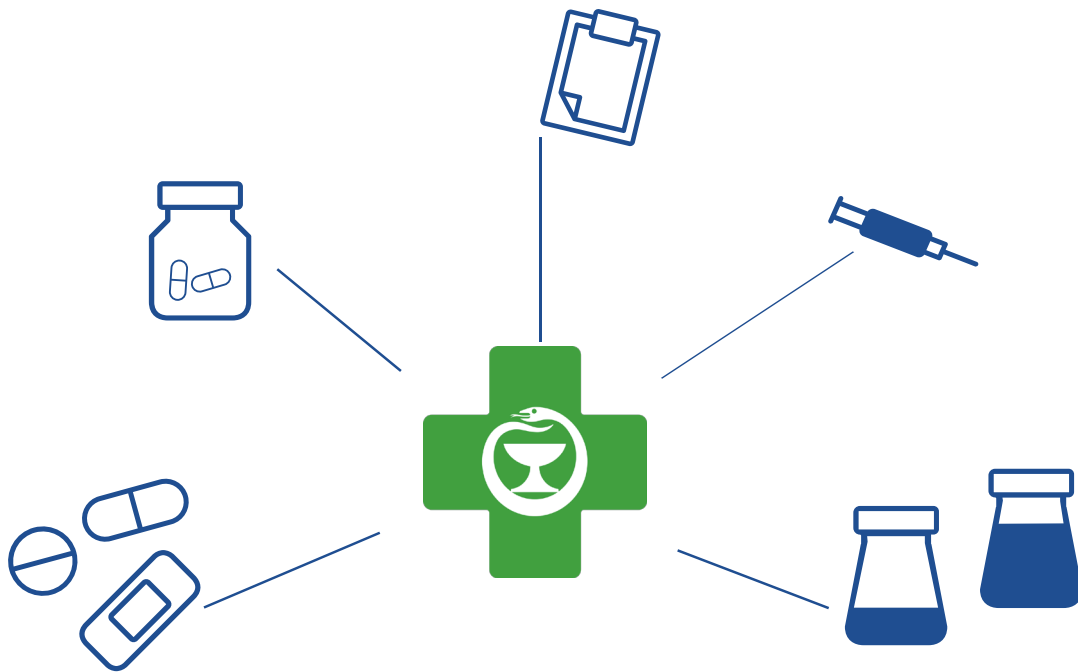
10 MIN



Laptop
Projector

DESCRIPTION

1. Ask participants: What can you buy from the pharmacy in your home country? Do you need a prescription to buy medication?
2. You can use photos or cards to explain what people can buy from pharmacies and what requires a prescription.



3. Explain to participants that:
 - Only pharmacies are entitled to sell medications in Finland.
 - At a pharmacy in Finland, one can buy
 - Creams for skin conditions and muscle pain
 - Hygiene products
 - Pain medication
 - Allergy medication
 - Vitamins
 - Medication prescribed by a doctor
4. The prescription can be in a paper format or an electronic format.
5. You can purchase medication prescribed to you at any pharmacy by presenting your prescription and Kela card or personal identification.

Module 7

EMPLOYMENT



MODULE 7: EMPLOYMENT – WORKING IN FINLAND

Finding a job is among the main steps for a newcomer to fully integrate into the Finnish society. Finnish working life may be different and more varied than that in refugees' home countries. Many people who have been working for a long time before resettling in Finland may struggle to accept having to complete additional studies and training in order to work in Finland. Others have high expectations of getting a job in their previous field of expertise, only to be disappointed, and they are often unwilling to change their career. Hence, several of the activities in this module are aimed at modifying participants' unrealistic expectations.

This module covers several different aspects related to working in Finland:

First, job prospects – what services and support Finland offers to the newcomers through its governmental institutions, how to navigate the job-search journey and how to maximize job opportunities.

Second, job readiness – language challenges, labour market needs and how the newcomer can minimize risks by preparing prior to arrival in Finland.

Third, job search process – strategies, tools and the different types of jobs in Finland.

Finally, work culture and taxation – understanding the Finnish workplace culture and the importance of paying taxes.

Although PDO does not involve practical support in job search, it offers extensive advice that helps newcomers prepare themselves for the job search and working life in Finland. The information given in this training module and the handbook helps guide participants to relevant services in Finland.



LEARNING OBJECTIVES

- Knowing about the Finnish labour market integration measures.
- Familiarity with relevant good practices to find jobs.
- Understanding the importance of job searching and employment to enhance financial, social and cultural resources.
- Obtaining information about self-employment and entrepreneurship
- Awareness of Finnish work culture, rights and obligations, and taxation.
- Developing realistic expectations about working and living conditions in Finland.

THE INFORMATION IN THIS MODULE NEEDS TO BE APPROPRIATELY ADJUSTED FOR THE ADULT GROUP AND THE YOUTH GROUP!

ACTIVITY 1 – INTRODUCTION TO WORKING IN FINLAND

This activity is a brief introduction to working life in Finland.



10 – 15 MIN



Laptop,
projector,
loudspeaker.



DESCRIPTION

1. Briefly outline the session topics:
2. In this session, we will cover
 - Unemployment services
 - How to find a job
 - Challenges in job search
 - Equality at the workplace
 - CV and job applications
 - Worker's rights
 - Taxes
 - Entrepreneurship
 - Summer jobs
 - Young worker's rights and safety
3. Tell participants that you will play a video about work in Finland, after which there will be discussion. Advise them to focus on each character and their role.
4. Play the video: <https://www.youtube.com/watch?v=KKVWE6MOICw&list=PLOsNIo1WyAXNQbGxn8S339DMF4U9IWWnV> (Arabic, also available in other languages).
5. The video features four characters: Joonas (a recent graduate and a jobseeker), Mariam (a student and part-time worker), Pedro (entrepreneur) and Sara (engineer and worker representative). The video also covers worker's rights and duties.



TIP

You can connect the themes in later activities with the characters in the video by referring to their cases at suitable points.

6. After showing the video, initiate discussion with the group by asking questions such as:
 - Can you tell me the names of the main characters?
 - What does each character do in life?

- Do you remember some of the worker's rights that were mentioned in the video?
 - How many hours should a worker work during working days?
 - Can you join a labour union?
7. To conclude, you can say: This video was an introduction to working life in Finland, and we will learn more about working in Finland during the rest of the session.

ACTIVITY 2 – INTEGRATION PLAN AND TRAINING FOR IMMIGRANTS

This activity provides information about two important governmental institutions that will support quota refugees in their resettlement and integration: Kela (The Social Insurance Institution) and the Employment and Economic Development Office (TE Office).



10 – 15 MIN



Workbooks

DESCRIPTION

1. Explain to the participants that:
 - For a newcomer to receive unemployment benefits, they must be actively looking for a job and be registered as a job seeker with the TE Office. KELA will receive this information from the TE Office.
 - They are entitled to an integration plan for the first three years of their residency in Finland. The integration plan includes language studies, social studies, everyday life skills, preparatory training for working life and vocational training.
 - If a family has small children at home, a flexible integration training programme can be provided for stay-at-home parents.
 - An initial assessment will be made regarding their educational background, work experience and language skills.
2. Use the exercise on page 99 of the workbook to enhance participants' understanding of the topic.
3. To conclude, ask participants:
 - What is the name of the employment office?
 - What is the name of the plan you will participate in preparing?
 - Can you mention at least two parts of this plan?
 - What will you be asked about when preparing the plan?

ACTIVITY 3 – JOB SEARCHING

The purpose of this activity is to introduce participants to the measures related to immigrants' labour market integration and to familiarize them with good practices for labour market integration.



10 – 15 MIN



Laptop,
projector,
*Working in
Finland* PPT.

DESCRIPTION

1. Start a brainstorming exercise by asking a few questions from the slide titled “Learning the language” in the *Working in Finland* PowerPoint presentation.
2. To encourage participants and ease their concerns about the language, tell them:
 - In the beginning, you may find it difficult to learn the language and feel frustrated. It is normal to feel this way. Each person learns things at a different pace and in a different way. Some people learn more quickly than others.
 - Finnish language courses have different levels, from beginner to advanced, and you will start with the beginner’s course.
 - If you cannot read or write, you will be taught to.
3. Read Ali’s case out loud and discuss the questions with the participants.

ALI’S CASE

When Ali first arrived in Finland, he always needed an interpreter for official appointments and even basic needs such as visiting the doctor. Now, 3 years later, Ali is able to go to his appointments without an interpreter.

1. How has learning the language helped Ali?
2. What are some ways you could practice Finnish?

4. Show participants the “Idea of employment process vs. reality” slide in the PowerPoint presentation.
5. Conclude by telling participants that:
 - There are many jobs advertised online. However, applying online is not the only way.
 - Getting to know to people will help in finding a job: in fact, most of the jobs are not even advertised, but rather people are employed through personal contacts.
 - Also, some notice boards and newspapers feature job advertisements.
 - Being active will increase chances of getting employed.

ACTIVITY 4 – CVS, JOB APPLICATIONS AND JOB INTERVIEWS



10 – 20 MIN

The goal of this activity is to familiarize participants with creating a CV, filling a job application and attending a job interview.

DESCRIPTION

1. Ask participants: How do you usually apply for jobs at your home country?
2. Explain that:
 - Applying for jobs in Finland requires submitting certain written documents, including a CV and a job application.
 - A CV contains information about the jobseeker's education, work history and skills. The language of the CV should be Finnish, or sometimes Swedish depending on the main language of the municipality where the applicant lives.
 - For more information, see the CV example and an explanation of how to make a CV in the workbook, pages 100–101.
3. Recommend that participants start thinking about what they are going to do in Finland, the skills they have and any work certificates they have.
4. If there is enough time, you can have a discussion with participants about the topic of job interviews. Ask participants:
 - What is a job interview?
 - Who is familiar with job interviews?
 - What should you do before going to the interview? How do you prepare?
 - What questions do employers ask the potential employee?
5. Tell participants that:
 - In a job interview, the employer has a conversation with the potential employee.
 - The interview enables the employer to learn about the potential employee, their personality, skills and abilities, and whether the candidate fits the position.
 - The interview also helps the applicant to learn more about the workplace, the position and the people there.
 - Interviews can be very different depending on the job.
 - It is up to each individual to prepare for the interview beforehand by searching for information about the position and the workplace.

6. You can give some tips for attending a job interview, such as:
 - Be on time
 - Do background research on the employer
 - Prepare questions about the employer and the position available,
 - Dress smart and in line with the employer's image
 - Be prepared to talk about personal strengths and weaknesses in relation to the job
7. You can also prepare example questions related to a hypothetical job and invite two volunteers to play the role of the employer and the candidate.
8. Conclude by saying: Do not get overwhelmed by all the details. You will learn how to make a CV, write a job application and many things related to interviews in the integration training.

ACTIVITY 5 – JOBS WOMEN AND MEN CAN DO

This activity is very important, particularly as some participants come from societies where many occupations remain highly dominated by either men or women.



10 – 15 MIN



Laptop, projector,
Working in Finland
PPT, flipchart,
marker pen.

DESCRIPTION

1. Show participants photos of women and men in different types of jobs (in the *Working in Finland* PowerPoint presentation). The slide displays workers such as a female bus driver, male nurse, male nanny, female football player and female police officer.
2. Ask participants: What do you see in each photo? Do women and men have different jobs because of their gender?
3. Hold a brief discussion about the types of jobs men can do and the types of jobs women can do:
 - Can women do men's jobs? Can men do women's jobs?
 - Why can specific jobs not be done by women? Why can specific jobs not be done by men?
 - How was it decided that certain jobs are only for men and certain jobs only for women?
4. Explain that while some gender-dominated occupations are clearly rooted in stereotypes – for instance, women as nurturers, men as breadwinners – other jobs seem to be more randomly assigned. Who decided, for example, that being a nurse is a woman's job or that driving is men's work?
5. To conclude the activity, shortly describe equality at the Finnish workplace:
 - In Finland, it is not acceptable to discriminate against anyone at the workplace based on their race, gender, age, disability or other personal attribute.

- If one feels that unfair treatment is taking place, a person can be in contact with the union representative at the workplace. This is a person who helps the employees in conflict situations at the workplace.
- Finnish working life is relatively gender-inclusive, and different fields are not as largely dominated by either gender as before. For example, men can be teachers or nannies and many women work as manual workers or bus drivers.
- Furthermore, men and women are, by law, paid the same wage for work that requires equal skill and responsibility.

ACTIVITY 6 – FINNISH WORK CULTURE

Like many characteristics of a society, work culture differs from country to country. Finnish work culture is characterized by equality and independence.



10 – 15 MIN



Workbook

DESCRIPTION

1. Explain to participants that:
 - It is important to respect formal work hours, as being late is considered rude and unprofessional.
 - Concentrating on the job while at work instead of talking on the phone or to your colleagues is an attribute that makes the employer appreciate you.
 - Honesty is appreciated in Finland. Thus, if you have encountered a problem or cannot attend work for some reason, be honest about it.
 - It is not a problem to disagree with your employer or superiors on opinions or ideas, as long as you do it with respect.
2. Read the text on page 107 of the workbook about religious practices and ask the participants to answer the questions following the text.
3. Conclude by saying: Religion is a personal matter and belongs in the private space. Therefore, agree beforehand with your employer on personal matters that may affect your work.

ACTIVITY 7 – YOUR RIGHTS AND OBLIGATIONS

By the end of this activity, participants will be familiar with the employee's rights and obligations at work.



10 – 15 MIN



Flipchart,
marker pen.



*Alternative
activity for youth:
workbooks.*

DESCRIPTION

1. Draw two lists (rights and obligations) on the flipchart.
2. Ask participants: Can you give me an example of employees' rights? Can you give me an example of employees' obligations? Write the participants' answers in the corresponding list.
3. Tell participants that there are a number of regulations that the employer must follow which guarantee fair treatment of the employee, such as:
 - The regular length of a working day in Finland is 7.5 hours.
 - The employee is entitled to a designated number of breaks.
 - The employee must always be compensated for overtime hours.
 - The employee must get annual leave.
 - In case of illness, the employee has the right to sick leave.
 - There must always be a work contract about the employment.
4. Ask participants: Do you know what a work contract is?
5. After writing their answers on the flipchart, define the term:
 - Work contract is a signed agreement between the employee and the employer.
 - The work contract defines, for instance, the weekly working hours, the employee's duties and starting date, the type of employment (permanent or temporary), the salary and trial period.
 - You should check the contract before signing it to ensure that for example the pay and working hours correspond to legal standards.
6. Conclude by saying: Immigrants and Finns have the same employee's rights and obligations. If you are not certain about something regarding your rights and obligations, the best way to know is to ask.

ALTERNATIVE ACTIVITY FOR YOUTH: Your obligations and rights (workbook p. 106)

This exercise can be done as group work.

ACTIVITY 8 – TAXATION AND UNDECLARED WORK

This activity provides information about taxation and undeclared work in Finland.



10 – 15 MIN



Flipchart,
marker pen,
workbooks.

DESCRIPTION

TAXATION:

1. Ask participants: What are taxes? Do you pay taxes in your home country? What do you know about the taxation system in Finland?
2. After writing participants' answers on a flipchart, proceed to explain:
 - In Finland, you need to provide a tax card to your employer when you start a job.
 - Taxes are an important part of the Finnish social security system. All residents of Finland pay taxes. Taxes are what enable the integration support to you as a refugee.
 - The tax rate depends on the employee's salary.
 - It is illegal not to pay taxes, which is why everyone has to make sure they end up paying taxes on their pay.
 - After accepting a job offer, call the tax office or visit their website to order a tax card.
 - Give your tax card to your employer at the beginning of your employment. If you have not delivered the tax card on time, you will be taxed an emergency tax of over 50 per cent.
3. Read the text on page 105 of the workbook or ask one of the participants to read it. Then discuss the questions in the same page with participants.

UNDECLARED WORK:

1. Ask participants: Can anyone here tell what "undeclared work" means?
2. Write the participants' definitions on a flipchart.
3. Define the concept:
 - Undeclared work (*pimeä työ*) is work that is done without a tax card and where no taxes are paid on the salary.
4. Ask participants if they know the negative side of undeclared work.
5. Briefly explain that:
 - The services provided by the society depend on tax revenue. Avoiding taxes is illegal and puts the welfare and stability of the society at risk.
 - Undeclared work is not in the employee's interest either, because it does not accumulate any pension and the employee is not covered by accident insurance. Furthermore, in case of any disagreement with the employer, nobody will help or protect the employee.
 - If someone wants to pay your salary in cash, the work is probably undeclared.
 - Keep in mind that undeclared work is a crime in Finland.
6. Summarize: Paying taxes is your duty and your contribution towards the society and the common good.

ACTIVITY 9 – ENTREPRENEURSHIP

The goal of this activity is to provide participants with information about self-employment and entrepreneurship in Finland.



10 – 15 MIN



Flipchart,
marker pen,
laptop, projector,
loudspeaker,
Working in Finland
PPT, Handout 23.



DESCRIPTION

1. Ask participants: Do you know what entrepreneurship is? Has anyone here worked as an entrepreneur?
2. Write the answers on the flipchart.
3. Tell participants that:
 - It is possible to become an entrepreneur in Finland.
 - The employment office offers guidance in setting up a business and advises you on where to get a loan, how to make a business plan and what things to take into consideration.
 - Many immigrants have employed themselves as entrepreneurs through various small businesses.
4. Giving participants an example of a role model is encouraging. Thus, show participants the video about the Refugee Man of the Year 2016, Ali Giray, and the video about the Refugee Woman of the Year 2016, Rita Kostama (videos are in the PowerPoint presentation).
5. To conclude the activity, use the exercises on [Handout 23: About work in Finland](#).

ACTIVITY 10 – SUMMER JOBS FOR YOUTH

Working at a young age might be familiar for participants, especially given that many refugees drop out of school at a very young age to work and help their families.

Through this activity, young participants will learn about the type of jobs available for them in Finland, the legal working age, working time and other restrictions, in addition to voluntary work.



10 – 15 MIN



Laptop, projector,
Working in Finland PPT.



DESCRIPTION

1. Show participants photos of young people doing different jobs (see the *Working in Finland* PowerPoint presentation) and ask:
 - What do you see in these photos?
 - Do you have something in common with the people in the photos?
 - Have you worked at a young age?
 - Have you ever worked during the summertime at your home country? What kind of job did you hold?
2. Tell the participants that:
 - Every year, plenty of summer jobs are available in Finland for young people aged both under and over 18 and for qualified adults. The earlier you start looking, the better chances you have of getting a summer job.
3. Ask participants if they would be interested in working, if they would like to know what kind of jobs they can do in Finland and how they can find work.
4. Ask participants what is the benefit of working while still studying? Answers can include getting money, work experience, improving language skills and using their free time productively.
5. Discuss with participants about the minimum age for children to work in their home country and explain that in Finland, there are special regulations that protect young workers, and these regulations apply to employees under the age of 18. For example:
 - A full-time job can only be offered to a person aged 15 or over who has completed their mandatory education.
 - A person who will turn 14 during the calendar year can do light work that does not negatively impact their health or education.
6. Summarize the activity and remind participants to check the employment office (TE palvelut) website for more information on the topic.

Module 8

WELFARE

SOCIAL WELFARE SERVICES



MODULE 8: WELFARE – SOCIAL WELFARE SERVICES

Newcomers to Finland might have wrong information or expectations concerning the social security system, such as believing that they will receive a lot of money, enough to save some and send it to their relatives in their home country. Some might believe that they are not expected to work and contribute to their new home country. Other newcomers might not have access to information about social security in Finland and might feel stressed about how they will manage financially once they arrive in Finland. This module aims to introduce refugees to Finnish social welfare services and to explain to the participants their rights and obligations.

Finland enjoys one of the most advanced and comprehensive welfare systems in the world, designed to guarantee dignity and decent living conditions to everyone.

Social security in Finland is part of the Finnish welfare system and consists of various social insurances from the National Agency for Social Insurance (Finnish: Kansaneläkelaitos, Kela) and welfare given out on a needs basis by municipalities.

Kela deals with benefits including unemployment benefits, child benefits, health insurance, sickness benefits, student benefits and pensions.

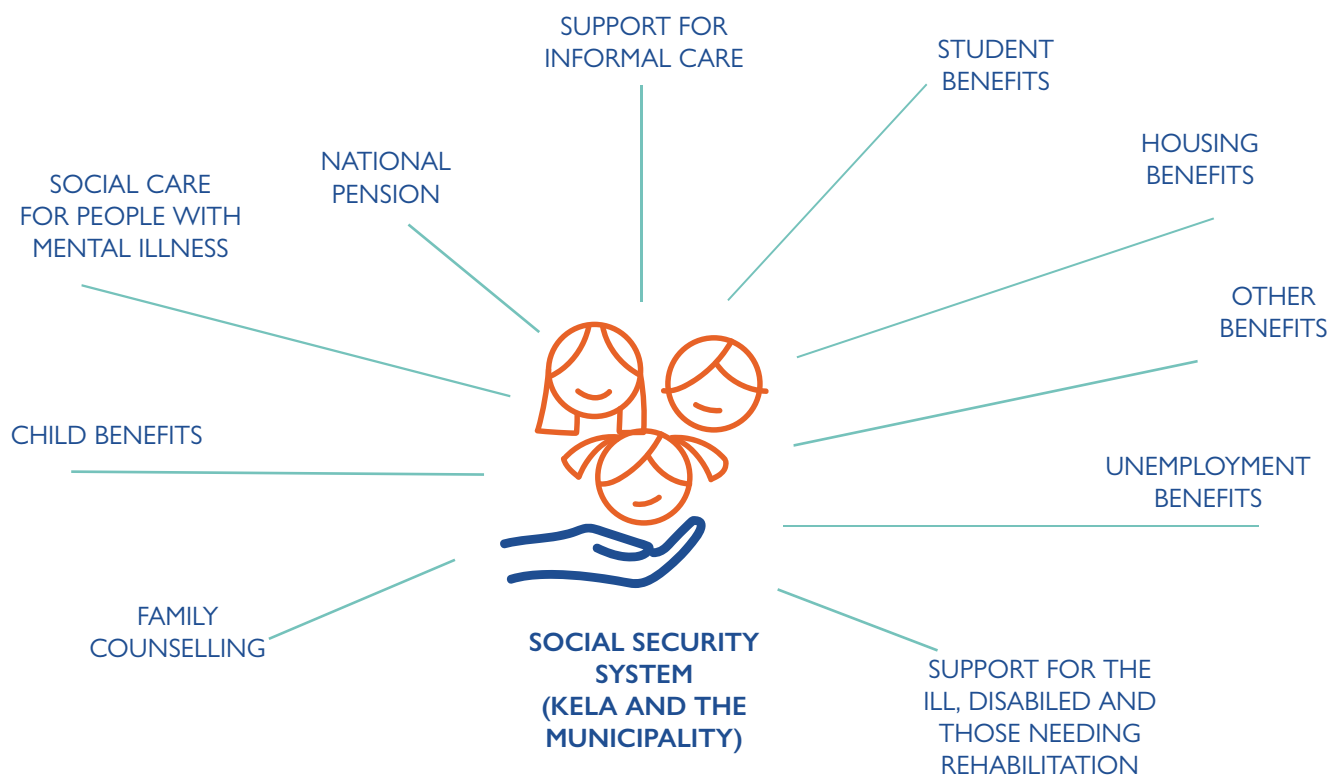
Newcomers must apply to be covered by the Finnish social security system. After this, they will receive financial assistance to help cover their living expenses, according to the standards of the social security system. They will also receive other benefits such as child allowance and housing benefits.

Although this section cannot cover every aspect of the Finnish social security system, it offers basic information that will help the newcomers prepare for the first few months in Finland.



LEARNING OBJECTIVES

- Knowing what the Finnish social security system is.
- Knowing of different types of benefits.
- Understanding the importance of job searching and employment to enhance their financial, social and cultural resources.
- Gaining awareness of the social security system, and one's rights and obligations.
- Developing realistic expectations about one's situation in Finland.



Mind map of the social security system

ACTIVITY 1 – FIRST STEPS IN FINLAND AND INTRODUCTION TO THE SOCIAL SECURITY SYSTEM

There are many steps and issues newcomers need to learn when moving to Finland.



15 MIN



Laptop,
projector,
loudspeaker,
workbook.



DESCRIPTION

1. Ask participants some questions, such as:
 - Are there any official steps you need to take in your home country when moving to a new apartment or new city?
 - What do you do if someone in your family suffers from an illness and you do not have the money to take them to the hospital?
 - What do you do if you lose your job and run out of money?
 - You are probably wondering how you will cope in Finland financially.

2. Explain to participants that in this module, they will learn more about support available to them in Finland.
3. Display the chart below and explain that:
 - When you arrive in Finland, the first step is to register your personal information and home address in the Population Information System. This can be done by filling in a form.
 - After registration, you get a personal identity code which is used to identify a specific individual.
 - The personal identity code is used especially when dealing with the authorities, but also in the private sector. You usually need a personal identity code to be able to live and operate in the Finnish society.

1


2



**DIGITAL AND
POPULATION DATA
SERVICES AGENCY**

3

**PERSONAL INFORMATION
ADDRESS IN FINLAND**

4

NECESSARY DOCUMENTS:

- **REGISTRATION FORM**
- **PASSPORT**
- **LEASE AGREEMENT
IN FINLAND**
- **RESIDENCE PERMIT CARD**
- **ANY OTHER REQUIRED
DOCUMENTS**

5

PERSONAL IDENTITY CODE

000000 0000

4. Open the workbook on page 118 and read to the participants the text about their right to social security as a municipal resident in Finland.
5. Social security is an unfamiliar term for many participants. Therefore, you can illustrate the concept by showing the video Taxation and how the welfare state operates (7 min) <https://youtu.be/KKWVWE6M0ICw>.
6. Conclude by saying:
 - The social security system is funded collectively by everyone through taxes. Everyone pays taxes and, in turn, receives services, financial assistance or both. Without the collected taxes, the Finnish welfare system could not be maintained.

ACTIVITY 2 – KELA

This activity explains to the participants the role of Kela, the Social Insurance Institution of Finland, provides social security coverage for Finnish residents and many Finns living abroad through the different stages of their lives.



15 MIN



Adults:
Handout 24.

Alternative exercise:
workbooks.



Youth:
3 copies of
Handout 24,
acting props
(optional).



DESCRIPTION

FOR ADULTS: You can introduce the topic and then use the presentation or storytelling method to cover the story in [Handout 24: Meeting with social worker \(Kela\)](#).

FOR YOUTH: You can utilize the role-play method. Ask for three volunteers to play the roles. Introduce the topic to the three volunteers and distribute the roles on [Handout 24: Meeting with social worker \(Kela\)](#) between them.

1. Give a copy of the script to each volunteer, and use any props you may have to help differentiate the characters.
2. Introduce the topic to the other participants.
3. Set the scene of the story. Remember to focus on your voice, eye contact and body language to stimulate the imagination of the participants.
4. Have the volunteers act out the script.

ALTERNATIVE EXERCISE:

Ask the participants to open workbook page 118. Read the text on the page, explain complicated terms in the text and generate discussion by using the questions on the same page.

Conclude the activity by informing the participants that they will receive more information from representatives of their municipality in Finland.

ACTIVITY 3 – EMPLOYMENT OFFICE AND INTEGRATION ASSISTANCE

Explaining the system in Finland is not easy, and most likely participants will not truly understand it until they experience it in practice. This activity aims to simplify the connection between Kela and the employment office, and to explain the first steps of a newcomer's integration journey.



15 MIN



Handout 25

Alternative exercise:
copies of Handout 25,
flipchart paper.



DESCRIPTION

Read the scenario in [Handout 25: Ali and Sara at the employment office](#) and use the questions in exercise A to discuss the topic with the participants.

ALTERNATIVE EXERCISE:

Divide the participants into groups, and hand each group a copy of Handout 25 and a sheet of flipchart paper. Ask each group to read the scenario, discuss it and do exercise B.

To save the time, you can enlarge the table, print it out and cut the text boxes into separate “cards”. You can use cardstock so you will be able to gather the cards after the activity and reuse them with other classes.

ACTIVITY 4 – KELA BENEFITS FOR FAMILIES WITH CHILDREN

There are many steps and issues newcomers need to learn when moving to Finland.



15 MIN



Handout 26



DESCRIPTION

1. Kela provides different types of benefits, including parental benefits, maternity grant, maternity allowance and paternity allowance as well as parental allowance and partial parental allowance.
2. Use the role-play or storytelling method to cover [Handout 26: Benefits for families with children](#) scenario.
3. After the exercise, tell participants: Although we only covered the topic briefly, I will provide you with links to read more if you are interested.

ACTIVITY 5 – KELA BENEFITS FOR FAMILIES WITH ILL OR DISABLED CHILDREN

This activity covers care allowance for ill or disabled children under the age of 16. This topic is very important for parents with children with a disability – they usually ask about it during PDO and might approach the trainers to talk privately about their child's situation. It is a good idea to carry with you a few printouts with information on the topic.



15 MIN



Handout 27



DESCRIPTION

1. Use the role-play or storytelling method to cover [Handout 27: Care allowance for children with disabilities](#) scenario.
2. Conclude with explaining that families who have children with a disability or illness will receive more information on this topic upon arrival in Finland. Offer to answer any further questions in the questions and answers session.

ACTIVITY 6 – REHABILITATION

This activity introduces participants to the many types of rehabilitation services in Finland.



15 MIN



Flipchart, marker pen, laptop, projector, loudspeaker, Handout 28.



DESCRIPTION

1. Ask participants: What happens if someone gets sick or injured and loses their ability to work? Do you know what rehabilitation is?
2. Write all the answers on the flipchart.
3. Play a video about rehabilitation services in Finland (in English: <https://www.youtube.com/watch?v=eIHfnLADNjc>, in Arabic: https://www.youtube.com/watch?v=U_avyTv9zqo&feature=youtu.be)

4. Explain to participants that in Finland, Kela provides various types of rehabilitation, such as:
 - Vocational rehabilitation is aimed at working-age people whose work capacity has deteriorated or is at risk of deteriorating over the next few years. The purpose of the rehabilitation is to assist in coping with work demands, promote return to work and (for young persons) support their entry into working life. Making assistive devices available for work and study is another aspect of vocational rehabilitation.
 - Medical rehabilitation for persons with severe disabilities is aimed at people under the age of 65 who receive disability allowance or pensioners' care allowance at the middle rate or highest rate. The rehabilitation promotes their autonomy and improves or maintains their work capacity and functioning.
 - Rehabilitative psychotherapy is intended for people between 16 and 67 years of age whose work capacity or functional status has deteriorated because of a mental disorder. Its aim is to support and restore the clients' capacity for work or study.
 - The rehabilitation services available through Kela are provided by rehabilitation centres, therapists or other service providers selected and reimbursed by Kela.
5. Finally, read the scenario in [Handout 28: Hamza's case](#). Have the participants answer the questions at the end of the scenario.

ACTIVITY 7 – HEALTH INSURANCE

Kela offers support during illness and incapacity for work as compensation for costs and loss of income. This topic is very extensive – therefore, this activity is only a brief glimpse into it.



10 MIN

DESCRIPTION

1. Resume from the previous activity on rehabilitation allowance, and explain:
 - In addition to the rehabilitation allowance mentioned in earlier, Kela provides support, such as sickness allowance and partial sickness allowance.
 - Sickness allowance is paid as compensation for loss of income due to incapacity for work lasting less than a full year.
 - Partial sickness allowance is paid to help persons who are unable to work full-time to remain in work.
 - Furthermore, Kela pays partial or full reimbursements for medical expenses such as medications, certain travel costs related to the treatment of an illness, dental care and the doctor's fees.
 - For more information, see Kela's website

Module 9

LANGUAGE



MODULE 9: LANGUAGE – INTRODUCTION TO FINNISH

Knowing the language of the country of resettlement is the key to success in many ways, including managing daily life, understanding the culture, integrating into the new society, finding a job and making new friends.

During the integration process, the refugees can decide to study either Finnish or Swedish. However, in most places of the country, it is more beneficial to learn Finnish.

The importance of knowing the language cannot be stressed enough. Finding work when one does not speak the language can be incredibly difficult. Even though most Finns know English, it is important for the newcomer to stay persistent in studying Finnish, even if communicating in English would feel more convenient. Knowing the language gives access to the society and makes the adaptation process easier.

The Finnish language teaching during PDO is always given in Finnish, although occasional use of other languages can occur. The aim of the Finnish language training during PDO is to:

1. Introduce participants to the language.
2. Teach the students basic words and sentences related to themselves, their family and everyday life.
3. Encourage students to continue learning independently.

The training should be carried out through interactive methods and using plenty of practical examples and exercises. The following methods must be used in the teaching: illustrations, games, group work, photos and videos.



LEARNING OBJECTIVES

- To get introduced to the language.
- To understand the value of knowing Finnish.
- To be able to communicate basic things related to oneself and one's family in Finnish.
- To find enthusiasm for independent learning of the language.



TIP

Prepare multiple printouts with important words and sentences, greetings, the alphabet as well as names of colours, foods, days of the week and numbers, and stick them in different training rooms so that participants can see them and familiarize themselves with the Finnish language while they are in the class and during breaks.

FINNISH LANGUAGE SCHEDULE

	Content of the class	Implementation of the class
1 st Activity	Familiarizing participants with the Finnish alphabet and how to read it.	Letters are taught by making the participants repeat after the teacher. The alphabet song will be played multiple times.
2 nd Activity	Learning general greetings, introducing oneself (name, nationality) and spelling one's first name in Finnish.	Teaching words and phrases by making participants repeat after the teacher. Dialogue of greetings and personal introductions will be practiced in pairs.
3 rd Activity	Participants will get to know numbers and learn how to state their age, date of birth and phone number. Also, the names of weekdays are learned.	Numbers are taught by having participants repeat after the teacher. The participants will practice stating their age and phone number through partner exercises. Doing simple calculations is another method for teaching the numbers.
4 th Activity	Learning common food vocabulary, words related to money and how to use the common question "how much?".	The teacher will say the names of food items and participants will repeat them. The participants will tell the group which food items they like. The teacher will use a lot of pictures to illustrate the words being taught, and video clips are used for practising asking the price.
5 th Activity	Learning the Finnish names for family members and important words related to health.	The teacher will state the words for family members out loud, and the participants will repeat after them. The participants practice further through a group exercise. The second part of the activity will focus on introducing important words related to health in order to help them in case of an emergency.
6 th Activity	Becoming familiar with vocabulary related to various places in the municipality.	<p>The teacher will introduce vocabulary related to places in the municipality to enable learners to find their destination. The teacher will use pictures in the teaching as well as saying the names of the places out loud and participants repeating after. A video about the same topic will be played, and the teacher will pause the video to explain each word.</p> <p>Participants will be engaged in a conversation about these places: what is this place.</p> <p>At the end of the class, the teacher will provide additional material for the students to study independently. These can include printouts with pictures, from which the students can learn vocabulary related to clothes, transport and furniture as well as common adjectives.</p>

ACTIVITY 1 – FINNISH ALPHABET

Introducing letters is the first step in the process of learning a new language and enables learners to read.



60 MIN



Laptop,
projector,
loudspeaker,
workbooks,
Handout 29.



DESCRIPTION

1. Tell participants that learning to pronounce Finnish is not all that difficult, as Finnish words are pronounced almost exactly as they are written (in other words, letters are almost always pronounced the same way).
2. Play the following alphabet song videos:
 - https://www.youtube.com/watch?v=g71jPoujB_M
 - <https://www.dailymotion.com/video/x3md1nd>
3. Ask participants to see the exercise on page 125 of the workbook. Read each letter and ask them to repeat it after you.
4. The best method of teaching letters is providing a word for each word letters (See [Handout 29: The alphabet](#)). The handout does not cover all the letters, so you can also utilize the list of Finnish words on pages 130–131 of the workbook.

ACTIVITY 2 – COMMON GREETINGS IN FINNISH

Learning general greetings, introducing oneself (name, nationality) and how to spell one's first name in Finnish are very beneficial for beginners.

Some language teachers prefer not to use translations while teaching the language. However, since PDO sessions are short, it is advisable to make things simple for participants so that they will not feel frustrated but motivated to learn the language.



60 MIN



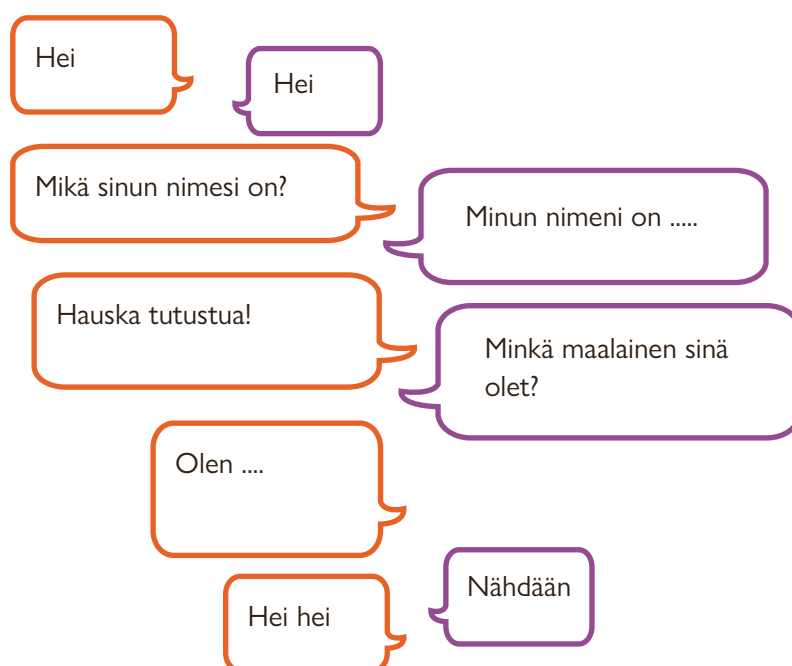
Laptop, projector,
Finnish Language
PPT, printouts of
dialogue script in
activity description.



Alternative exercise:
workbooks.

DESCRIPTION

1. Display the PowerPoint slide with the common greetings, such as:
 - Hei! (Hi! – informal)
 - Mitä kuuluu? (How are you?)
 - Kiitos hyvää. (I am fine, thank you.)
 - Näkemiin! (Goodbye! – formal)
 - Hei hei! (Bye bye! – informal)
 - Nähdään! (See you!)
 - Hyvää huomenta! (Good morning!)
 - Hyvää päivää! (Good day!)
 - Hyvää iltaa! (Good evening!)
2. Ask participants to repeat greetings after you.
3. Divide participants into groups or pairs and give them a printout of the box below with a script for practising a small dialogue of greetings and personal introductions.

ALTERNATIVE EXERCISE:

Divide participants into groups or pairs and ask them to connect the greeting words in exercise 6 on workbook page 127.

ACTIVITY 3 – NUMBERS AND DAYS OF THE WEEK

In a short session, there is not enough time to teach participants all the numbers. Therefore, numbers between zero and ten are enough.



60 MIN



Laptop, projector, loudspeaker, sheets of paper with math problems and/or dialogue (see activity description), workbooks (list of numbers on page 129).

DESCRIPTION

1. Start by telling participants that you will introduce them to numbers (numerot) in Finnish.
2. Play the following video twice: <https://www.youtube.com/watch?v=tCyX4WYvLW8>.
3. Say the numbers out loud and ask participants to repeat each number after you. Do the exercise twice.
4. Divide participants into groups and give them a sheet of paper with simple math problems using small numbers. A dialogue about phone numbers and age is another alternative.

For example:

Kaksi + kaksi =

Yksi + kaksi =

Yksi + yksi =

Kolme + yksi =

+ (plus)

= (on)

Mikä sinun
puhelinnumerosi on?

Se on ...

Kuinka vanha sinä olet?

Olen ...-vuotias.

Mikä tämä numero on?

5. Tell participants that in Finland, Monday to Friday are workdays. All the public offices and most services are open from 8am to 4pm. The weekend consists of Saturday and Sunday, and on these days public offices, schools and day care are closed.

6. Play the days of week video several times: <https://www.youtube.com/watch?v=IZRjSmVelBo>

Viikonloppu = weekend

Arkipäivä = weekday

ACTIVITY 4 – FOOD, DRINKS AND PAYMENT

It is very important for the newcomers to learn vocabulary related to food and money as well as how to use questions such as “how much?”.



60 MIN



Laptop, projector,
loudspeaker,
Finnish Language
PPT, workbooks.



DESCRIPTION

1. Play one or both of the following videos about food vocabulary multiple times. The first video is more beginner friendly.
 - <https://www.youtube.com/watch?v=-IIS-ml-FHg>
 - <https://www.youtube.com/watch?v=Nlkbqg0J8fQ>
2. Show the following slide in the PowerPoint presentation, and ask participants to repeat words for the following food items after you:

RUOKA = FOOD
JUOMA = DRINK


Vesi = Water


Maito = Milk


Mehu = Juice


Leipä = Bread


Juusto = Cheese


Kahvi = Coffee


Tee = Tea


Muna = Egg


Suola = Salt


Sokeri = Sugar

3. Divide participants into groups and ask them to open page 130 of the workbook and complete the exercise.
4. If you have time, ask participants to do exercise 10 (“Mitä maksaa?”) on page 131.

RAHA = MONEY

Mitä kahvi maksaa? =
How much does a coffee
cost?

Kahvi maksaa kaksi
euroa. = Coffee
costs 2 Euros.



ACTIVITY 5: FAMILY MEMBERS AND BASIC WORDS RELATED TO HEALTH

This activity introduces participants to the family members in Finnish language. They will also learn important words related to health that they can use in case of a medical emergency.



40 MIN



Laptop, projector,
Finnish Language PPT,
copies of Handout 30.



DESCRIPTION

FAMILY MEMBERS

1. Introduce the names of different family members in Finnish. Ask participants to repeat after you. Do the exercise twice because repetition is the best tool for learning new words. (Family members on the next page)
2. Divide participants into groups and give them [Handout 30: Family Members](#). Ask participants to connect the Finnish words with their counterpart in the participants' own language.

Äiti mother

Isä father

Tytär daughter

Poika son

Sisko sister

Veli brother

Isoäiti, mummo grandmother

Isoisä, pappa, vaari grandfather

Lapsenlapsi grandchild

Äitipuoli stepmother

Isäpuoli stepfather

Siskopuoli stepsister

Velipuoli stepbrother

Täti grandmother

Setä uncle (father's side)

Eno uncle (mother's side)

Serkku cousin

Pikkuserkku second cousin

HEALTH AND ASKING FOR HELP

There are important words participants need to know in case they face a problem, for example:

- Apua! (Help!)
- Tarvitsen apuasi. (I need your help.)
- Varo! (Look out!)
- En ymmärrä. (I don't understand.)
- Olen eksynyt. (I'm lost.)
- Missä on vessa? (Where is the toilet?)
- Poliisi! (Police!)

Learning words that help to reach the health centre is very useful too (use the slide shown below from the PowerPoint presentation).

TERVE = HEALTHY

SAIRAS = SICK



TERVEYSASEMA



SAIRAS



TERVE



LÄÄKÄRI

ACTIVITY 6 – PLACES IN THE MUNICIPALITY

Introducing vocabulary related to important places in the municipality enables learners to find their destination.



30 MIN



Laptop, projector,
loudspeaker, copies
of Handout 31.

DESCRIPTION

1. Use pictures to teach the name of places. Ask participants to repeat after you.
2. Play the first 4 minutes of the video *Missä sä oot? Liikennevalovideot - suomen kielen paikansijat*: <https://www.youtube.com/watch?v=lYpORNmM2E>.
3. Divide participants into pairs and give each pair [Handout 31: Mikä paikka tämä on?](#). One person will ask the question “Mikä Paikka tämä on?” and the other will answer. Then the two people will exchange roles.

FREQUENTLY ASKED QUESTIONS IN PDO

The questions asked during the questions and answers sessions vary depending on the group's demographic structure (gender, age, level of education), culture, region, experiences, concerns and needs.

Youth usually ask many questions related to their future plans, financial needs, making friends, concerns about learning the Finnish language, practising their hobbies, the possibility of having a relationship with a Finnish partner, in addition to some questions that reveal their curiosity about their future country. Interest in future steps when arriving in Finland, such as working or studying, depend on preferences as well as their current life situation which might change after moving.

Men's questions are usually about practical matters and related to their role as breadwinners, such as questions about finding work, starting a business and getting a driving license.

Women's questions are often related to their maternal roles, parenting, their needs depending on their religious affiliation, future plans, keeping in touch with relatives, in addition to some questions that show their curiosity about their future homes.

Questions from the youth group:

- Are we going to get a salary when we arrive in Finland?
- Are we going to get laptops and mobile phones when we live in Finland?
- Is it difficult to get a Finnish husband?
- How can I get my own apartment? (Asked by a 17-year-old participant)
- What will happen if I fall in love with a girl who is underage?
- How can I join a basketball team if I don't have money?
- How can I get a driving licence?
- Is it mandatory to go to sauna in Finland?
- Are Finnish men romantic?
- In case I get a Finnish boyfriend, is he going to accept my culture, such as paying dowry?
- Is it very expensive to live in Finland?
- Can we find our own country's food in Finland?
- How can I become a student?
- Do Finns get offended when someone speaks to them in English?

- Can I use the Turkish mobile plan in Finland?
- Is working compulsory after learning the language?
- What time do Finns go to sleep?
- Can I change my municipality?
- Can I visit my brother in Germany?
- How will I take my children to school?
- Can children learn Arabic at school?
- To what extent is a family's resettlement affected if one family members decides not to resettle?
- What do I need to do to renew my residence permit in Finland?
- What happens if I get into a fight with a Finn and use violence?
- How many levels are there in terms of learning Finnish language?
- How much does it cost to go to university?
- How much does it cost to become a pilot?
- Can I visit Turkey?
- Do I need to learn the Swedish language in the Swedish speaking areas?
- How is it possible to grow plants in a country with a tough climate like Finland?
- How many years do I need to study Finnish to go to school?
- What is Finland famous for?

Questions from the mixed group:

- Can I send money to my family in my home country?
- I understood that knowledge of the Finnish language is a requirement to find a job. How can we learn the language very fast and do you have any tips on how to find a job without knowing the language?
- We heard that there are seven universities in Finland where students can study for a BA using English. Can you tell us more about that?
- Can we study in Tallinn and does Finland recognize our degree if we study there in English?
- Can I find a job without learning Swedish?

- Does the Finnish government help me if I want to get married?
- Will the Finnish government mind if I find a job after a short time since my resettlement?
- How long do I need to wait until I get my social security number?
- Can I bring my family to Finland?
- Can I bring a family member to receive medical treatment in Finland?
- Does getting a divorce after I have been accepted to resettle affect my situation?
- Do immigrants receive the same financial benefits from the government?
- Can I have two jobs?
- Can I apply for family reunification for my wife who lives in Ethiopia?
- Is the residence permit permanent or temporary?
- Can I apply for family reunification for my two children?
- How can I know about my final destination in Finland?
- When is my date of departure?
- Can I move away from my municipality?
- Is health care in Finland free for all kind of diseases?
- Can I buy a house in the future?
- Should I study Finnish or Swedish?
- How long does it take to get Finnish citizenship?
- We have learned that our social security numbers are confidential, what should we do if someone sees it?
- We heard that some Finns do not like foreigners. Is that true?
- What should I do if I receive an important letter or email in Finnish while I am still a beginner?
- How long does it take to rearrange the travel if someone becomes ill close to the departure date? Based on our experience, travelling rearrangement usually takes time.
- Can someone start looking for a job sooner if they learn the language very fast?
- Can the employment office find me a job?
- Why is Sweden faster than Finland in the resettlement process?
- Most of us have been living in Niger for a long time. Can Finland resettle us very fast? Can they take all of us on one flight?
- What kind of career training do we receive in Finland?

- What type of medical check-up does IOM conduct?
- Can you contact the Finnish Immigration Service to ask them about our departure date?

Questions from the men's group

- How much will a person be paid after arriving in Finland?
- How can I get a driving licence?
- When is our departure?
- Can I use my local driving licence?
- Can I buy a car in Finland?
- How long will it take until my children will be able to go to school?
- How much is the day care fee?
- Are we going to receive electronic devices such as laptops, computers and mobile phones?
- If Finnish people love their own privacy, what will happen if I get sick while living alone? Who will help me?
- How long will the state support us financially?
- Do we get medical check-ups before the departure or after arriving in Finland?
- Can a person who has reached retirement age but is still strong and healthy continue working?
- Why does Kela help people? What is the benefit they get?
- If my daughter gets married in Finland, can she get a dowry?
- How can I start my own business?
- How can a Christian country like Finland legalize gay marriage?
- Can an educated person like me get a job in Finland immediately after arrival?
- Can I move to a different apartment in Finland?
- Can the landlord evict me from my apartment?
- Can I visit England?
- Can I organize a party in my apartment?

Questions from the women's group

- Should I bring with me contraception pills for a few months?
- How long is maternity leave?
- Can I move to the same city where my brother lives?
- How is dental care in Finland?
- How can my daughter who has a disability go to school?
- Is it possible to find outfits for Muslim women in Finland?
- Do females and males study together in Finland?
- Am I going to face racism because I wear a headscarf?
- Are there Muslim areas in Finland?
- Can girls wear headscarf at school?
- Should I pack summer clothes?
- Can I prevent my daughter from attending sexual education classes?
- Is my son obliged to move out of his parents' house once he turns 18 years old?
- Can children learn Arabic at school?
- To what extent will the family's resettlement be affected if family member decides not to resettle?
- What is the age of retirement in Finland?
- Can I buy a sewing machine for business purposes?
- How can I bring an orphan child I am taking care of to Finland?
- Can I meet my fiancé after moving to Finland?
- How long will the state support us financially and what will happen if I cannot learn the language?
- How can I know the Qibla direction (direction to face during Muslim prayers) in Finland?
- Can I still practice my religion in Finland even if I belong to a minority or should I convert to the majority religion?
- When can we visit Zambia after resettlement?
- Is it mandatory for children over the age of 18 to live alone?
- Do I need start a Finnish language course immediately, even while I am on maternity leave? (Asked by a mother of 4-month-old baby)

- How will an illiterate person learn to use technology and the Internet?
- Can I continue school from the same grade where I stopped in Zambia?
- What would happen if we travelled to Finland before receiving our education certificates?
- Can I start studying at a university before receiving my high school certificate from Zambia?
- Are we supposed to pay back all the cost for the items provided by the Finnish government?
- What would happen if I entered someone's house without taking off my shoes?
- What is the difference between the state and the municipality?
- I have a question related to the workbook page 15 about the state, region and municipality.
- When is our departure date?
- How many bags are we allowed to carry when travelling?
- How can I join parties and social events in Finland?
- How can I find friends?
- What kind of clothes should we wear once we arrive in Finland?
- Which language should we learn – Finnish or Swedish?
- Are foreigners allowed to celebrate Independence Day?
- Is Finland going to recognize all the courses I took at university?
- Is the high school in Zambia equivalent to the high school in Finland?
- Can I marry a Finnish man?
- Can I continue my education after moving to Finland?
- I am worried about my situation as a 50-year-old if I cannot learn the language.
- How will I handle the digital system in Finland if I don't have a smart phone or a laptop?
- What will happen if I do not make eye contact while speaking with a Finnish person?
- What would happen if I decided to initiate a conversation with a Finnish stranger in a public place?
- Can I drive in Finland if I know how to drive?
- What will happen if the kids lose their education certificates?
- Is virginity important in Finland?
- Are we going to own or rent the municipal apartment?
- Are people with serious and chronic illnesses going to receive treatment directly or after the quarantine period? (Asked during the COVID pandemic when travellers were required to quarantine after arrival)
- Can I buy a house in the future after finding a job and saving money?

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ANNEXES

ANNEX 1. PDO TRAINING MODULES

DAY 1		
Module	Session	Time
Module 1: Finland in a nutshell – Introduction to the Finnish society (1 hour, 15 minutes)		
Questions to break the ice	Where is Finland located? What languages are spoken in Finland? What type of climate does Finland have? What currency does Finland use?	10 minutes
Geography and weather	Geographical location, population and climate conditions (seasons) Video: Life in Finland	15 minutes
Finnish people's relationship with nature	Hobbies, parks, environmental protection	10 minutes
Languages, administrative division and political system	The official languages, the state and municipalities, and main sources of livelihood Does Finland have a president or a king or queen? Do you know his/her name?	10 minutes
Basic rights, religion and history	Rights of individuals and religion Important events in the history of Finland	15 minutes
Revising questions	What is the capital of Finland? What is the currency of Finland? Are there ten million people living in Finland? Is English an official language in Finland?	5 minutes
Questions		10 minutes
Module 2: Preparation – Getting ready to resettle (travel procedures) (1 hour, 15 minutes)		
Questions to break the ice Thoughts before leaving	How will you travel to your new home country? Have you ever travelled by airplane? What kinds of thoughts are you having about the move? All thoughts are completely normal. The role of IOM	10 minutes
Travelling checklist	What documents will you need to prepare? IOM bag Exercise	10 minutes
Short videos	IOM videos	5 minutes

	The journey and preparing for it Video about air travel	
Packing	What luggage to bring? What to pack for your move? What items are and are not allowed on the plane? Exercise Luggage guidelines Exercise	10 minutes
Check-in	Check in 2 hours prior to the departure time Boarding pass Bag tag What travel documents to present to the authorities? How to navigate airport security checks and passport controls?	10 minutes
Boarding, onboard the aircraft, cabin crew's role	How to board the airplane? What to expect once onboard?	10 minutes
Concerns about air travel Arriving in Finland	Flying is not dangerous! Who will be welcoming you? Where to now?	10 minutes
Questions		10 minutes
Module 3:1: Finnish Language (3 hours, 45 minutes divided between 3 days)		
Finnish Language 1	The Finnish alphabet	25 minutes
	How to introduce yourself?	25 minutes
	Common greetings	25 minutes
DAY 2		
Module 4: Understanding Finnish culture (1 hour, 15 minutes)		
Brainstorming about the idea of cultural differences	Think about your own culture or background Beginner's guide to Finland video 1 & 2	10 minutes
Social codes	Personal space, queuing, boundaries, politeness and interacting with Finns How to make friends and manage social interactions? Sauna, technology, alcohol, smoking	15 minutes
Food	Finnish food and eating habits	10 minutes

Family life and gender	Family unit, gender roles, sexual orientation, reproductive rights, and violence and abuse	10 minutes
Parenting and children	Is parenting different in different countries? How should parents discipline their children? Is physical punishment acceptable? Behaviours and values	10 minutes
Cultural adaptation and culture shock	Can you say which aspects of the Finnish culture shock you (based on the information you have received)? What aspects of the culture do you consider positive? Which aspects do you consider negative? Integration Change of family relations and lifestyle Differences in family members' integration processes	10 minutes
Question		10 minutes
Module 5: Schools and studying in Finland (1 hour, 15 minutes)		
Concerns and questions	Where can I finish my education? Where can my children study? Do I start studying immediately after arriving in Finland? What education-related documents or degrees to bring to Finland?	5 minutes
The development of the Finnish education system	The value of education in Finland Education opportunities Equality Free education	5 minutes
Education for children Early childhood education	Education is mandatory for all children in Finland Day care in Finland School meal system in Finland	10 minutes
The Finnish education system I	What do you know about the Finnish education system? When does a child start school in Finland? Is it compulsory for a child to attend comprehensive education? How many years does comprehensive education last?	15 minutes

	Pre-primary education Comprehensive education Video: Schooling and studies Subjects covered in comprehensive education School supplies and clothing	
Immigrant children	How can an immigrant child attend school when they cannot yet speak the language? Preparatory education	5 minutes
The Finnish education system II	Upper secondary school Higher education and universities Vocational education and training	10 minutes
Preparatory vocational training for immigrant youth	What is vocational training?	5 minutes
Integration training for immigrants Vocational education and training for adults Libraries	What is adult education? Can adult immigrants who have not completed basic education attend school?	10 minutes
Questions		10 minutes
Module 3:2: Finnish language (1 hour, 15 minutes)		
Finnish language 2	Persons and numbers	25 minutes
	Basic words	25 minutes
	Days of the week	25 minutes
Module 6: Work in Finland (1 hour, 15 minutes)		
The role of the employment office	How to get a job Employment office Integration plan What does the integration plan include? The process of applying for a job Difficulties in applying for job	10 minutes
Job searching	How do I apply for a job? How can I work in my previous profession?	10 minutes
Working culture	Equality Desired characteristics of an employee	10 minutes
Job application process	CV Interview skills	15 minutes

	How to make sure that your rights are not violated? Worker's rights Work contract Trade unions Taxes Undeclared Work	
Labour market conditions in Finland		10 minutes
Entrepreneurship	How to establish a business? Video	10 minutes
Questions		10 minutes
Module 7: Health care services (1 hour, 15 minutes)		
Public health care system	Do I have the right to use health care services in Finland? What kind of health care services will I receive?	10 minutes
Health centres	How can I book an appointment with a doctor? Visiting a health centre or a public health nurse What happens if I fall ill in the evening or during the weekend? Video: Health care services	10 minutes
Maternity clinics	Maternal health care services and children's development in Finland	10 minutes
Dental care	Does the public health care system include dental care? Information about public dental care	10 minutes
Mental health services	When should you seek help? Where to seek help?	10 minutes
Pharmacies	What can you buy from a pharmacy?	5 minutes
Patients' rights	The patient's right to confidentiality The right to good care and to good, dignified treatment when using public health care services	10 minutes
Questions		10 minutes
Module 3:3 : Finnish language (1 hour, 15 minutes)		
Finnish language 3	Colours and adjectives	25 minutes
	Family members	25 minutes
	Important words for shopping and visiting the doctor	25 minutes
DAY 3		

Module 8: Daily life (1 hour, 15 minutes)		
Important public and private offices in Finland	Knowing where to go for which purpose	10 minutes
Personal finances	Using banking services and bank cards, and paying the bills	10 minutes
Food and shopping	How to shop for food at the supermarket? What kind of food will be sold at the local supermarket? Is it possible to find my home country's food at the supermarket? 2 videos	10 minutes
Transport	What is public transport like in Finland? How to use public transport? Is public transport safe for my family? Video	10 minutes
Housing	Where are we going to live? What kind of a home will we get? Are the homes furnished? Is tap water drinkable? What is recycling and how to do it? How to use household appliances such as gas stoves and electricity safely? 3 videos	15 minutes
Family life and free-time activities	What to do in your free time?	10 minutes
Questions		10 minutes
Module 9: Social security system (1 hour, 15 minutes)		
The meaning of a social security system	What is social security and why should I know about it?	5 minutes
Eligibility for social security Kela card	How to get covered by the Finnish social security system?	10 minutes
	Kela benefits Families with children Video: maternity package	10 minutes
	Unemployment benefits Pensioners	10 minutes
	Housing benefits	10 minutes
	Illness, disability and rehabilitation	10 minutes
Integration assistance	An immigrant's integration plan	10 minutes
Questions		10 minutes
Module 3:4 Finnish language (1 hour, 15 minutes)		
Finnish language 4	Revising the previous 3 lessons	30 minutes
	Exercise and work in pairs	35 minutes
	Questions	10minutes
Questions and answers session (1 hour)		
Giving the certificates and training closing (1 hour)		

ANNEX 2. NEED ASSESSMENT FORM

This document includes questions about culture orientation, the questions can be answered without mentioning the identity and the answers are confidential. The answers will not affect in any way on the decision regarding your acceptance as a quota refugee, but it aims to take your feedback into consideration which helps IOM and partners to develop Pre-Departure Orientation session. Thank you.

1. Answer the questions below by ticking the appropriate box

	☹	☺	😊
Do you want to live in Finland?			

- 2.

Gender	Female	Male	Other	Decline to answer

- 3.

Age	12-16	17-25	26-35	36-50	51-60	61+

4. Do you have pre-knowledge about Finland?

.....

- 5.

	Yes	No	I don't know
Do you feel excited about the idea of moving to Finland?			

6. Do you think that you need information concerning the following topics?

	Yes	No
Finnish Language lessons		
Finland		
Travel		
Culture		
Education		
Work		
Health		
Living		
Social service		

7. Do you have any other topics you need information about?

.....

.....

8. Do you have any other comments?

.....

.....

The information collected by IOM in this form will be used for carrying out and organizing the event. The information collected will be handled in accordance with the applicable Data Protection Principles of the International Organization for Migration (IOM). Any questions or inquiries can be directed to --- IOMFinlandPDO@iom.int.

ANNEX 3. TRAINER'S EVALUATION OF THE TRAINING

(during the three days of Pre-Departure Orientation)

DATE _____

LOCATION OF THE TRAINING _____

TRAINER'S NAME _____

How was the training day (1st, 2nd and 3rd)?

Have you faced any obstacles such as difficult participants, or logistic or technical problems?
If yes, how did you solve it?

Was the gender difference an obstacle for the participants' interaction in the class?

Did the participants have information or misconceptions about the training topics? If yes, give some examples.

Was the time sufficient for covering the topics?

Are you planning to make some adjustments to your material for the next days or for future trainings?

What aspects of the training could be improved?

Did you have enough time for the participants' questions?

Did you receive any difficult questions?

Write the most important questions below.

ANNEX 4. FEEDBACK FORM

This document includes questions about culture orientation, the questions can be answered without mentioning the identity and the answers are confidential. The answers will not affect in any way on the decision regarding your acceptance as a quota refugee, but it aims to take your feedback into consideration which helps IOM and partners to develop Pre-Departure Orientation session. Thank you.

1. Answer the questions below by ticking the appropriate box

	☹	😊	☺
How do you feel regarding your resettlement in Finland			
How useful was this Pre-Departure Orientation/training?			

- 2.

Gender	Female	Male	Other	Decline to answer

- 3.

Age	12-16	17-25	26-35	36-50	51-60	61+

4. Do you think all the topics which have been taught in the session were useful? Give your opinion through the table below.

	Useful ☺	Not useful ☹
Finnish Language lessons		
Finland (Geography, weather & the state)		
Travel		
Culture (people, norms, gender roles & law)		
Education (schools & learning)		
Working in Finland		
Health care services		
Daily life in Finland		
Social services (family support, child protection services & benefits)		

5. Compare to before session, did your information about Finland increase?

OR: Did your awareness of Finland increase during this training?

Yes No

6. How would you rate your information about Finland after this session/training?

Very good Good Average Poor Very poor

7. Write three new things that you learned from the session/training?

.....

.....

8. Write three things that you still do not understand in the session/are unclear to you even after this training?

.....

.....

9. Is there any topic that interests you which has not been listed in the session?

.....

.....
10. Do you have another comment about the following subjects?
The performance of the teachers and translators

.....
Teaching methods and materials

.....
Any other subject related to the session

.....
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HANDOUT 1

Climate conditions

ANNEX 5. HANDOUTS

Handouts for Module 1





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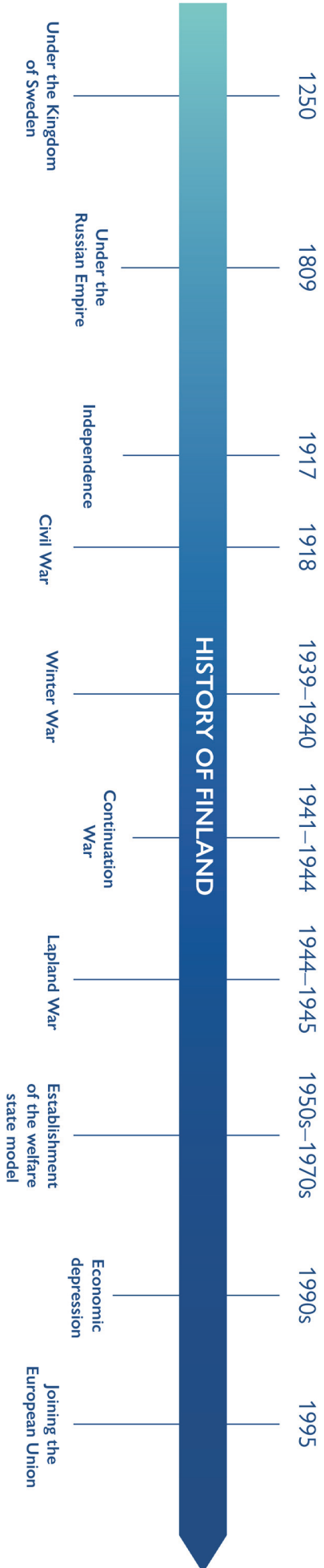
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HANDOUT 2

Important events in the history of Finland





HANDOUT 3

Roles within the family

HANDOUTS FOR MODULE 2

Who in the family is responsible for the following tasks:

- Being the breadwinner?
- Cleaning the house.
- Cooking.
- Taking care of children.
- Going to school meetings.
- Doing the shopping.
- Fixing the broken closet.

EXERCISE

Who is responsible within the family for the following tasks:



Being the breadwinner.



Cleaning the house.



Doing the shopping.



Fixing the broken closet.



HANDOUT 4

Family roles

Who are your family members?	Are all of them selected to resettle in Finland?	What is the role of each one of your family members?	Can family members switch their roles?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**HANDOUT 5****Case studies on
family roles****CASE ONE**

Suad came to Finland as a quota refugee with her husband Ramy five years ago. She learned the language faster than him and is now working as a schoolteacher while Ramy is still looking for a job. Suad feels some tension at home as nowadays Ramy is in a bad mood most of the time.

CASE TWO

Nada moved to Finland with her husband and children eight months ago. Nada and her husband attend a Finnish language course, while the children go to school. Nada has been doing all the chores at home because she was a housewife in their native country. Now she feels exhausted taking care of these responsibilities while also attending the language course. She feels that she needs help with the chores, but no-one in the family seems to care.

CASE THREE

Diana is the only daughter in her family and has three brothers. As the daughter, she helps her mother in cleaning the house, even organizing her brothers' rooms, while the brothers and father do not participate in any chores at home. Diana feels frustrated because they do not even bother to wash the plates they use. Diana is annoyed by the unfairness of the family roles.

QUESTIONS

1. How would you react in this situation?
2. Would your reaction be different in Finland than in your home country?

**HANDOUT 6****Relationship
between adults
and children**

Are the following sentences true or false?

1. An adult is the head of the family – a child is subordinate.
2. There is no excuse for a child to talk back to or argue with a parent.
3. Adults are the ones who should decide what is right and what is wrong.
4. Adults are always correct.
5. Parents and teachers must be strict with children in order to have their respect.
6. Spare the rod, help the child instead. Love is better than mean words.
7. I was beaten a lot when I was young, and now I am a good person.
8. Children's obstinacy must be defeated as soon as possible.
9. Sparing the rod spoils the child.
10. Adults must never show weak emotions, such as fear or pain.
11. Without the rod, children will not be afraid. Without being afraid, they behave badly.
12. Adults do not need to give reasons but just tell children what to do and how to do it.
13. Parents will lose their power and authority if they do not use physical force.
14. I have tried other ways and they are not as effective as physical punishment.
15. Children will behave better when parents and teachers love them, treat them with consistency, and respect their needs and emotions.



HANDOUT 7

Teenagers – Right or wrong

Here are some rules that parents and children should agree on. Decide whether the statements are right or wrong. Explain why you think so and how to solve the problem.

	Rules	Right	Wrong	Why? How can a family solve the problem and agree with the teenager on specific rules.
1.	To get good grades at school, you should study and do your homework.			
2.	You can use your electronic device anytime you want.			
3.	You can take money from your parents anytime you want.			
4.	You do not need to clean your room.			
5.	You can decide to get a tattoo when you are an adult.			
6.	You can invite your friends over, but you should clean up after they leave.			
7.	You can stay out late at night.			
8.	You are free to smoke.			

**HANDOUT 8****Case study
of Sami****CASE STUDY OF SAMI**

13-year-old Sami's school performance is very poor. The school invited his parents to discuss the issue with them. Sami's mother went to the school and was surprised about Sami's low grades. After returning home, she started scolding him and telling him that he is stupid and will never be a successful person. Then she locked him in his room, and told him that he is grounded for two weeks and not allowed to watch TV.

Answer the questions:

1. In your opinion, what makes a child perform poorly at school?

2. What do you think about the mother's decision? Why?

3. If you were the mother, would you behave like her? Why or why not?

4. How can the situation in this family be improved?



HANDOUT 9


Different types of abuse

1. Cut the boxes into separate cards.
2. Match the story with the correct type of abuse.
Some stories feature many types of abuse.

TYPES OF ABUSE

<p>PHYSICAL ABUSE</p> <p>Hitting, slapping, pushing, kicking, biting, hair pulling etc.</p>	<p>SEXUAL ABUSE</p> <p>Using force, threats or a position of power to engage in any type of sexual contact or behaviour without the other person's consent.</p>	<p>ECONOMIC ABUSE</p> <p>Taking or trying to take control over another person's economic resources through methods such as blocking their access to money or preventing them from obtaining financial resources by not allowing them to work or get an education.</p>
<p>PSYCHOLOGICAL ABUSE</p> <p>Causing psychological suffering – such as fear, anxiety or low self-esteem – through behaviours such as threatening, insulting, manipulation, intimidation and imposing control over another person's life or relationships.</p>	<p>HONOUR-BASED VIOLENCE</p> <p>Use of violence as an effort to protect or restore the supposed honour and reputation of a family or community.</p> <p>Conflict arises when a member of a family violates or is suspected of violating the honour code (e.g. by dating someone who is not accepted by the family, dressing or behaving in way that is perceived by the family as inappropriate, seeking divorce, or refusing to marry someone).</p> <p>Some families control their children through restricting their movement, relationships, life choices as well as the way they dress.</p>	<p>DIGITAL ABUSE</p> <p>Using digital means, such as mobile phones or social media, to threaten, harass or abuse someone.</p>

STORY



<p>Luna is a married woman with two children. She met her husband at university. He was very kind, but after marriage he changed and started to use violence when they had big fights. Luna's mother told her that all men are the same and that she needs to learn to avoid angering him. Luna is sick of being hit all the time, but she is afraid of getting a divorce and becoming a single mother.</p>	<p>Milla works as nurse. She earns a good salary but has no control over her finances, as she has a shared bank account with her husband who usually withdraws all money every month. Once, she got angry and told him that she wanted a separate bank account. He became enraged and hit her. He then threatened to divorce her, so Milla changed her mind and left thing as they were.</p>	<p>Every time Samira leaves the house, she needs to call her husband for permission and share her location with him. He calls her many times every day to check what she is doing and gets angry if she does not answer. He insists that she give him her phone's passcode and email account password so that he can check her messages, calls and photos. Moreover, she is not allowed to accept any friend requests on social media without her husband's approval.</p>
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<p>Ali has some trouble with learning at school. His mother tutors him every day after school. He feels hurt every time she calls him stupid and a slow learner.</p>	<p>Diana is a 20-year-old university student. She met a man at the university and fell in love. The two chatted every night on Facebook. One day, he asked her to send him some nude photos, which she initially refused to do. He was very persistent though, so eventually she sent him a few pictures. Later the man asked her to come over, but she refused. He began threatening to post her photos on social media. Diana knew what to do in this situation and went to the police to file a complaint against him.</p>	<p>Suad was born and grew up in Helsinki. She was top of her class at school. At the age of 15, she fell in love with her classmate and started spending time with him at school while staying in touch through Facebook outside school hours.</p> <p>One day, Suad's brother checked the messages on her phone and read all the conversations she had had with her boyfriend. The brother got angry and beat her. He told their parents, who also beat her, leading to a serious injury. Suad was sent to the hospital where she lied to protect her family and said she fell down the stairs.</p>
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HANDOUT 10

Stages of culture shock

When a person moves from one country to another, they do not leave their culture behind but carry it with them. In the new country, the person will experience a multitude of unusual feelings, such as stress, anxiety, confusion and difficulty understanding the new environment, which indicate that the person is suffering from culture shock. Suffering from culture shock is a natural reaction to the radical change that has occurred in the person's life due to leaving their familiar environment, culture and society.

1. HONEYMOON

This is the first stage of culture shock and is a period of excitement and passion for new things. You have just moved to a new country, are meeting new people and are exposed to a different environment. You have big plans and dreams.

3. ADJUSTMENT

At this stage, the person will start feeling more comfortable and confident in their ability to adapt to the new culture, and the anxiety subsides. The person may still have significant difficulties, for example with speaking and understanding the Finnish language. However, by now they have developed a deeper understanding of the new culture and its differences.

WAYS TO OVERCOME CULTURE SHOCK MAY INCLUDE:

Going out, learning the language, meeting friends or playing sports, participating in cultural activities or doing volunteer work. All these activities help you meet local people, make friends and practise the language. Explore your new community and contact the appropriate authorities if you need help or support.

2. FRUSTRATION

This stage is the period when the person faces reality. The novelty has faded and dealing with small everyday challenges such as transportation, necessary shopping, language studies and job search feels tedious. Furthermore, the person may find certain cultural differences strange or even offensive, which can turn their enthusiasm into disappointment. In Finland, this may occur upon the person realizing that people wish to maintain their personal space or that Finnish is hard to learn. It is a phase of overwhelming change, during which the person will begin to feel lonely and disappointed and may experience insomnia or loss of appetite.

4. ACCEPTANCE AND INNOVATION

At this final stage, the person has come to feel at ease with the new culture. They are used to their new environment and regard Finland as their home. Even though the old self is still there, one learns many new things about the new culture and about oneself, and experiences multiculturalism in a personal manner. The person has found their place – they are engaged in meaningful activities and have a social network.

DISCUSSION

Have you ever experienced culture shock?

How to help someone who is in the midst of culture shock?

What stage of culture shock are Ali and Nada going through in each of the examples below?

Honeymoon/Frustration/
Adjustment/ Acceptance and innovation



1. Ali was feeling excited and could not sleep all night, since today is his first day of his work practice at the municipal health centre, after five years of resettling in Finland. Getting this traineeship is a great opportunity for Ali to practice medicine and strengthen his language skills. The director of the health centre also offered to hire him after his traineeship if he worked hard during the next six months. Ali is planning to throw a small party in his apartment next weekend and spend time with his friends.

2. Today is Christmas Day which is the time of year when families in Finland get together to celebrate, eat and open presents. Ali has no family in Finland, so he is feeling lonely. All the shops are closed, the weather is cold and the streets are empty. All his friends in the language course have travelled to their home countries over their Christmas break. Ali does not feel like watching TV or doing anything. He feels as lonely as the last person on earth and wants to just sleep until the holidays are over.

3. Nada just moved to Finland recently. She is impressed by the beauty and cleanliness of the country. She feels that she will achieve all her dreams here if she makes an ambitious and structured plan to learn the language within a year. She is planning to take out a loan to open her own ethnic bakery and restaurant.

4. It has been two years since Nada resettled in Finland. She goes to the language course three days a week and speaks intermediate Finnish. Nada also goes to a "Starting a business" course to learn how to plan and set up her future business. She knows that becoming fully fluent in Finnish and opening her own business will take more time and effort, but she feels sure that she can achieve her goals within the next year.

What stage of cultural shock was Sana going through?
(Moving to Finland workbook p. 44)

Honeymoon/Frustration/
Adjustment/ Acceptance and innovation



Sana and her children moved to Finland in 2015 as refugees. After moving to Finland, Sana and her family experienced the different stages of culture shock.

1. Sana has started working as a nurse. She has also moved into a new apartment, in a small town not far from the hospital where she works. She is currently planning to buy a car.

2. Sana feels lonely and misses her family and her life in her hometown. She cries all the time and wishes that her husband was still alive. She has no friends, as other people seem busy with their own lives. She is struggling with learning the language and finding a job.

3. Sana is impressed with the clean environment and the beautiful nature in Finland. People are very nice. She lives in a small apartment, which is still quite empty and needs a lot of organizing. However, the apartment is very convenient, especially since the supermarket is just a 5-minute walk away.

4. Sana is very busy right now. She finished her language course and started to study to become a nurse. She goes to a private language course once a week and to a language café event twice a month. She has many friends and wants to strengthen her language skills further. Sana's children have adapted to the new life well and can speak Finnish as fluently as if they had been born in Finland.

1. Put two boxes on the table, one labelled “acceptable behaviour” and the other “unacceptable behaviour”.
2. Divide participants into groups.
3. Give each group pieces of paper with different types of behaviours written on them.
4. Ask them to sort the behaviours into the correct box.
5. At the end, open each box, read out loud each behaviour and ask the group if it is in the right box or the wrong one.





HANDOUT 11

Fears, hopes and change

HANDOUTS FOR MODULE 3

Below are some points that might concern refugees when moving to Finland. Print out several copies of the handout and cut out the boxes below. Participants can use the empty boxes to add additional points which are not mentioned in the list.

HOPE: Things you hope to gain in Finland

FEAR: Things you fear of losing in Finland

NO CHANGE: Things that will not change

FRIENDS	LEARNING A LANGUAGE	WEALTH
STARTING A FAMILY IN FINLAND	WEATHER	PEACE OF MIND
CONTACT WITH FAMILY IN COUNTRY OF ORIGIN OR STAY	NEW CULTURE	CHANGE IN DAILY LIFE
STABILITY	RELIGIOUS FREEDOM	HEALTH CARE
FORGETTING A LANGUAGE		



HANDOUT 12

Fears and hopes about moving to Finland

Moving to a new environment is not an easy process, as the newcomer will face many changes. Read the texts below that discuss both Ali and Nada's feelings about their resettlement in Finland. Both are fully aware of the changes that will happen in their lives which may not necessarily be positive.



ALI

A 28-year-old doctor. He knows that he has a long and hard journey ahead, as he will need to get his professional qualifications formally recognized. He must learn the language of the new country, pass several exams and do training at a health centre to achieve his goal of working as a doctor again.

HOPES

Getting a suitable language course as soon as possible.
Living in a safe place.
Working in the field of medicine.

FEARS

Difficulty in learning the language.
Feeling alienated.
Failing to pass the medical licensure examinations.



NADA

Nada is a 31-year-old divorcee with a teenage daughter. She got married at a young age, which prevented her from completing her education. She wants to learn a profession or open a small business

HOPES

To learn the language.
Being able to provide a decent life for her daughter.
Opening her own business.

FEARS

Difficulty learning the language, especially since she has been out of education for a long time.
Failing to raise her teenage daughter in the customs and traditions of her native society.
Feeling lonely.

After reading the previous texts, discuss the story of Nada and Ali and write a list of your own hopes and fears regarding the new country.



EXERCISE



HANDOUT 13

Cases

SARA

Sara carefully packed her bags, but on the airplane she did not know what to do when her child complained about being cold. What should Sara have packed in the hand luggage so her child would not be cold?

JULIA

Julia was travelling with her 1-year-old child who got bored while on the plane and would not stop crying. What should Julia have packed in her hand luggage so her child would stop crying?

HASSAN

Hassan has been chosen to resettle in Finland. Then his wife gives birth. Hassan does not know what to do in this situation. Should he inform the authorities who are taking care of his travel documents about this new addition to his family?

1. Yes, because if he does not inform them, his departure will be delayed.
2. No, because if he informs them, his departure may be delayed.

HASSAN

Hassan is travelling to Finland, and he decided to put his IOM bag in his checked luggage. Is this what he should have done?

1. Yes.
2. No.
3. It does not matter where he packs the bag.

RAMI

Rami packed his scissors in his hand luggage because he works as a barber. He got very upset when the airport authorities told him he could not take the scissor on the plane. What should Rami have done differently?

SARA

Sara packed a lot of things in her luggage, and the weight exceeds the luggage allowance. Therefore, the airport authorities asked her to get rid of the extra weight or to pay overweight luggage fees. What should Sara have done differently to avoid this situation?

When packing your bags, which items should you not pack because they are not allowed to be carried into Finland?

- a) Plants.
- b) Matches.
- c) Illegal drugs.
- d) Prescription medications (with prescriptions).
- e) Choices a, b, and c.



HANDOUT 14

Reading the boarding pass

When you check in for the flight, you will receive your boarding pass. This is a very important document and shows the details of the trip, including the flight number, seat and departure gate.

You should keep this document with you because you will need to show it to security personnel, airport staff and flight crew in order to be able to board the plane. Make sure not to lose your boarding pass!

Remember: “boarding pass” is a compound name meaning that it is made up of both of these words. Verb “to board” literally means entering the plane. Look at the boarding pass below and answer the following questions:

1. What is the flight number?
2. What is the seat number?
3. What is the name of the passenger?
4. What is the departure gate number?
5. When does the gate close?
6. What city will the flight leave from?
7. To which country or city is this plane be heading?
8. What is the date of the trip?
9. What is the name of the airline?

FREEAIR BEST AIR COMPANY		BOARDING PASS			HAVE A NICE FLIGHT		
NAME OF PASSENGER Nadia Ali		NAME OF PASSENGER Nadia Ali					
FROM Lebanon	FLIGHT FA505	DATE 24 NOV	TIME 08:40	FROM Lebanon	TO Paris		
TO Paris				FLIGHT FA505	DATE 24 NOV 16	TIME 08:40	
GATE 22	BOARDING TILL 08:10	SEAT 55L		GATE 22	BOARDING TILL 08:10	SEAT 55L	

**HANDOUT 15****How to behave on
the airplane**

1. What should you do on the plane if you need to go to the bathroom but do not know where it is?

- A. Ask the cabin crew
- B. Wait until the plane lands at the airport
- C. Ask the passenger in the seat next to you

2. What should you do if your child's seat is located far away from you on the airplane?

- A. You sit in your assigned seat and your child sits in theirs
- B. Explain the situation to the cabin crew and ask for help
- C. Ask a nearby passenger to switch seats with your child
- D. Sit in the seat next to your child without asking the cabin crew

3. What should you do if you feel thirsty, but you do not speak English?

- A. Drink from the tap in the plane lavatory
- B. Use hand signs to explain your request to the cabin crew
- C. Go to the service area and serve yourself

4. What should you do if you feel sick during the flight?

- A. Go to the bathroom and wash your face with water
- B. Seek help from the passenger seated next to you
- C. Press the cabin crew call button or ask a flight attendant close to you for help

5. What should you do if you cannot find your seat on the plane?

- A. Sit in any seat
- B. Ask the cabin crew
- C. Stand in the corridor

6. What should you do if you are at the transit airport and in a hurry to catch your connecting flight, but you cannot find an IOM staff member to assist you?

- A. Look for any airport staff member to help you
- B. Show your boarding pass to anyone at the airport and ask them to assist you
- C. Wait until an IOM staff member finds you



HANDOUT 16

The most important expenses

HANDOUTS FOR MODULE 4

In list below, arrange the following expenses from the most important (1.) to the least important (12.).

FOOD	NEW SHOES	NEW MOBILE
TV	ELECTRICITY BILL	WATER BILL
TOASTER	INTERNET BILL	INSURANCE
WARM JACKET	TRANSPORTATION	HOUSE RENT

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

**HANDOUT 17****Municipal apartment:
(household items
and appliances)**

In the box below, you can see many household items and appliances. Based on the previous discussion, identify the items the municipality provides when preparing the rental apartment and strike through any items that will not be provided.

The municipal apartment has the following items:

BED

FRIDGE

COMPUTER

TV

SHEETS

BLANKETS

OVEN

MICROWAVE

TABLE

PILLOWS

SPOONS

PLATES



HANDOUT 18

Emergencies

<p>You see a stranger lying on the ground unconscious. She does not respond when you try to speak to her or shake her awake.</p>	<p>Emergency, call 112.</p>
<p>You are being abused by your spouse and feel like you are in danger.</p>	<p>If the abuse is happening right now, it is an emergency, and you should call 112. If the abuse happens on a regular basis, you should seek help from a shelter.</p>
<p>You are having strong pain in your chest.</p>	<p>If you feel like you cannot move and the pain is excruciating, it is an emergency, and you should call 112.</p>
<p>Your child has been very ill with fever for several days.</p>	<p>If your child is conscious, this is not an emergency, but you should take the child to see a doctor.</p>
<p>You have a very painful rash that is quickly taking over a larger area and looks scary.</p>	<p>This is not emergency, do not call 112. See a doctor if necessary.</p>
<p>You see a trash can on fire on your Sunday walk.</p>	<p>If you cannot extinguish the fire, call 112 to make sure the fire does not spread.</p>
<p>You see your neighbour outside after dark and hiding something in the forest. You suspect there is something weird going on.</p>	<p>This is not an emergency, do not call 112.</p>
<p>You see two strange-looking people climbing onto your neighbour's balcony.</p>	<p>This can be a burglary, so call 112.</p>
<p>You see a car in the ditch while driving on the road.</p>	<p>Stop to check the situation, and if there is need (i.e. if people are hurt and in danger or the car is on fire or smoking) call 112.</p>



HANDOUT 19

Smoking and non-smoking areas



NON-SMOKING AREAS

SMOKING AREAS

--	--

**HANDOUT 20**

What do you think
about this practice?

HANDOUTS FOR MODULE 5

What do you think about the following practices?
(Adapted from workbook p. 83–84)

In Finland

1. Girls and boys study in school together.
2. Students in Finland use the teacher's first name.
3. Students eat lunch at school.
4. Parents have a responsibility to follow the progress of their children's studies.
5. Students do not wear a uniform.
6. Students have swimming classes.
7. Children can study ethics instead of religion. At the same time, a child's parents have the right to request religious teaching according to their own denomination, which will be arranged if possible.



HANDOUT 21

Healthy lifestyle

HANDOUTS FOR MODULE 6

Place the following words in the correct column below

CANDY	CIGARETTES	CHOCOLATE
HIKING	FRUITS	FAST FOOD
HOME-COOKED MEAL	SLEEPING EARLY	SALAD
SOFT DRINKS	RUNNING	VEGETABLES
SHISHA	EXERCISING IN THE GYM	ALCOHOL
	WATCHING TV ALL NIGHT	

HEALTHY LIFESTYLE

UNHEALTHY LIFESTYLE

--	--

**HANDOUT 22****The case
of Maya****MAYA**

Maya is a 28-year-old single woman. She used to work as a journalist at a local newspaper in her home country. When the revolution broke out in her country, she was one of the first citizens who took to the streets. Maya was actively advocating for freedom of expression and human rights in her own blog and social media channels. As a result of her activities, she was arrested for many months and tortured. Thus, her family hired a lawyer, who made a deal for her to be released under the condition of not writing anything that opposes the government.

Maya felt that her freedom was being restricted and decided to flee to a neighbouring country, where she became a refugee. One year later, she was resettled to Finland and got the opportunity to start a new life. At the beginning, Maya was very happy and excited about the idea of learning the Finnish language and making new friends. Everything changed suddenly when the past started haunting her again through terrible nightmares. She lost her appetite, became very tired, lost all energy and stopped attending the Finnish language course.

Can you explain what situation Maya is experiencing and why?

How can Maya deal with her situation?
From whom should she seek help?

**DISCUSSION**

**HANDOUT 23****About work
in Finland****HANDOUTS FOR MODULE 7**

RIGHT OR WRONG

- Moutaz goes to work late and spends most of his time on Facebook.
- Moutaz works without a contract and does not pay taxes.
- Moutaz's workmates make fun of him and give him a silly nickname.
- Moutaz suffers from allergy symptoms because the workplace is full of mold.
- Moutaz gets paid less than the salary stated in the employment contract.
- The employer prefers paying Moutaz in cash instead of a bank transfer.
- Moutaz did not inform the tax office that he got a job.

1. The public employment office in Finland is called _____

2. The basic requirements for getting job in Finland are:

- English language and calling employers to ask about a job.
- Finnish or Swedish language, official certificates, a CV that contains your contact information, formal education relevant to the future job, work experience and references.

3. A CV is:

- Your life story.
- A document with your contact information, as well as your educational and professional history.

**EXERCISE**



HANDOUT 24

Meeting with
social worker
(Kela)

HANDOUTS FOR MODULE 8

When Ali and Sara moved to Finland, they were informed by their social worker that they have an appointment at the Kela office.

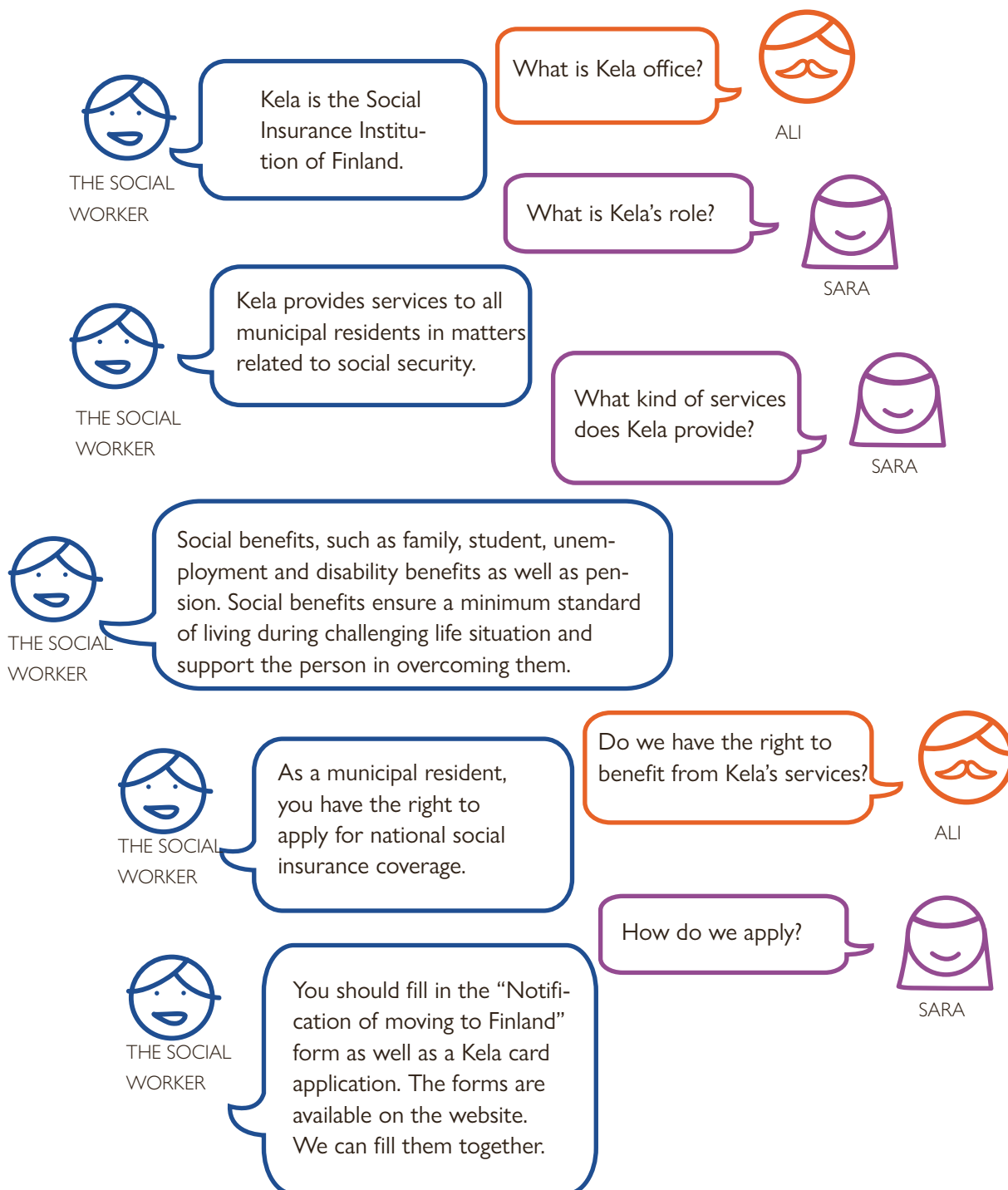




Image Credits: Papunet image library, papunet.net, Aino Ojala

Notification of moving to Finland:

<https://www.kela.fi/documents/10192/3861304/Y77e.pdf/39d4b38f-8783-403c-9c5b-aebcf9eb0dff?version=1.3>

Kela card application:

<https://www.kela.fi/documents/10192/3861304/SV157e.pdf>

**HANDOUT 25****Ali and Sara at the
employment office**

After receiving their Kela cards, Ali and Sara made an appointment to register as jobseekers, so that they become eligible for unemployment benefit from Kela.

Unemployment benefit is money paid to an unemployed jobseeker who is searching for a full-time job or attending a study program or other service of the Employment and Economic Development Office (TE Office). If you are unemployed and you hold a valid jobseeker status, the TE Office will investigate whether you are eligible to receive unemployment benefit.

The TE Office personnel asked Ali and Sara many questions to assess whether they need integration plans or some training. The personnel discussed with Ali and Sara about their education and work experience, language skills, family situation and health.

This initial assessment is used as the basis for preparing one's individual integration plan. The integration plan includes measures that will help Ali and Sara to improve their language skills or to find a job, internship (job training period) or an education programme leading to a qualification. The integration plan is valid for 1–3 years.

The TE Office personnel informed the couple that they will receive integration training that takes roughly one year, where they learn the language and information on the Finnish society and working life. They would also receive vocational guidance as part of integration training. Before enrolling in the course, the couple needs to take a test to assess their language skills so that they can be provided with training that suits them best.

Questions about the text:

1. Why did Ali and Sara go to the TE Office?
2. Why is it important for them to be registered as jobseekers?
3. What topics did the personnel discuss with them?
4. In your own words, define “integration plan”?

**EXERCISE A**

Link the first part of a sentence with the corresponding ending.



EXERCISE B

The purpose for the appointment is

you should take a test to assess your language skills so that you can be given training that suits you best.

Being registered as a job seeker makes you

training or taking part in work practice or attending school.

Unemployment benefit is money paid to

an interview aiming to assess whether you need an integration plan and other services to support your integration.

The initial assessment is

to an unemployed job seeker who is searching for a full-time job or attending a study program or other TE Office service.

The integration plan includes

eligible for the unemployment benefit from Kela.

Before enrolling in a course

eligible for the unemployment benefit from Kela.



HANDOUT 26

Benefits for families with children scenario

Diana is pregnant but she does not have enough information about her eligibility for maternity grant in Finland. Therefore, she and her husband Joe decided to check the Kela website where they got surprised about the information they found.

Diana read the information out loud.



DIANA

Expecting mothers in Finland are eligible for a maternity grant once their pregnancy has lasted 154 days (about 5 months). They must have a medical examination by doctor or at maternity and child health clinic by the end of the 4th month of pregnancy. And guess what! They can choose between a maternity package and a tax-free cash benefit of €170.

What is a maternity package?



JOE



DIANA

The maternity package (äitiyspakkaus) is a kit granted by Kela to all expecting or adoptive parents who live in Finland or are covered by the Finnish social security system. The package contains children's clothing and other necessary items. See: <https://www.kela.fi/web/en/maternity-package-2021>.

Impressive!



JOE



DIANA

In case of multiple births, the number of maternity grants awarded increases. Three grants are awarded in case of a twin birth and six grants in case of triplets.

There is a paternity leave too! Parents of small children are entitled to take a maternity, paternity or parental leave while receiving a corresponding allowance from Kela. The benefit you are entitled to during family leave include maternity allowance, paternity allowance for father and parental allowance, which is payable to either the mother or the father depending on which of them looks after the child. They can also both work part-time and share childcare duties, with one looking after the child in the morning and the other in the afternoon, for instance. In such cases Kela pays a partial parental allowance.



JOE



DIANA

Which means both parents can share the responsibility, and no one needs to give up on their career!

Indeed! And there are also child benefits! Child benefit is available from the beginning of the month following the birth of a child or other eligibility event (such as moving to Finland) until the end of the month in which the child reaches the age of 17 or moves abroad permanently. The benefit is paid to the mother, father or other provider and, in some cases, to the child themselves (if 15 or older). A single-parent supplement is available for parents who are not married or cohabiting. The child can be in either sole or joint custody.



JOE

Such great information
Let's continue reading!



JOE



HANDOUT 27

Care allowance for children with disabilities scenario

Mona has a 9-year-old daughter with a disability. She recently resettled in Finland. She knows that the Finnish system helps parents who have children with disabilities but does not have much information. Therefore, she booked an appointment with her social worker and an interpreter to get more information about her eligibility for child support.



MONA

I know that the Finnish system supports parents in my situation, but I need more information.



MONA

What is the special care allowance?

You can claim for special care allowance for children under the age of 16, but under the following conditions: You must participate in the treatment or rehabilitation of your child who is under 7, in a hospital, outpatient clinic or a rehabilitation or adaptation training course. or participate in the hospital or outpatient treatment or rehabilitation of your child, who is between 7 and 15 years of age and severely ill or look after your child, who is under 16 and severely ill, at home as part of a hospital or outpatient treatment plan.



SOCIAL WORKER



MONA

I see.

The special care allowance provides compensation for loss of income during periods in which you are completely unable to work, operate a business or study full-time because of the sudden onset or exacerbation of your child's illness.



SOCIAL WORKER



MONA

Can you tell me more about the rehabilitation service please?

There is a rehabilitation service for children too!



SOCIAL WORKER

Children with severe disabilities to whom Kela has awarded disability allowance at the middle rate or the highest rate are entitled to medical rehabilitation services. The rehabilitation can take such forms as individual therapy, group rehabilitation or adaptation training. Group rehabilitation events may be arranged also for children without severe disabilities. During participation in such an event, the parents of the child are eligible for a rehabilitation allowance.



SOCIAL WORKER

**HANDOUT 28****Hamza's case****HAMZA**

Hamza used to work in a chemical company. Suddenly he started experiencing problems with breathing and pain in his chest. He went to the health centre where a doctor examined him and gave him a referral for further medical tests. The test results showed that Hamza had developed an allergy because of prolonged exposure to chemical products and was advised to avoid exposure. Hamza found himself facing a big dilemma: this was his field of study, meaning he would need to change his studies and start over due to his health issues.

QUESTIONS:

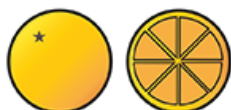
1. How will he get money to cover the cost of his education?
2. Do you think that Kela will help him?
3. Which kind of rehabilitation is he eligible for?



HANDOUT 29

The alphabet

HANDOUTS FOR MODULE 9



APPELSIINI



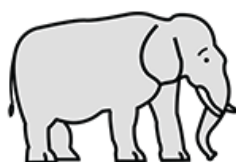
BANAANI



CD



DOMINO



ELEFANTTI



FARKUT



GORILLA



HOUSUT



IKKUNA



JUUSTO



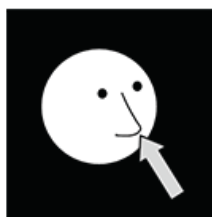
KANA



LEIPÄ



MANSIKKA



NENÄ



OMENA



HANDOUT 30

Family members

Connect Finnish word for a family member with the corresponding word in your mother tongue

VELI

GRANDMOTHER

ÄITI

BROTHER

SISKO

COUSIN

ISÄ

MOTHER

ISOISÄ

FATHER

SERKKU

SISTER

ISOÄITI

GRANDFATHER

**HANDOUT 31****Mikä paikka
tämä on?****Mikä paikka tämä on? Se on...**

Mikä paikka tämä on?

Se on koti.

Mikä paikka tämä on?

Se on rautatieasema.

Mikä paikka tämä on?

Apteekki

Mikä paikka tämä on?

Kuntosali

Mikä paikka tämä on?

Sairaala

Mikä paikka tämä on?

Puisto

Mikä paikka tämä on?

Tie

Mikä paikka tämä on?

Toimisto

Mikä paikka tämä on?

Ravintola

Mikä paikka tämä on?

Kauppa

Mikä paikka tämä on?

Kirjasto

Mikä paikka tämä on?

Kauppatori

Mikä paikka tämä on?

Uimahalli

Mikä paikka tämä on?

Satama

Mikä paikka tämä on?

Varasto



HANDOUT
EXTRA:
COLOURS

Colours		
English	Finnish	Pronunciation
black	musta	MOOS-tah
white	valkoinen	VAHL-koy-nehn
gray	harmaa	HAHR-mah
red	punainen	POO-nigh-nehn
blue	sininen	SEE-nee-nehn
yellow	keltainen	KEHL-tigh-nehn
green	vihreä	VEEHH-reh-a
orange	oranssi	OH-rahns-see
purple	violetti	VEE-oh-leht-tee
brown	ruskea	ROOS-keh-ah
pink	vaaleanpunainen/pinkki	VAHL-eh-ahn-poo-nigh- nehn/ PEENK-kee

FOOD WORD CHAINS

1. Divide the participants into groups.
2. Ask them to sit in a circle.
3. Give them a list of words (for example food related).
4. The first participant says any word from the list.
5. The next participant must then say a word that begins with the last letter of the previous word.
6. The game starts over when a participant misses a turn or says a wrong word.





Maahanmuuttovirasto
Migrationsverket
Finnish Immigration Service



**ASYLUM, MIGRATION
AND INTEGRATION FUND**

Supported by the European Union