

FACILITATOR'S HANDBOOK FOR SWEDISH PRE-DEPARTURE ORIENTATION



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LIST OF ACRONYMS AND ABBREVIATIONS

CCF	cross-cultural facilitator
IOM	International Organization for Migration
LGBTIQ+	lesbian, gay, bisexual, transgender, intersex, queer and other
PDO	pre-departure orientation
PPT	PowerPoint
Q & A	questions and answers
SMA	Swedish Migration Agency

PRE-DEPARTURE ORIENTATION IN THE SWEDISH CONTEXT

Resettlement involves a voluntary and regulated transfer of refugees to safe countries, which grant them permanent residency. Sweden has been admitting refugees through resettlement since 1950, and its resettlement admissions have steadily increased over recent years. IOM supports the Swedish resettlement programme by organizing safe travel for the accepted refugees, pre-departure health services and pre-departure orientation (PDO) in countries of first asylum. In addition to these services, IOM provides assistance to Swedish officials during selection missions upon their request.

Resettlement to a new country may cause a lot of stress for the refugees – loss of social support structures, status, livelihood and changes in identity, cultural norms and customs. Additionally, quota refugees might have unrealistic, misinformed or inaccurate expectations of life in their new home countries. These factors can pose challenges to the receiving communities and State agencies who provide assistance and support to quota refugees throughout the integration continuum.

Sweden's PDO programme aims to mitigate these stress factors and help refugees acquire the knowledge, skills and attitudes which support their integration. PDO provides practical information on Sweden, supports refugees in setting realistic goals and in developing the skills and attitudes needed in the new home country. Empowering quota refugees already prior to their departure has proved to benefit both refugees themselves as well as receiving communities, particularly when the same key messages are repeated along the integration continuum.

The format and content of the Swedish PDO curriculum is decided by the Swedish Migration Agency (SMA). In the Swedish PDO programme, SMA has decided that PDO should be carried out by cross-cultural facilitators (CCFs) who have personal experience of integration in Sweden, often on both a personal and professional level, and who can provide training in the participants' native language. A similar model is implemented in Norway, and evaluation reports have indicated that the CCFs bring additional value to PDO, since they are able to speak from personal and professional experience, which adds realism, dynamism and actuality to the training.

IOM has been working with beneficiaries of international protection, internally displaced people, migrant workers and other vulnerable populations for over 70 years. Facilitating resettlement and humanitarian admission for vulnerable populations has been and continues to be a fundamental purpose and priority of the Organization.



MORE ON RESETTLEMENT:
<https://www.unhcr.org/resettlement.html>



IOM AND RESETTLEMENT ASSISTANCE:
<https://www.iom.int/resettlement-assistance>

PURPOSE OF THIS HANDBOOK

This handbook has been created for you as a cross-cultural facilitator and is meant to be an informative resource and practical tool for delivering PDO to Sweden-bound quota refugees. For your convenience, the text has been divided into three major sections: preparing for PDO, conducting your sessions in accordance with the curriculum, and practical steps after PDO delivery. The handbook will guide you through the PDO objectives and content while providing practical advice and highlighting factors to take into consideration when training a diverse group of participants. Tables, charts, illustrations and information boxes have been implemented to make the information more accessible and so that you can easily navigate between different sections and identify the information that is most relevant to you on a given basis. It is recommended that you keep this publication easily available and refer to it often when preparing and delivering a PDO.

In order to facilitate PDO delivery the handbook provides an overview of the individual PDO units, including the topics and learning objectives of each training unit. You can also find sets of activities to include in your sessions and tips that have been gathered from experienced PDO facilitators as well as other PDO projects and PDO handbooks prepared by IOM.

The handbook also aims to provide some guidance on modifying your sessions based on the unique circumstances of each PDO. You will find examples on how to adjust the curriculum based on the training format, context and target group if for example the length of the PDO needs to be reduced, if the PDO must be delivered remotely or if a separate youth group is not feasible.

The handbook also includes sections dedicated to providing PDO to children and youth. A separate annex with an overview of the children's units and suggested activities is available at the end of the handbook. For youth PDO, a separate colour coding implemented throughout the handbook indicates how individual units, topics and PDO activities can be modified to be more suitable for young people. The handbook also provides practical advice on how to work with an interpreter – in case you do not share a language with the participants – and includes a list of frequently asked questions by refugees and other useful resources.

This handbook is only one of the resources available to CCFs and is meant to complement other existing materials. Additional PDO resources and all the latest training materials can be found on the CCF SharePoint, managed by IOM Finland, which is the main resource hub for Swedish CCFs. Hopefully you will find the handbook useful as you prepare for upcoming PDO missions. Good luck with your future PDO delivery!

PREPARING FOR A PDO

Careful preparation and planning are crucial for a successful PDO, as the context and group composition are unique in each orientation. This section of the handbook discusses key steps which will help you to ensure that the objectives of PDO are accomplished and that the orientation runs as smoothly as possible.

Familiarizing yourself with the context

Find out about the context and the refugee profile beforehand. This will help you tailor the training content and delivery to the specific needs of the group. Important things to know include:

- Background on the refugees' country of origin and the conflict/crisis that led to their displacement
- Living and general conditions in the country of first asylum
- Number of participants
- Age and gender composition of the group
- Culture, religion and language(s)
- Vulnerability and special needs

This information will help you to identify the probable post-arrival challenges and information needs of the target group. It also allows you to prepare suitable exercises for the group and to plan for other practical issues, such as the need for prayer breaks.

A planning meeting between the CCFs and the IOM offices involved is organized prior to each PDO. Available key information related to the logistics and other practical aspects of the orientation will be communicated in this meeting.

Keep in mind that not all relevant information will always be available in advance. You should therefore be prepared to adjust sessions based on needs and information that only become evident during the orientation. For this reason, it is a good practice to incorporate a needs assessment activity at the start of every PDO, before you start covering the learning content. You can find examples of such activities and more information about needs assessment on page 10.

Preparing training materials and session plans

The training material and session plans should be prepared based on the refugee profile and the context of the PDO. You can find various training materials and additional resources on the CCF SharePoint.

Create an individual session plan for each session you will facilitate. You can use whichever format suits you and your planning style, but the following elements are good to include in a session plan irrespective of the format or template used:

- Learning objectives (see the PDO curriculum and learning objectives, p. 9).
- Key messages.
- Session duration/timeframe: include the total duration of the session as well as the time allotted for each session component (e.g. presentation, activities, exercises).
- Methods: the way(s) in which information is conveyed (e.g. discussion exercise, lecture, case study, group work).
- Materials needed: handouts, flip chart, paper and pens, PowerPoint (PPT) slides, posters and so on.

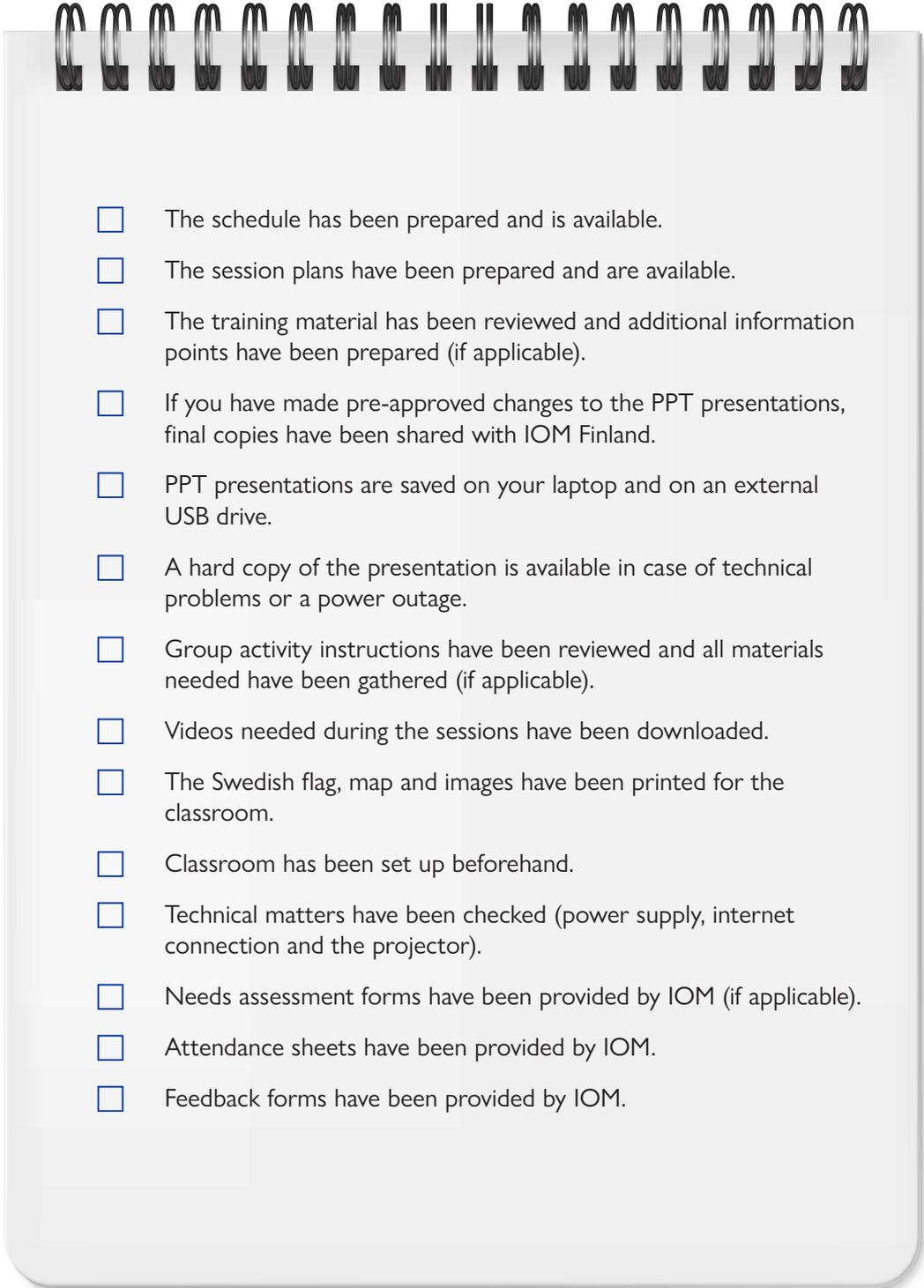
Figure 1 shows an example of the kind of a template you can use for creating your session plans.

Figure 1. Example of a session plan template

SESSION NAME		
SESSION DURATION		
LEARNING OBJECTIVES		
KEY MESSAGES		
DURATION	SUBTOPIC AND METHOD(S)	MATERIALS NEEDED

CCF checklist

You can use the checklist below as an easy tool for ensuring that you take all crucial aspects into consideration as you prepare for a PDO. Refer to the list repeatedly throughout the preparation stage, as different actions need to be taken at different times. If you wish, you can also print out this list and check off items as you move through the preparation steps.

- 
- The schedule has been prepared and is available.
 - The session plans have been prepared and are available.
 - The training material has been reviewed and additional information points have been prepared (if applicable).
 - If you have made pre-approved changes to the PPT presentations, final copies have been shared with IOM Finland.
 - PPT presentations are saved on your laptop and on an external USB drive.
 - A hard copy of the presentation is available in case of technical problems or a power outage.
 - Group activity instructions have been reviewed and all materials needed have been gathered (if applicable).
 - Videos needed during the sessions have been downloaded.
 - The Swedish flag, map and images have been printed for the classroom.
 - Classroom has been set up beforehand.
 - Technical matters have been checked (power supply, internet connection and the projector).
 - Needs assessment forms have been provided by IOM (if applicable).
 - Attendance sheets have been provided by IOM.
 - Feedback forms have been provided by IOM.

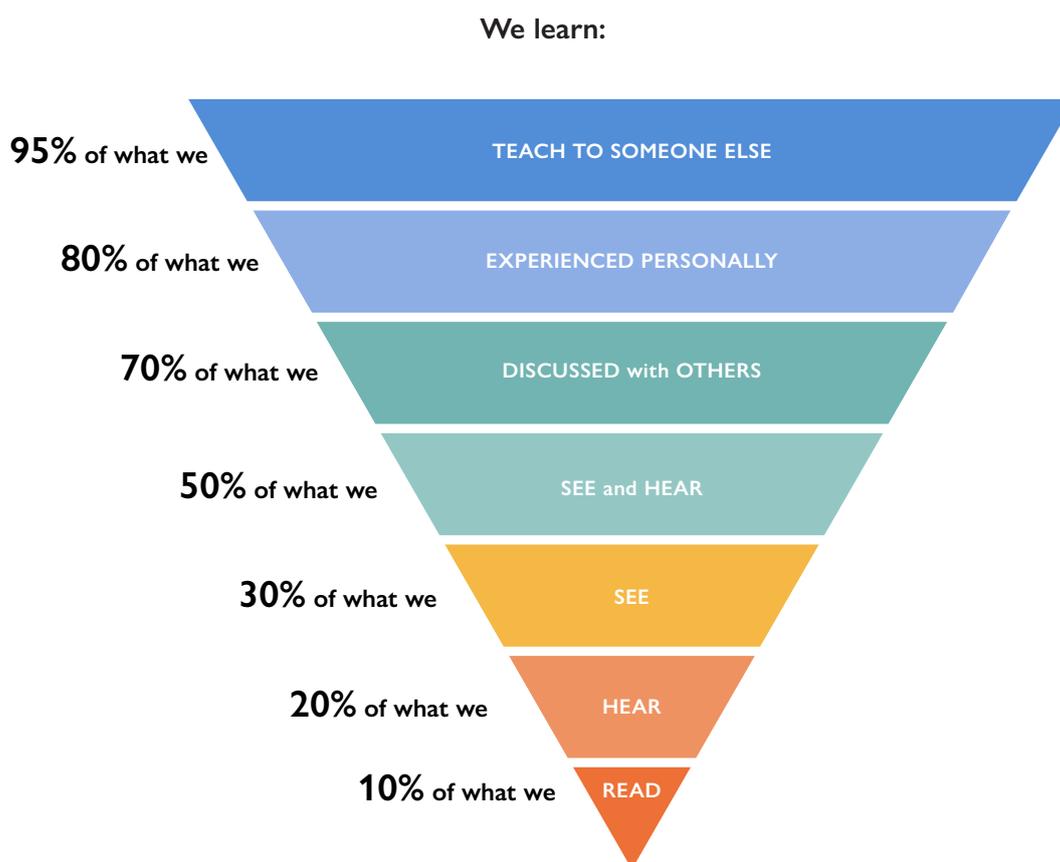
DELIVERING PDO

In addition to providing information about the curriculum topics, the Swedish PDO programme aims to give the participants opportunities to explore the topics in interactive ways, engage in discussion, ask questions and voice possible concerns. This section of the handbook provides you with tools to create a learner-centred and safe PDO environment that takes individual learning styles and needs into consideration.

Principles of learning

Learning can take place through many different means, and the most effective way of learning can vary greatly between individuals. Every learner is different, and one style does not fit all. Psychiatrist William Glasser has created a pyramid model for how information can be retained more effectively the more involved and engaged we are in the process of its production and retention. The pyramid model is illustrated in Figure 2.

Figure 2. William Glasser's learning pyramid



The information retention rate increases the more senses we use and the more engaged we are in the learning process. By observing and listening, we are able to retain roughly half of the information transmitted. When we engage in discussion and dialogue with others, the learning capacity rises to 70 per cent. And when we are involved in the process through direct personal experience (such as writing), our retention rate increases further still. Learning

reaches its peak when we teach others – and thereby reach mastery of the subject matter – at an impressive 95 per cent retention rate.

Learner-centred approach

The learner-centred approach allows participants to shape the learning process according to what they need and want to learn. It acknowledges that all parties in the learning experience (facilitator and participants alike) bring insight, experience and knowledge into the classroom and builds on that acknowledgement. This is the approach employed in PDO delivery.

In the learner-centred approach, participants are seen as actors in the learning process and encouraged to take ownership of their learning. Using this approach encourages interaction between the parties, as participants and the facilitator share experiences, knowledge, questions, analysis and strategies. It invites participants to learn not just from the facilitator but from their peers and themselves. This approach also teaches the importance on taking initiative, participating and striving to learn. It is particularly beneficial for preparing participants to learn how to navigate new norms, make good choices and become self-sufficient in a new country.

Experiential learning

As discussed earlier in connection to the learning pyramid, people learn best when they are highly involved in the learning process and engaged in a multisensory way. An effective way to achieve this is through experiential learning, in other words, learning through personal experience.

Experiential learning can benefit people from all walks of life. Participants come to the PDO classroom with several characteristics and needs (age, education, gender, ability, self-concept, cultural norms) which may or may not affect their learning. Despite possible barriers to learning, everyone can learn from experience. Your role as a facilitator is to help create experiences which overcome these barriers.

Bear in mind that experiential learning must always engage the learner – it is not something that only happens to the learner.



For more tips on experiential learning, see *Pre-Departure-Orientation Facilitator's Manual* (IOM, 2021b) section 3.3. Brain-friendly learning (p. 13).

Knowledge, skills and attitudes

The objective of the Swedish PDO programme is to provide the necessary knowledge, skills and attitudes that the participants need in order to travel, integrate successfully and eventually become self-sufficient in the new home country.

To help define this objective in practice, the IOM *Pre-Departure-Orientation Facilitator's Manual* (2021b) suggests using the three questions shown in Figure 3.

Figure 3. Determining PDO objectives in terms of knowledge, skills and attitudes



Learning all the knowledge, skills and attitudes needed to successfully integrate and find one's place in the new society is a long (potentially lifelong) process and cannot be achieved completely during PDO. Rather, PDO provides an introduction and a foundation on which to build. More information will be provided in Sweden by municipalities of residence and other actors involved in integration support.

The Swedish PDO curriculum

The Swedish PDO curriculum covers four thematic areas:

- (a) Practical information about travel and the initial post-arrival period;
- (b) Everyday life in Sweden;
- (c) Rights and responsibilities;
- (d) Values and core principles of the Swedish society.

Each of these subject areas contain various topics with corresponding learning objectives for the participants. Table 1 provides a breakdown of the topics and learning objectives within each theme of the curriculum.

The PDO curriculum is normally covered over three days, each consisting of about six hours of training.

Table 1. Swedish PDO curriculum

PRACTICAL INFORMATION ABOUT TRAVEL AND THE INITIAL POST-ARRIVAL PERIOD	
Topic	Learning objectives
Travel and arrival	To be able to navigate at the airport and anticipate the arrangements upon arrival
Reception and introduction	To understand the practical arrangements and the initial support that will be provided post-arrival
Accommodation	To understand the practical arrangements and the initial support that will be provided post-arrival
EVERYDAY LIFE IN SWEDEN	
Topic	Learning objectives
Geography and climate	To acquire basic understanding of the Nordic conditions Climate-appropriate clothing
Different situations in everyday life	To get an overview of the public sphere, infrastructure and organization
The public sector	To learn about relevant public authorities and obtain a basic understanding of the welfare services Parallel systems that take time to access
Work, accreditation of previous experience, and retirement	To understand that Sweden is a work-oriented welfare society with clear demands on the individual To understand the status of foreign credentials
Importance of knowing Swedish and preparing for digital services	To become motivated to learn Swedish and prepare for the high level of digitalization in society
RIGHTS AND RESPONSIBILITIES	
Topic	Learning objectives
Rights and support	To learn about minimum standards in terms of financial support and services To understand that schooling is free of charge and compulsory To be informed about the rights of the child
Responsibilities	To learn about the premises for support and understand built-in expectations and demands
Family reunification and return to the country of origin	To learn about the regulations to prevent misunderstandings about resettlement
VALUES AND CORE PRINCIPLES IN THE SWEDISH SOCIETY	
Topic	Learning objective
Core principles	To become familiar with the core principles based on certain rights of the individual To know the social norms on correct behaviour in public
Social and cultural adjustment	To learn that norms around social interaction, behaviour and communication style will be different To enhance mental preparedness regarding the difference in social interaction in order to minimize cultural shock and social isolation/depression
Changes in family dynamics	To identify common challenges and strengthen the mental preparedness for changes in family dynamics To understand that women will be encouraged and asked to engage in activities outside the home and that children will most likely learn the language first

IOM has prepared a set of tools and materials that cover the entire curriculum. These include PPT presentations, short informative videos and video testimonials by resettled refugees in Sweden. The materials are available in several languages. Note that not every topic in the curriculum corresponds to an individual PPT presentation. Often several topics are integrated into one presentation (for example different situations in everyday life and importance of speaking Swedish) in order to keep the number of PDO sessions reasonable. Some topics are also partially duplicated or repeated across the presentations to reinforce important messages (such as rights and support and preparing for digital services).

Curriculum for one-day PDO

Sometimes it is not possible to arrange a full, three-day PDO. Under the Swedish PDO programme, IOM has implemented one-day PDOs which last six hours. Because of the limited time available, the training content naturally has to be reduced and only the most essential information is covered.

IOM has developed a one-day curriculum and separate training materials for one-day PDO. The one-day curriculum (see Annex 1) follows the same four themes that are outlined in the original curriculum, but the teaching points are limited to the most vital information refugees need before departure. Topics that are excluded or only covered at a surface level will be introduced to the refugees after arrival in Sweden, either by municipal representatives, agency workers or during the civic orientation for refugees.

The separate materials for one-day PDO can be found on the CCF SharePoint. There you will also find a package of interactive exercises with suggestions for activities that can be conducted throughout the day, time permitting. The teaching material already includes a few built-in exercises, similarly to the standard PDO material, but the exercises from the SharePoint can be incorporated in addition. Due to the time constraint, it can be difficult to incorporate many exercises into the PDO delivery, but the aim should, however, be to create as many opportunities for interactivity and experiential learning as possible.

Needs assessment

When the PDO content and training methods match the needs and interests of the participants, their engagement and information retention rates are higher. Once you have identified who the participants are, you are able to assess their needs. This includes identifying the participants' baseline state (what they know, what they can do and how they feel about their resettlement), their desired state (what they want to know, what they want to be able to do and how they hope to feel about their resettlement), the gaps between the baseline and desired state as well as the learning objectives stated earlier (knowledge, skills and attitudes). However, often the information you receive about the participants beforehand is rudimentary and incomplete.

A needs assessment form for participants will be made available to you to distribute at the beginning of the PDO which covers the indicators presented above. This form is available in different languages and can be found on the CCF SharePoint. When using the participant needs assessment form, it is important to allow sufficient time for participants to fill the form out completely. Some participants may require assistance from CCFs, peers or interpreters to complete the form, which may require some extra time.

If a PDO is shorter than the standard three days, there may not be time to conduct a written needs assessment. In such cases, needs assessment should be conducted orally.

How to assess needs in class

You will most likely not have time to read through the filled-out needs assessment forms before starting the first session. Therefore, it is a good idea to also incorporate a verbal needs assessment at the beginning of the first session. You can use following simple and brief participatory activity to gauge learning needs (also see slide 2 in the “Reception and introduction” PPT presentation).

- 1 Explain that you would like to take a poll with everyone to see if the participants know anything about Sweden. The poll is done by a show of thumbs:
 - Thumbs up = Yes
 - Sideways thumb = I do not know/I am unsure
 - Thumbs down = No
- 2 Clarify the question (“Do you know anything about Sweden?”) and ask the participants to answer using the three answer options.
- 3 Ask those who held a thumbs up if they would like to share what they already know about Sweden with the entire group. The answers can be recorded on a flip chart, notepad or virtual whiteboard. This can help you to tailor content during the sessions.
- 4 Ask the participants to lower their thumbs and ask the entire group the following question: What would you like to know about Sweden? Participants can raise their hands or just shout out topics.
- 5 Record all the topics and responses on a flip chart, notepad or virtual whiteboard so that you can refer back to it throughout the orientation to assess whether the participants’ learning needs have been covered. Once again, having the answers written down will help you to tailor PDO content to the participants’ needs as you cover the different topics. The following section, “Assessing needs throughout the PDO”, also explains how you can use the recorded answers for continuous needs assessment during the orientation.

Alternatively, you can conduct the “Hopes and fears” activity in Annex H of the *Pre-Departure Orientation Facilitator's Manual* (IOM, 2021b) as an initial in-class needs assessment. If this activity is conducted, you should return to the recorded hopes and fears at the end of the PDO or at the end of each day. This way, you can assess whether any hopes and fears still remain unaddressed.

Assessing needs throughout the PDO

Below are suggestions for assessing participant needs throughout the orientation.

Referring to topics highlighted in the needs assessment

When conducting the verbal needs assessment, try to write down all the topics the participants mention on a flip chart. Keep this flip chart or post it on the classroom wall so that you can easily refer to it later during the PDO.

- 1 If there is time between the different subtopics or sessions, refer back to the flip chart and have a discussion with the group about which topics can be crossed off the list or marked as covered.
- 2 This is also an excellent opportunity to conduct a learning check. As you cross a topic off the list, ask the participants to share their knowledge about the topic.

Referring to the question parking lot

It is a good idea to create a parking lot for questions that you can use throughout the PDO. The question parking lot is simply a separate flip chart where you write down questions that arise during sessions that cannot be answered immediately.

- 1 If there is some extra time during a session, you can refer back to the question parking lot. Discuss with the participants whether any of the questions were answered during the session and can be crossed off the list.
- 2 If there are still unanswered questions, you can spend a few minutes answering them if there is time. If there is no time for this, please explain that the remaining questions will be covered during the questions and answers session.

Creating a safe and inclusive environment

When preparing for a PDO, it is important to acknowledge that the resettlement process as an experience – including concerns, fears, hopes and dreams – will be different for each person and affected by individual characteristics. Characteristics affecting the resettlement experience and therefore also the participants' individual needs include for example age, gender, ability, educational background, religious beliefs and belonging to the LGBTIQ+ community or another minority. All of the characteristics mentioned before also contribute to group dynamics and play a role in who will feel most comfortable or best placed to speak out, ask questions and in general get their needs met.

Learners learn best when they are involved in the process of learning. In order to be involved, learners need to feel comfortable and safe. The key to this is to create as safe an environment as possible for each participant and to favour methods which are inclusive. To achieve this, the following points are important to bear in mind:

- Participants are individuals with specific needs.
- Some will be better positioned to participate whereas others might be at a disadvantage.
- Group dynamics play a big role.
- Facilitator's actions influence the learning environment.

In the next sections of the handbook, you can find some ideas for how to create a safe and inclusive environment physically, remotely, socially and emotionally as well as how to manage group dynamics and use language which is inclusive.

The physical environment

The physical environment can affect the level of interaction and engagement between you and the participants. Each venue will be different, so not every classroom set-up will look the same. The below suggestions will help you create a physical environment that is conducive to learning at any venue.

- Set up the space so that it is welcoming instead of intimidating. Consider how chairs are organized, where you will stand and sit, as well as the location of the interpreter.
 - Organizing the chairs in a U shape where the participants face the CCF is often optimal, as it allows participants to see and hear clearly and promotes eye contact and engagement between the participants and the CCF. However, depending on group size, planned activities and the physical space, this is not always possible.
- Arrange the classroom based on the activities you will be conducting that day. If the activities involve a lot of movement, ensure there is sufficient space for everyone to participate.
- Consider alternating between being seated, standing and moving around the classroom throughout the session. Where you are positioned impacts the relationship and the level of engagement between you and the participants.
- Consider participants who use wheelchairs. Make sure they can access the location and see if they can and want to sit in the front of the classroom in order to have a better view. Do not place them in the back of the room unless they wish that.
- Make sure that everyone can see the presentation as well as any props you may use. If using props, pass them around the classroom or create a "station" for them that participants can visit during breaks.
- Ensure that everyone can hear you clearly. If the room is large, you may need to use a microphone and sound system.

- Try to place participants with hearing or visual impairments close to the front of the classroom.
- Make sure the participants can easily enter and exit the classroom (e.g. to check on or feed their children, use the bathroom or take other breaks, to pray).

Remember to consider the physical environment even if you are conducting the PDO remotely. Convey any relevant needs or wishes to the local IOM office in advance, for example during the PDO planning meeting.

The remote environment

In a remote PDO modality, your potential to engage with the participants is reduced. Therefore, small gestures become even more significant. When delivering a PDO remotely:

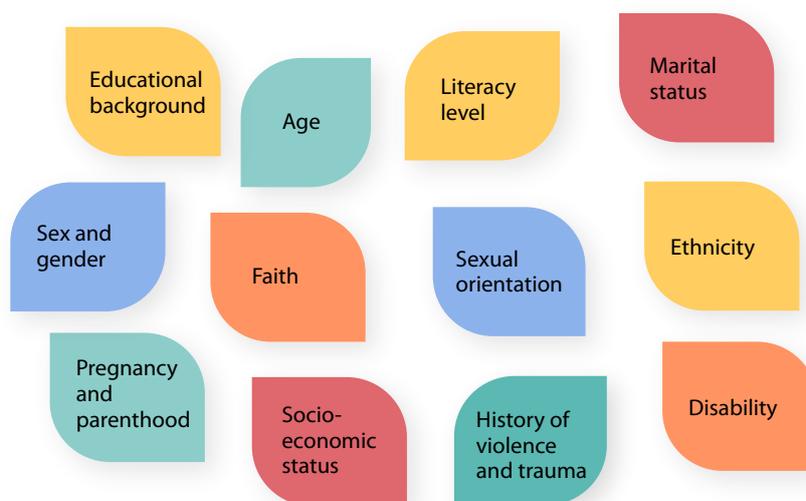
- Be sure to test your equipment beforehand in order to ensure good sound quality and minimize connectivity issues.
- Pay attention to (the visible parts of) your body language and try to make sure that you have eye contact directly with the camera in a way which gives the participants the impression that you are focused on them.
- The mood you set in the beginning of the session is important – be mindful of how you greet participants and how you introduce yourself.
- Delivering through a screen will inevitably build a barrier between you and the class, therefore try to seize every opportunity to engage participants by acknowledging them, asking them questions and affirming that your message has come across.
- Make sure to have a cofacilitator on-site in the classroom to support you and for engaging the participants.

The social and emotional environment

Resettlement is a life-changing experience, and it is perfectly normal for participants to have mixed feelings during a PDO. Some might be nervous, others expectant, some might feel embarrassed or exposed due to their status in the society or the PDO group. Single participants might feel vulnerable, whereas family members attending together might not feel empowered to speak their mind if one family member has a strong influence or power over the others.

You likely will not be aware of all the underlying feelings of the participants. Therefore, it is good to bear in mind the characteristics that may affect the social and emotional landscape of the participants. Some of these characteristics are shown in Figure 4.

Figure 4. Characteristics relevant for the participants' social and emotional landscapes



Use the following points as a guide for creating a safe social and emotional environment:

- Plan your sessions and activities in a way that allows everyone to participate regardless of their age, gender, educational background and literacy level. Also take this into consideration when making group divisions for classroom activities.
- Be mindful of the participants' backgrounds and experiences. Avoid putting unnecessary pressure on them or choosing activities which might trigger their trauma.
- Avoid activities which might make participants feel exposed.
- Be flexible and prepared to change activities if you notice that they affect participants negatively.
- Create an atmosphere which allows equal participation by men and women.
- Be empathetic towards the circumstances the participants find themselves in and come from.

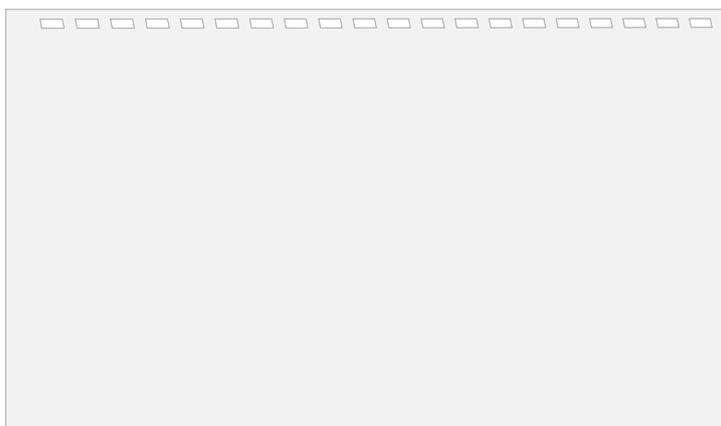
Approaching sensitive topics

During PDO, you as a CCF are required to address topics that are considered culturally sensitive or even taboo, such as gender-based violence, LGBTIQ+ issues and gender roles. These topics can be difficult to approach but are integral parts of the PDO content, as many key messages are related to these topics. Below are a few suggestions for approaching sensitive topics:

- Focus on creating a safe and inclusive environment prior to introducing a sensitive topic.
- Create trust with the group first.
- Try to leave sensitive topics for the latter part of the PDO when the group has gained an overall idea of how Sweden is as a society and how it differs from what they may be used to. This knowledge will serve as a framework for more sensitive topics.

- Do not avoid difficult subjects.
- Focus on the facts, such as what the relevant laws says, rather than on opinions.
- Sharing relevant personal experiences and encounters can sometimes ease the tension around the topic. However, consider carefully whether the specific anecdote will actually help enforce a key message in a positive way.
- Do not offer your opinion on the topic unless you think it helps the participants to gain perspective.
- Be realistic about what you can achieve with the group and set your objectives accordingly.
- Explain the importance of the topic (e.g. it in an integral part of the Swedish society/culture/legal base).
- Focus on what participants feel comfortable with without exposing them unnecessarily.
- Consider having separate groups for men and women for discussing topics which might have an impact on family or relationship dynamics or compromise participation of one family member.

It is recommended that the training team meets at the end of each PDO day to discuss how well the training objectives were achieved, what challenges the day involved and how they should be addressed, and to share best practices and positive results.

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Managing group dynamics

Managing group dynamics has very little to do with literal management. Rather, your role as a facilitator is to build upon the enthusiasm, experience and energy of the participants and facilitate learning. Similarly, it is important to acknowledge that a group comprises of individuals, each coming to the learning event with their individual skill set, experience and expectations.

Adult learners especially bring a wealth of knowledge into the PDO classroom. However, this does not mean that their contribution is always positive or acceptable in view of the PDO objectives and principles as well as group dynamics. Table 2 features some challenges you may encounter, with corresponding suggestions for how to handle the situation without compromising anyone's right to a safe and inclusive environment.

Table 2. Responding to challenging situations

SCENARIO	SUGGESTED ACTION
<p>One person is overcontributing and taking a lot of space, leaving everyone else underparticipating.</p>	<ul style="list-style-type: none"> ▶ Focus on how to activate and encourage the rest of the group to participate. ▶ You can also try to channel the energy of the dominating participant by assigning a task or a role.
<p>One or some participants are silent in an otherwise active group.</p>	<ul style="list-style-type: none"> ▶ Evaluate how group dynamics might affect who feels comfortable to speak and contribute. ▶ If appropriate, make a general statement such as “I would love to hear from those who have not talked in a while”. ▶ If possible, consider breaking into even smaller groups or changing the group divisions. ▶ If possible, approach those participants who are silent during a break and try to understand why they are not participating. ▶ Time permitting, ask each participant in the group to share their thoughts in just a few words. For positive reinforcement, remember to thank everyone for their participation.
<p>Participants are distracted or lose interest in the task or discussion at hand.</p>	<ul style="list-style-type: none"> ▶ Aim for a break or energizer instead of using your authority as a facilitator to get people to participate. Participants might be able to focus better after a break or energizing activity. ▶ Consider changing approach to make the topic more relevant to the participants. Ask participants what questions they have about the topic and tailor the content or convey the information through an activity.
<p>Participants on the whole are silent and not participating in the activity or discussion.</p>	<ul style="list-style-type: none"> ▶ Consider approaching the topic in smaller groups or using a different method. Silence might indicate that some participants do not feel comfortable discussing the topic with others. ▶ Consider aiming for a break if the participants appear tired. ▶ Consider sharing relevant anecdotes from your personal migration experience to encourage participants to contribute.
<p>Arguments between the participants</p>	<ul style="list-style-type: none"> ▶ Do not focus on the dominant individuals locked in an argument, but on the (silent) majority. ▶ Try shifting focus from the argument to others by asking “Who else has an opinion on this?” or saying “Let us take a break from this issue and see if any other issues should be discussed”.

A participant is visibly upset.	<ul style="list-style-type: none"> ▶ Do not expose the individual. ▶ Offer private space, listen and reassure. ▶ Ask a colleague to provide support to the individual if you cannot break away from facilitating the session.
A participant makes a statement which undermines you as a facilitator.	<ul style="list-style-type: none"> ▶ Do not take the criticism personally, focus on handling the situation in a calm, respectful manner. ▶ If you have made a mistake, admit it and apologize. ▶ You can also simply point out that the participant's opinion is an interesting one and offer to discuss privately after the class (or request a colleague to discuss with the participant).

Questions and answers session

The Swedish PDO model includes a questions and answers (Q & A) session at the end of the third day, before participant evaluation of the PDO. In the Q & A session participants are given the space to ask all the questions they might still have at the end of the orientation as well as the chance to clarify any messages conveyed to them during the PDO.

In order to create a safe space for all questions during the session, try to optimize group size and composition. Not all participants feel comfortable to ask their questions in the presence of everyone else. In addition, if you have noticed in the group dynamics that there are individuals who often speak out while others remain silent, you can try to mitigate that by reshuffling the groups and encourage everyone to participate.

Ideally, women should have their own group with a female facilitator in order to allow for questions that concern women's lives and perspectives, some of which might be sensitive otherwise. Also note that age can be an important factor in how comfortable participants feel to voice their concerns. If possible, consider creating a group for example for young women or girls only.

As a facilitator, it is important that you remain patient and give the participants enough time to ask their questions.

Things to consider:

- Acknowledge and thank participants for their questions.
- If you do not know the answer, be honest about it instead of trying to come up with an answer from the top of your head or give your best guess. Instead, try to point the participant to a relevant source of information or agency.
- Read through the list of frequently asked questions (Annex 2) in order to prepare for the types of questions which often arise.
- Familiarize yourself with relevant sources of information such as the [SMA website](#) and [informationsverige.se](#).

Working with an interpreter

Sometimes you might be required to deliver a PDO via interpretation. Interpreters play a crucial role during PDO in delivering key information to the participants when the CCF does not speak the same language as the learners. In order to ensure smooth collaboration with the interpreter and effective communication with the participants, there are a few points to consider before the start of the orientation.

Clarifying roles and the basis for communication

If possible, IOM can arrange a meeting with the interpreter before the sessions to clarify the objectives of the PDO, roles, timing and methods of communication, as well as to go over the training content. Try to also discuss key terms to make sure the interpreter avoids using derogatory or offensive terms.

Due to tight schedules and time constraints, having a pre-session meeting with the interpreter is not always possible. For this reason, IOM aims to share the PDO training material (the PPT presentations) with the interpreter in advance so that they have time to prepare and can look up difficult terms or concepts. This also allows the interpreter to ask the you to clarify any ambiguous information prior to the PDO.

Even if there is no time to hold a proper meeting, try to have a quick briefing with the interpreter before the start of the first session. Use the briefing to do the following:

- Introduce yourself.
- Ask the interpreter to use the first person and to interpret everything completely.
- Advise if the session's content is complicated or contains culturally sensitive topics.
- Encourage the interpreter to ask about unclear issues.
- Agree how the interpreter can communicate during a session that they need you to slow down or to use shorter sentences.

Interpreting style and positioning

PDO uses the consecutive interpreting style, meaning the interpreter waits until the speaker finishes and then interprets what the speaker said. When using an interpreter, it is important to remember to speak in short segments (one to two sentences) to facilitate the interpreter's job. Always let the interpreter finish before you start a new segment. Keep in mind that the interpreter may need some extra time to describe concepts or terms that do not exist in the learners' language. The consecutive interpreting style also means that the time for the session will be equally divided between you and the interpreter. Time management is therefore very important when working with an interpreter in order to remain on schedule. Sometimes the PDO content has to be covered in less detail to finish within the allotted time. Carefully consider which information can be covered at surface level and which information needs to be covered in more detail.

The positioning of the interpreter has a big impact on communication. Ideally, the interpreter should be placed as close to the participants as possible. This encourages direct communication and eye contact between the CCF and the participants and also allows the interpreter to have a clear view of the learners. This arrangement can also help the participants feel more secure. One thing to be aware of is that this arrangement may give the participants the impression that the interpreter is speaking and acting on their behalf. Therefore, it is vital to clearly explain the interpreter's role to the participants at the start of the PDO: the interpreter is there to simply enable communication between the CCF and the participants – the interpreter does not personally take part in the discussion and does not act as a spokesperson.

Sometimes you may be required to use multiple interpreters if there are multiple language groups in one classroom. In this situation, position the participants according to their language groups. This will minimize the risk of the participants being distracted by the other interpreter. Ideally, the interpreter should be positioned slightly behind their group and regulate their voice so that they are only speaking loud enough for their group of participants to hear.

Additional points

Remember to always use the interpreter even when speaking to an individual or small group. Do not allow family, friends or spouses to interpret for the individual even if they speak English and offer to interpret. Using the interpreter ensures that the information is communicated correctly, in its entirety and without bias. Children especially should never be asked or allowed to interpret for a family member.

Throughout the sessions, remember to keep the conversation between you and the participants, not between you and the interpreter. To keep the communication between you and the learners, do stop and guide the interpreter if:

- There is a side conversation between the interpreter and the learners;
- The interpreter attempts to answer the questions the learners pose;
- The interpreter offers advice or opinions to you or the learners.



TIPS FOR WORKING WITH AN INTERPRETER:

- Check in with the interpreter regularly during breaks and at the end of sessions.
- Remember to speak directly to the learners and keep eye contact with them. Avoid looking at the interpreter.
- Speak slowly and clearly. Remember to use short segments.
- Avoid using complex language. Prepare synonyms or simple definitions for terms and concepts that may not exist in the other language or culture.
- Avoid interrupting the interpreter, unless you need to guide your interpreter.
- Try to incorporate visual aids, such as images, icons and videos as much as possible.
- Be patient. Providing information through interpretation is a slow process.

If you have any suspicion that the interpretation is not accurate or you observe that the interpreter tries to assume the role of a facilitator instead of just interpreting, please share your concern with the IOM coordinator. It is best to address such concerns with IOM instead of directly with the interpreter, as IOM is responsible for overseeing the quality of the interpretation.



My notes

Children's PDO

IOM organizes separate pre-departure orientation for children between the ages of 7 and 12. It is important for you to be aware of the conditions in which the children have lived. Refugee children may have experienced or witnessed torture, violence and sexual abuse. They may have also lost their biological parents or other family members in a brutal manner. In addition, some primary-school-age children may have worked full time instead of going to school and may have been the primary breadwinners for their families. It is not uncommon to find that even the older children in the group are illiterate due to lack of access to education.

On the other hand, children tend to possess remarkable resilience to cope with traumatic experiences and recover from them. Children's PDO is meant to foster their belief in a positive and peaceful future which involves an opportunity to study and respect for children's rights. As some children may have been forced to adopt more of an adult role than that of a child, they might envision themselves directly entering the job market rather than continuing school. The PDO sessions should therefore elaborate on the role of children in Sweden and depict the normal everyday life of a child.

Apart from providing information on Sweden and discussing expectations, it is important to establish trust and create a safe atmosphere where the children feel comfortable to express themselves and discuss their fears and worries related to moving to a new country. IOM provides children's groups with basic materials and equipment such as a screen and projector, paper and pencils, colouring pencils and materials for crafts, but if you wish to have any additional materials, it is good to communicate this to the IOM Project Coordinator well in advance.

Childminders hired by IOM are always present in children's PDO groups, and they can help you to conduct energizers and different activities for the participants. The childminders

have extensive experience in working with refugee children and they can help in challenging situations. It is good to start the PDO by writing down and agreeing with the children on common rules for the sessions so that everyone understands how they are expected to behave.

The children's PDO curriculum has been specified by SMA and consists of four themes, which are detailed in table 3.

Table 3. Children's PDO curriculum

PRACTICAL INFORMATION ABOUT THE TRAVEL AND THE INITIAL PERIOD IN SWEDEN		
Subtopics	Learning objectives	Child-specific learning points
Travel and arrival	To be able to anticipate what will happen during the trip	Importance of sticking together with the parents at airports and new environments
Accommodation and surroundings	To understand and form realistic expectations on housing and surroundings	Safety of outdoor places such as playgrounds and public transport Importance of carrying one's own keys all the time outside home
EVERYDAY LIFE IN SWEDEN		
Subtopics	Learning objectives	Child-specific learning points
Geography and climate	To acquire basic understanding of Sweden and the Nordic conditions Climate-appropriate clothing	Dressing for the weather Caution of slippery streets during winter in terms of walking and cycling Importance of wearing a helmet when cycling
Different situations in everyday life	To get an overview of the public sphere and common situations	Hobbies, food, free-time activities
School	To understand the importance of school and what is expected of the child compulsory To be informed about the rights of the child and how the public sector can help (e.g. police, ambulance)	
Importance of speaking Swedish	To understand societal and cultural expectations	Need to attend school and do compensatory homework if absent Need to respect others and diversity of people in Swedish society
RIGHTS AND RESPONSIBILITIES		
Subtopics	Learning objectives	Child-specific learning points
Rights and support	To learn that school is free of charge and compulsory To be informed about the rights of the child and how the public sector can help (e.g. police, ambulance)	Children's rights, prohibition of physical punishment Illegality of physical violence and bullying

Responsibilities	To understand societal and cultural expectations	Need to attend school and do compensatory homework if absent Need to respect others and diversity of people in Swedish society
VALUES AND CORE PRINCIPLES IN THE SWEDISH SOCIETY		
Subtopics	Learning objectives	Child-specific learning points
Core principles	To be familiar with the core principles based on certain rights of the individual The social norms on correct behaviour in public	Respect for others, equality of all Animal rights and need to take of care of the environment
Social and cultural adjustment	To learn that norms around social interaction, behaviour and communication style will be different To enhance mental preparedness regarding the difference in social interaction in order to minimize cultural shock and social isolation/ depression	The need to solve disputes without physical violence Trust in authorities in case of conflicts The balance between family's own and the Swedish culture

IOM has prepared a set of PPT presentations on the curriculum topics and a list of activities that can be done with children's groups. The presentations can be found on the CCF SharePoint, and the overview and activities for each unit can be found in Annex 3. In a remote PDO setting, your role as a CCF is likely to be more tied to providing brief information and the Q & A sessions, while the local childminders have the role of creating a safe and participatory atmosphere in the group and doing different activities with the children. In both physical and remote PDOs, it is good to approach different topics by letting the children ask questions instead of lecturing. The sequence of topics can vary according to what topics interest the children most.

Youth PDO

The Swedish pre-departure orientation programme includes a separate PDO for youth between the ages of 13 and 17, if feasible. A youth PDO will follow the ordinary PDO curriculum, but you should modify the content to include youth-specific topics and to ensure a youth-sensitive approach. Certain topics that mostly pertain to adults will, for example, be left out and youth-specific topics will be inserted through discussion or through youth-centred activities.

Sometimes the demographic composition of the PDO participants and logistical arrangements do not allow for a separate youth group. If a separate youth group cannot be organized, attempts should be made to hold a separate Q & A session for youth at the end of the orientation, so that young people are still given the chance to raise youth-specific questions and concerns.

Participants in the youth group may differ in age and maturity, have a different personal history and educational background. It is important that you take this into account and put effort into creating a safe environment, free from fear of judgement. To achieve this, it is especially important to incorporate icebreakers, energizers and team-building activities into the youth PDO in order to create a sense of openness in the group and establish trust between the participants. Table 4 outlines a suggested four-step approach developed by the IOM COMMIT project to achieve this end and ensure that the sessions are both inclusive and interactive. (IOM, 2019)

Table 4. A four-step approach to inclusive and interactive PDO

ACTION	Use exercises (discussions, brainstorming, case studies, role play) to encourage participants to be actively involved during the session.
REFLECTION	Ask questions to stimulate reflection on the information shared and activities done in class. Give everyone a chance to share their observations, and create a respectful environment. Remember to relate the observations back to the learning objectives of each unit.
PROCESSING	Ask the participants to create a link between knowledge they have from the past and the activities done in the classroom. Ask questions like: "Why do you think we did this exercise?" "What did we learn?" "Can you think of a situation you have been in before that relates to this exercise?"
APPLICATION	Encourage participants to reflect on how the experience they just had can be used in real life during the resettlement process. Ask questions like: "How can you apply what you have learned in Sweden?" "Can you think of a situation where you can apply this knowledge?" "How will this knowledge be helpful in Sweden?"

When delivering youth PDO, it is important to keep in mind the different challenges that the participants face due to their age, such as the physiological, psychological and social changes of youth, in addition to the complex challenges of the refugee experience. The PDO delivery should take these circumstances into account and aim to prepare young people for the age-specific difficulties that they will face after resettlement. Because of differences between countries, the expectations on young people in Sweden may for example be very different from what the participants are used to. The adjustment process and cultural differences may also cause intergenerational conflicts with parents and other adult family members. PDO should improve young people's mental preparedness for these outcomes and equip them with tools to cope with these types of situations. (IOM, 2019)

Table 5 outlines the learning objectives for youth PDO in more detail and highlights youth-specific learning points that you need to cover in addition to the ordinary content. The youth curriculum has been specified by SMA for the Swedish PDO programme.

Table 5. Youth PDO curriculum

PRACTICAL INFORMATION ABOUT TRAVEL AND THE INITIAL POST-ARRIVAL PERIOD		
Topic	Learning objectives	Youth-specific learning points
Travel and arrival	To be able to navigate at the airport and anticipate the arrangements upon arrival	
Reception and introduction	To understand the practical arrangements and the initial support that will be provided post arrival	
Accommodation	To understand that housing is based on minimum standards and that the type of housing for quota refugees varies across the country To promote realistic expectations on housing	Local policies about family living situations (staying with parents) and housing shortage
EVERYDAY LIFE IN SWEDEN		
Topic	Learning objectives	Youth-specific learning points
Geography and climate	To acquire basic understanding of the Nordic conditions Climate-appropriate clothing	Preparing youth for weather during arrival Current fashion
Different situations in everyday life	To get an overview of the public sphere, infrastructure and organization Freedom of religion, issues of discrimination/ racism	Making friends, hobbies Types of food Cultural diversity, acceptance and equality
The public sector	To learn about relevant public authorities, parallel systems that take time to access, types of schools and health services	
School and work	To understand that Sweden is a work-oriented welfare society with clear demands on the individual To understand the link between education and a good job	Importance of school Minimum age for working Realistic picture of acquiring jobs, differences from experience in home country Entry level/menial jobs
Importance of speaking Swedish and preparing for the digital services	To become motivated to learn Swedish, know a few phrases before arrival and prepare for the high level of digitalization in society	Examples of Swedish language structure and some simple phrases

RIGHTS AND RESPONSIBILITIES		
Topic	Learning objectives	Youth-specific learning points
Rights and support	<p>To learn that schooling is free of charge and compulsory</p> <p>To be informed about the rights of the child and how public sector such as police, ambulance etc. can help</p> <p>Residency and citizenship questions, voting rights</p>	<p>Mandatory primary and secondary education</p> <p>Children's rights</p> <p>Police and other public sector support</p> <p>Legal status</p> <p>Available support to unaccompanied minors (if applicable)</p>
Responsibilities	<p>To understand built-in expectations and demands, that everyone is equal and societal/cultural expectations</p>	<p>Parents are responsible for the children's attendance in school and for family finances</p> <p>Parents' and teachers' roles</p> <p>Gender equality</p>
Family reunification and return to the country of origin	<p>To learn about the regulations to manage misunderstanding about resettlement</p>	
VALUES AND CORE PRINCIPLES IN THE SWEDISH SOCIETY		
Topic	Learning objective	Youth-specific learning points
Core principles	<p>To become familiar with the core principles based on certain rights of the individual</p> <p>The social norms on correct behaviour in public</p>	<p>Animal rights</p>
Social and cultural adjustment	<p>To learn that norms around social interaction, behaviour and communication style will be different</p> <p>To enhance mental preparedness regarding the difference in social interaction in order to minimize cultural shock and social isolation/depression</p>	<p>Norms on social interaction including LGBTIQ+</p> <p>Platonic and romantic relationships</p> <p>Age of consent and marriage</p> <p>Healthy lifestyle, drugs and alcohol</p> <p>Punctuality</p> <p>Environment and recycling</p>
Changes in family dynamics	<p>To identify common challenges and strengthen the mental preparedness for changes in family dynamics</p> <p>To understand that women will be encourages and asked to engage in activities outside the home and that children will most likely learn the language first</p>	

Considering the needs of unaccompanied minors

Sometimes the youth group may include unaccompanied minors. If that is the case, it is important to also incorporate information about the following points:

- The large involvement of adults during the resettlement and integration process
- Help and services offered by the social services
- Legal guardians and their role
- Housing arrangements for unaccompanied minors
- Children's rights to express thoughts and opinions in matters concerning them

For more information about these topics, please refer to the section for unaccompanied minors at informationsverige.se.

Points to consider if you cannot have a separate youth group

As mentioned before, it is not always possible to arrange a separate youth group. If that is the case and youth participate in adult PDO sessions, take the following points into consideration:

- Use simple and clear language to ensure that information is accessible to both young people and adults.
- Relate the topics, subjects or concepts to the different age groups by providing concrete examples of what it means for young people and adults respectively.
 - For example when discussing children's rights, you can highlight that for young people it means that they have the right to voice their opinion in matters that concern them, but that parents will make decisions based on what they believe is best for the child. For adults, this means that they should include children in decisions, but that they should not let children decide everything. Children in Sweden are not permitted to do whatever they want. Parents still have to set boundaries and teach children about consequences.
- When approaching sensitive topics that could be embarrassing for young people and adults to discuss together, use neutral and culturally sensitive language. Be factual and relate the information in terms of the Swedish law, society or culture. Some topics may be best covered at surface level only. Use your judgement and be realistic about what you can achieve with the group, taking the group composition and cultural and religious factors into consideration.

- When conducting group activities, try to divide the participants into groups according to age. Depending on the cultural and religious context, you may have to explain beforehand that in Sweden, girls and boys and men and women will mix and are expected to participate equally. This applies to the PDO as well and the participants should regard working in mixed-gender groups as practice.
 - Keep in mind that young people might be intimidated to share their answers or findings in a plenary discussion in front of the adults, and vice versa. Therefore, it is a good idea to circulate between the different groups during group activities. This gives the participants a chance to raise age-specific questions or concerns more privately.
 - Consider using a specific set of questions for young people and another set for adults. This way the participants get to approach topics, subjects and concepts at an age-appropriate level.



FOR ADDITIONAL INFORMATION ON PDO DELIVERY FOR YOUTH, SEE
Training Refugee Youth: Pre-Departure Orientation: Youth – Trainers' Handbook



Follow the sections in yellow to get suggestions on how to adapt the PDO content or activities for youth groups. These sections are also indicated by the adjacent youth icon.

Training units

In this part of the handbook, you will get an overview of the individual PDO units and suggestions for exercises and activities for each unit. At the beginning of each unit, you will find the corresponding learning objectives from the curriculum designed by SMA and a breakdown of the unit's contents, based on the PPT presentations. The breakdown is presented through a chart which includes the subsections of the PPT presentation, topics for each subsection and key messages that should be highlighted.

Before going into the units, you can find a short section on how to open a PDO – including advice on how to begin the first session and suggestions for warm-up activities – as well as icebreakers and energizers that can be used throughout the PDO.

Refer to the [SMA website](#) and informationsverige.se for more comprehensive information on the different topics covered in the units.

Introduction and opening

The introduction and opening sets the tone for the rest of the orientation. Therefore, it is important to put some consideration into this part of the PDO as well as the individual session plans. Make sure to devote sufficient time to the introduction and opening so that you can lay a good foundation for the rest of the PDO.

Below are some points to consider:

- Welcome the participants.
- Introduce yourself and the members of the training team (interpreters, local facilitators, fellow CCFs, coordinator and childminders).
- Put the PDO in context – explain the reason the participants are there.
- Go over the schedule and provide a brief overview of the topics to be covered.
- Explain the childminding system and that the reason why children are separated from parents is so that the adults can fully concentrate on the training.
- Create classroom rules together with the participants. This encourages engagement and also helps model democratic decision-making.
 - To see an example of a class-rules activity, please see Annex F in the *Pre-Departure-Orientation Facilitator's Manual* (IOM, 2021b).
- Introduce the concept of a question parking lot (a space where questions that cannot be addressed right away are written down so that they can be covered later).
- Conduct a needs assessment (written and/or oral).
- Conduct warm-up activities or icebreakers.



TRAINING TIPS FROM THE EU-FRANK CHECKLIST

Encourage the refugees to ask questions and share their concerns at any stage, especially if few questions are asked.

- Before starting a topic, ask if the refugees already have questions on the subject.
- When summing up each topic, ask for further questions.

Check everything is well understood.

- Ask specific questions to verify the level of understanding and the information provided.
- Ask the participants to give a summary concerning the topics you consider most important.

(EASO, 2021)



TIP FOR REMOTE PDO

If an activity requires the use of a flip chart, you can use a virtual whiteboard instead and display it through the screen-sharing function. You can also take notes in a personal notebook for personal reference.

Ideas for warming up, icebreakers and energizers

Warm-up activities and icebreakers are a great way to engage the participants from the start of the PDO and help to foster an inclusive environment. Consider incorporating one or two activities into the schedule as a part of the introduction and opening. Spending some time to let the participants get to know each other will contribute to a more relaxed and inclusive learning environment, which will promote active participation throughout the PDO.

Below are a few examples of warm-up and icebreaker activities, as well as energizers that can be used throughout the PDO. Energizers are activities that usually incorporate movement in order to activate participants and can be implemented at any time during the session. Be sure to take factors like age, gender, cultural background and disabilities into consideration when selecting activities.



All the icebreakers and energizers are suitable for youth groups as well.



More examples on activities can be found on the IOM Migrant Training SharePoint or in Annex E of the Pre-Departure-Orientation Facilitator's Manual (IOM, 2021b).

Warm-up and icebreakers

The activities in this section have been developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Name game

Time: 15 minutes

- 1 Ask participants to stand in a circle and tell them you are going to play a name game where their task is to try to remember everyone's name in the group.
- 2 Tell them that you are going to introduce yourself by your first or preferred name "My name is Tek", and then the person on your left is going to introduce themselves and their friend on their right "My name is Nathalie, and this is my friend Tek". The person on Nathalie's right will then introduce themselves and their friends "My name is Jane, and these are my friends Nathalie and Tek" and so on.
- 3 Remind participants that if they cannot remember someone's name, all they have to do is ask the person or read their nametag.

Concentric circle

Materials: Chairs Time: 15 minutes

- 1 Help the participants form concentric circles with their chairs – one inner circle and one outer circle, each formed by four people. People in the outer circle look inwards (towards the centre), people in the inner circle look outwards, so that each participant faces another participant.
- 2 Announce a theme, which the participants facing each other will have to discuss for three to four minutes. After that, the outer circle moves clockwise, and a new theme is announced that will be discussed by a new pair.

Examples of themes could be:

- Do you know anything about Sweden?
 - What are your hopes after resettlement?
 - What are your concerns about moving to Sweden?
 - What are you expecting from this orientation?
- 3 Time permitting, you can have a plenary round-up of what surfaced during the discussions in pairs.

In common

Time: 10–20 minutes

- 1 Divide the participants into pairs or small groups of three or four and explain that each pair or group has 10 minutes to discover what they have in common with the person(s) they have been paired up with. Encourage the participants to try to find unusual commonalities.
 - Try to avoid pairing participants with someone they already know.
- 2 After 10 minutes, ask volunteers to provide feedback on what happened during the exercise and what they discovered.

Time permitting: Discuss the results with the entire group with the help of the following questions:

- How easy was it to find something unusual that you had in common?
 - What was the reaction when you discovered an unusual link?
 - How did it make you feel when you could not find something in common?
 - How did finding a common link impact communication between you?
 - How did finding a common link affect rapport?
-

Energizers

The activities in this section have been developed by or adapted from material by UKCO.

Ball toss

Time: 10–15 min Materials: a ball

- 1 Form a circle together with the participants. Explain that you will ask a simple question relating to the contents discussed so far and then toss the ball to someone in the circle. For example, “How many seasons does Sweden have?”
- 2 The person who catches the ball should try to answer the question. If they do not know the answer, they can ask for help from the group.
- 3 After the person has answered the question, they get to ask a new question and toss the ball to another person. The game continues in the same way until the allotted time is up or until everyone has caught the ball at least once. Remind the participants to keep the questions simple.

Modification: This activity can also be used to introduce simple Swedish phrases. You should repeat both the question and appropriate answer several times before starting to toss the ball. The person tossing the ball asks the question and the person who catches the ball says the appropriate response. Below are examples of phrases you can introduce:

- Vad heter du? – Jag heter...
 - Hur mår du? – Jag mår bra.
 - Var kommer du ifrån? – Jag kommer ifrån...
-

Quizzical chairs

- 1 Form a large circle with the chairs. Explain that you will read several true or false statements. If the statement is true, the participants have to change seats. Explain that they cannot change to the chair next to theirs – they have to move at least two seats. If the statement is false, they remain in their seats.

Examples of statements could be:

- Sweden has three seasons. (False)
- Sweden has right-hand traffic. (True)
- Swedish people shake hands when they meet a new person. (True)
- In Sweden, people push to the front of the queue. (False)
- You are not allowed to move around freely within Sweden. (False)
- It is okay to harm animals in Sweden. (False)

Modification: You can join the game by taking a chair after reading a true statement, leaving one person without a chair. Explain that the person who ends up without a seat has to think of their own true or false statement relating to the information they have received thus far.

Quick stretch

Lead a quick stretch with the entire group. If you do not feel comfortable leading it yourself, you can find a YouTube video to use. Try to keep the length of the activity around five minutes.



My notes

A large, empty rectangular area with a light gray background and a thin gray border, intended for taking notes. The top edge of the rectangle has a series of small, white, rounded rectangular tabs, suggesting it is a page from a binder or notebook.

TRAVEL AND ARRIVAL

Learning objectives:

- To be able to navigate at the airport
- Being able to anticipate the arrangements upon arrival in Sweden

Table 6. A breakdown of the unit “Travel and arrival”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Before departure	Common emotions and concerns	It is common to feel a mix of emotions before departure.
	The journey to Sweden	There is a limited luggage allowance, so it is important to prioritize what to bring.
	Luggage allowance and packing	Essential items and irreplaceable documents should go in the hand luggage.
	Hand luggage	It is important to keep the IOM bag visible.
	The IOM bag	There are restrictions on what items you can pack based on international guidelines.
	Luggage restrictions	
At the airport and onboard your flight	Steps at the airport	Representatives and airport staff are available to assist.
	Reading a boarding pass	
	Onboard your flight	Ask the cabin crew if you need assistance or have questions. Always listen to their instructions.
	Addressing safety concerns	
Important travel documents	Passport and residence card	All necessary documents will be provided before departure.
	Additional points	
Arrival in Sweden	Steps upon landing in Sweden	Representatives will be ready to assist you upon arrival.
	Continuing to the municipality of residence	Be prepared to continue travelling domestically after arriving at Stockholm Arlanda airport.
	Transportation to the municipality	

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For additional exercises relating to this topic, please see Annex 4.

What should you pack? (slide 5)

This activity has been designed by FINCO.

Suitable for in-person and remote PDO

This activity aims to prepare the participants for the task of packing in preparation for their resettlement.

- 1 Ask the participant to look at the different items on the PPT slide. Check to see if there are any questions about any items on the slide.
- 2 Next, ask the participants to discuss or reflect upon the following questions. Remind the participants about the luggage limitation of one check-in luggage and one hand luggage per person. Discussion can be done in pairs or small groups.
 - Which items would you pack in your check-in luggage?
 - Which items would you pack in your hand luggage?
 - Which items would you leave behind?
- 3 Have the participants share their answers with the whole group before showing the slide's animations and providing the correct answers. You can compare the group's answers to the correct answers and provide additional information and clarifications where needed.

Modification: For in-person PDO, you can also bring an actual suitcase and hand luggage as props to show the participants how much luggage is allowed, which items should be packed in the checked luggage and which items should be packed in the hand luggage.

Group quiz (slide 15*)

This activity has been developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Suitable for in-person and remote PDO

*Please note that slide 15 shows an abbreviated version of the quiz.

This activity can be conducted with the entire group, in small groups or in pairs.

- 1 The quiz questions can be projected on the screen, or a printed version can be distributed.
- 2 Read each question out loud one by one and ask the participants to write down which option (a, b, c or d) they would choose, or ask them to circle an answer option on their printed quiz.
- 3 End the activity by going over the questions with the entire group and asking volunteers to share their answers. You should also explain which answers are the most suitable options and why.

QUIZ QUESTIONS

- ① You are on the airplane. You need to use the washroom, but you do not know where it is. What would you do?
 - a. Ask a flight attendant.
 - b. Wait until the airplane lands at the next airport.
 - c. Ask a fellow passenger.

- ② Your child's seat is in another row that is far from you. What would you do?
 - a. You go to your seat and your child goes to their seat.
 - b. Explain your situation to a flight attendant and ask for help.
 - c. Ask a nearby passenger to switch seats with your child.
 - d. Just sit down next to your child.

- ③ You do not speak English and you are very thirsty. What would you do?
 - a. Drink the water in the airplane washroom.
 - b. Make gestures to the flight attendant, signalling for a drink.
 - c. Go to the service area and get some by yourself.

- ④ During the flight, you feel tired and weak, your mouth is dry, you have a fever and difficulty breathing. What would you do?
 - a. Go to the washroom and splash some water on your face.
 - b. Talk with your fellow passengers to see if they can help.
 - c. Press the assistance button or ask a passing flight attendant.

- ⑤ You have boarded the airplane but cannot find your seat. What would you do?
 - a. Sit at the first empty seat.
 - b. Ask a flight attendant to help you locate your seat.
 - c. Do nothing and remain standing in the aisle.

- ⑥ You are in transit and have to catch a connecting flight. There is no IOM staff at the airport to help you. What do you do?
 - a. Try to find someone who looks like airport staff.
 - b. Show your boarding pass to anyone who passes by.
 - c. Sit down and wait for IOM staff to find you.

RECEPTION AND INTRODUCTION

Learning objectives:

- Understanding the practical arrangements and the initial support that is provided post-arrival
- To learn about minimum standards in terms of financial support and services
- Having a general understanding of services quota refugees have access to after arrival, such as education and childcare
- To learn that school is free of charge and compulsory

Table 7. A breakdown of the unit “Reception and introduction”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
The municipality provides guidance and information	IOM is no longer involved	The municipality will provide guidance, but it is the individual's responsibility to take action.
	Areas where the municipality provides guidance and support	The municipality will mainly provide support through information sharing and guidance. The individual has to take initiative and act.
	Voluntary health check-up	Inform the municipality about any immediate health concerns upon arrival.
	Registering at the Swedish Tax Agency	Receiving a personal identification number can take long, which might affect other processes like opening a bank account.
	Opening a bank account	
Financial support and integration activities	The introduction benefit	Attending the establishment programme is a prerequisite for receiving the introduction benefit.
	The establishment programme	
	Older people (65+)	The introduction benefit will only cover basic expenses and the most basic needs.
	Support from civil society	Everyone regardless of gender is expected to participate in the establishment programme. Older people (65+) can still participate actively in society. Civil society actors may arrange activities that newly arrived persons can engage in even before receiving a personal identification number.
Education and childcare	Access to education and childcare	School is free and mandatory for school-aged children.
	Preparatory class	Schools provide additional support for children with special needs and disabilities.
	Upper secondary school	



For youth groups, leave out slides 10, 11 (and 12), 13, 14 and 15. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For an additional exercise relating to this topic, please see Annex 4.

The cost of living (slide 11–12)

Suitable for in-person and remote PDO

Through this exercise, the participants are given the chance to explore what items are included in the cost of living in Sweden and how it compares to the country where they are currently living. This activity can be done with the whole group or in smaller groups.

- 1 Ask the participants the following questions:
 - How would you define cost of living?
 - What items do you think are included in the cost of living in Sweden?

- 2 Write down the participants' answers on a flip chart. Once all the answers have been written down, proceed to the next slide in the presentation (slide 12) and compare the group's answers to the items listed on the slide. Here, you can ask the participants if there is need for any further clarification or if the participants were surprised by any of the items on the slide.



For youth groups, this activity can be substituted with the “Needs and wants” activity on page 80 in *Training Refugee Youth: Pre-Departure Orientation: Youth – Trainers' Handbook* (IOM, 2019).

- You can introduce the activity by explaining that the financial support that families receive is meant to cover basic expenses and is therefore limited. Because of this, family members will have to prioritize what they spend their money on and distinguish needs from wants. Note that slide 12 can be used as a visual aid when introducing the concept of basic expenses.

Discussion exercise (slide 13)

Suitable for in-person and remote PDO

During this exercise, participants are given the opportunity to discuss men and women sharing financial responsibility and the importance of budgeting. This activity can be done in pairs, small groups or with the entire group.

- 1 Ask the participants to discuss the following statements:
 - After arriving in Sweden, both men and women in a household will need to keep track of income and expenses.
 - It is good for couples to create a household budget together in order to make sure that they can cover all basic expenses with their financial support.
- 2 To facilitate discussion, ask participants whether they disagree or agree and why. You can also ask if the participants can relate the statements to their personal experiences.
- 3 After the participants have finished discussing, you can ask them to share their thoughts and responses with the entire group. If time permits, the responses can be used as a foundation to discuss money management further.

Continue the list (slide 19)

Suitable for in-person and remote PDO

This activity can be done as a refresher at the end of the session and to check the retention rate of the participants.

Materials: flip chart and markers

- 1 Write the heading “Municipal support” at the top of the flip chart. Reiterate that the participants will receive help and support from the municipality upon arrival and during the initial period. You can list one to two examples and write them on the flip chart. Then ask the participants if they can help you to continue the list by listing other examples of assistance and support that were mentioned during the session.
- 2 Continue the list together with the group and fill in any knowledge gaps or make clarifications as necessary.

Modifications: If the participants are literate, this activity can be done in small groups where each group is given a sheet of flip chart paper and markers. The answers from the different groups can then be compared in a discussion with the entire group.

ACCOMMODATION

Learning objectives:

- Understanding that housing is based on a minimum standard and that the types of housing for quota refugees can vary across Sweden
- Promoting realistic expectations about housing

Table 8. A breakdown of the unit “Accommodation”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Accommodation for quota refugees	Examples of accommodation for quota	The receiving municipality will offer housing for the first two years.
	The municipality will offer housing for a	
	Housing based on availability	Quota refugees are relocated all over Sweden.
	Housing standards and rent	The types of housing and standards will vary depending on availability. Only essentials necessary for cooking, eating and sleeping will be provided.
	Only basic furniture is provided	
	Images and examples	
Shared living and shared spaces	Respecting common rules	It is important to follow common rules and keep shared spaces clean.
	Keeping shared spaces clean	
	Using the laundry room	
The housing shortage in Sweden	The Swedish housing shortage	Sweden has a housing shortage and affordable rental housing is hard to come by. People queue for many years.
	Only one offer of housing from the municipality	
	Public housing and the housing queue	You will only receive one housing offer. If you reject it, you must find your own housing.



For youth groups, leave out slides 5, 19 and 20. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For an additional exercise relating to this topic, please see Annex 4.

Draw your home (slide 3)



KEEP THE FOLLOWING POINTS IN MIND WHEN DISCUSSING ACCOMMODATION

- Practices and housing standards differ greatly between municipalities.
- Resettled quota refugees may have to share a living space with other individuals or families.
- Avoid using terminology that implies that the participants will be housed in a private apartment, since this is not always the case. Use more general terms like “housing” or “accommodation” if they exist in the language used.
- Quota refugees are guaranteed housing for two years, but practices vary widely between municipalities. Some municipalities offer a permanent lease from the start, whereas others only offer a temporary lease for the initial two years.
- If the lease is for two years only, it is the refugees’ responsibility to find new accommodation for themselves. Some support may be available from the municipality or civil society actors, but this varies between municipalities.
- Encourage participants to get information about the local housing queue and to enter the queue as soon as possible.

Suitable for in-person and remote PDO

This activity is appropriate to do at the beginning of the session. It gives the participants a chance to compare and contrast housing in the current country of residence and in Sweden.

- 1 Provide each person with a pen and paper. Ask the participants to draw a picture of their home or shelter. Explain that the drawing can include a picture of the outside, inside or both – it is the individual’s choice. Give the participants a set time limit for completing their drawings.
- 2 After the time limit is up, ask volunteers to share their picture with the group and provide a brief explanation of their home. On a flip chart, write down all the features, items and appliances the participants mention during their explanations.
- 3 Once the volunteers are done sharing, use the notes from the flip chart to make comparisons to typical Swedish housing.

Expectations around housing (slide 8)

Suitable for in-person and remote PDO

This exercise gives you a chance to gauge what expectations the participants have when it comes to housing and the items provided in the living space. Based on the participants’ responses, you can help the participants adjust their expectations so that they match the reality in Sweden.

This exercise can be done with the entire group, in pairs or in small groups.

- 1 Ask the participants the following question: “What do you think the living space will be equipped with?”
- 2 Record the participants' answers on a flip chart.
- 3 Go through the list together with all the participants and cross off items that will not be provided by the municipality but that the participants will have to purchase themselves. As you go through the list, it is important to explain that the municipality will only provide the most essential items for cooking, eating and sleeping.

Being a considerate neighbour (slide 14)

Suitable for in-person and remote PDO

This discussion exercise allows participants to think about points to consider when sharing a living space with others.

- 1 Ask the participants to discuss the following questions in small groups or pairs:
 - What is a good neighbour like?
 - What will you have to think about when sharing a living space with others?
 - Have you ever shared a living space with another family before? What was the experience like?
- 2 Return to discussing with the whole group and ask volunteers to share their answers. Highlight answers that raise points that will be important for the participants to remember in Sweden.

Modification: During a remote PDO, or if time is limited, the discussion can be limited to the second question, as it pertains the most to the participants' future housing situation.

Discussion exercise (slide 21)

Suitable for in-person and remote PDO

During this exercise, participants get to reflect about the information they have received during the session and explore possible strategies that will help them prepare for the upcoming changes.

- 1 Ask the participants to discuss the following questions in small groups or pairs:
 - How is housing in Sweden different from what you are used to?
 - How can you prepare for the upcoming changes?
- 2 Conclude the activity with a whole-group discussion and ask volunteers to share their answers. Promote and encourage useful strategies suggested by the participants and share practical tips when applicable.

GEOGRAPHY AND CLIMATE

Learning objectives:

- To acquire a basic understanding of the Nordic climate conditions
- To understand the importance of proper clothing, especially during the winter season

Table 9. A breakdown of the unit “Geography and climate”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Sweden's location and general overview	Sweden's location on the world map	Refugees are resettled all over Sweden.
	The country's size	
	General information	
	Resettlement to all parts of Sweden	
Sweden's geography	Three geographical regions	Sweden is a large country with regional differences.
	Northern Sweden	
	Central Sweden	
	Southern Sweden	
	The coast	
The four seasons	The four seasons	Sweden has four distinct seasons with different weather conditions.
	The weather during each season	
	The seasons and corresponding months	
A closer look at winter and summer	Winter: the expectation vs reality	The Swedish winter is long, cold and dark. It is important to have proper clothing during the cold seasons.
	Winter	
	Summer	
Brief introduction to Swedish foods	Examples of Swedish foods	

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise).

How is the weather today? (slide 4)

Suitable for in-person and remote PDO

During this short exercise, the participants get a chance to compare the Swedish weather to the climate in the country where they are living.

- 1 Introduce the exercise by explaining that Swedish people often talk about the weather because the weather changes a lot from day to day and between the different seasons.
- 2 Next, ask the group the following questions:
 - What is the weather like today in your current location?
 - Do you have to dress a certain way for this weather?
- 3 Then ask the group to guess what the current weather is like in Sweden.
- 4 After the participants are done guessing, tell them about the current weather in Sweden. Try to draw parallels to the participants' guesses, if possible. Provide an explanation of how Swedish people would normally dress for the weather conditions or ask a follow-up question related to clothing and let the participants guess. Here, you can ask if any of the participants has ever experienced similar weather conditions.

Guess the weather for each season (slide 14)

This activity has been inspired by an activity developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

This activity is suitable for in-person and remote PDO

This activity allows the participants to explore the differences between each season themselves before being provided with the answers.

- 1 Ask the participants to guess what kind of weather Sweden has for each season, starting with winter and ending with autumn. This can be done in pairs, small groups or with the whole group.
 - An optional follow-up question could be: "What do you think the outside temperature is during this season?"
- 2 Have the participants share their guesses with the whole group before showing the slide's animations and providing the correct answers. You can compare the groups' answers to the correct answers and provide additional information where needed.

Guess the months for each season (slide 15)

This activity has been inspired by an activity developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Suitable for in-person and remote PDO

The idea behind this activity is to give the participants a better understanding of the timing and duration of each season in Sweden.

- 1 Ask the participants to guess which months of the year make up the winter season, which make up the spring season and so forth. The participants' guesses can be written down on a flip chart.
- 2 Have participants share their guesses with the whole group before providing the correct answers. Compare the participants' guesses with the correct answers and provide clarifications where needed.

What would you wear on a winter day? (slide 19)

Suitable for in-person and remote PDO

This activity aims to prepare participants for dressing weather-appropriately by allowing them to practice.

- 1 Ask the participants to look at the images on the PPT slide. Check to see if there are any questions about any items on the slide.
- 2 Next, ask the participants which items they would wear on a winter day.
- 3 After the participants have shared their opinions, compare them to the correct answers (i.e. the items most suitable when dressing for winter). Answer any immediate questions and provide clarifications if needed.

Modifications:

- This activity can be modified during in-person PDO by having winter clothing as props during the session and letting participants feel the items and choose the items they would wear during winter.
- You can get dressed for winter in front of the group while providing an explanation for each item you put on. For example, "Next, I will put on a hat to keep my ears and head warm".

EVERYDAY LIFE

Learning objectives:

- To get an overview of the public sphere, infrastructure and organization of the society
- To become motivated to learn Swedish and prepare for the high level of digitalization in the Swedish society
- Understanding that free-time activities and hobbies are central to the Swedish way of life

Table 10. A breakdown of the unit “Everyday life”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Overview of daily activities	Overview of a typical day	All grocery shopping can be done at supermarkets. Specialty shops are also available. Recycling and sorting waste are central and a part of Sweden’s environmental efforts.
	Grocery shopping and supermarkets	
	Recycling	
	Sorting waste	
Free-time activities	Free-time activities and civil society	Free-time activities are central in people’s everyday lives. Civil society plays an important role in Sweden.
Transportation	Public transport	Public transportation is safe, affordable and widely used. Cycling is a common form of transport. A Swedish or European Union/European Economic Area driving licence is required for driving. Seatbelts are mandatory when riding in or driving a car. Child safety seats should be used for young children in cars.
	Tickets for public transport	
	Cycling	
	Traffic safety and driving	
Digitalization	Sweden is a highly digital society	Sweden is a highly digital society, and participants need to be prepared to learn how to use technology and digital services.
	The wide use of technology in everyday life	
The Swedish language	The importance of Swedish	Learning Swedish is key for finding work, studying, becoming self-reliant and integrating into Swedish society.
	How to greet in Swedish	
	Addressing concerns about learning the language	

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise).

What do you do daily? (slide 3)

Suitable for in-person and remote PDO

This is a simple activity to begin the session with, before starting to present and discuss the content.

- 1 Ask the participants to describe or list what things they do daily.
 - 2 Record the participants' answers on a flip chart.
 - 3 Once the participants are done sharing, you can make comparisons to Swedish daily life and highlight similarities and differences.
-

Put the waste in the right bin (slide 9)

Suitable for in-person and remote PDO

During this activity, the participants get a chance to practise sorting waste.

- 1 Start by explaining that the group will practice sorting waste, which is something they are expected to do in Sweden. Clarify that there are different types of waste bins and that they should try to place the waste items portrayed on the slide in the correct bin.
- 2 Item by item, ask the participants to decide which bin the item belongs in.
- 3 After the participants have guessed, show the animations of the slide. Provide further explanations where needed.

Modification: This activity can be carried out with props during in-person PDO. Laminate pictures of different types of waste and sheets of paper with labels representing different waste bins. Have participants place the pictures in the right bin.

Discussion exercise: language skills (slide 19)

Suitable for in-person and remote PDO

This activity gives participants a chance to reflect upon their own language skills and discuss non-verbal communication, as well as tools and useful tips when learning a new language. This activity can be done in pairs or small groups.

- 1 Have the participants discuss the following questions:
 - How many languages do you speak?
 - How did you learn them?
 - How can you communicate with Swedes before learning Swedish?

- 2 End the activity with a whole-group discussion where the pairs or groups are asked to share their answers. This is also an opportunity to compliment participants on their language skills and empower and motivate them to learn Swedish.

WORKING IN SWEDEN

Learning objectives:

- To learn about the premises for support and understand built-in expectations and demands
- To understand that Sweden is a work-oriented welfare society with clear demands on the individual
- To understand the status of foreign credentials and the process of validating credentials

Table 11. A breakdown of the unit “Working in Sweden”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
The path to entering the labour market	The importance of work and studies in Sweden	Work is central to everyday life and the functioning of the welfare system.
	The Swedish Public Employment Services	The establishment programme will increase the chances of finding work.
	The establishment programme	Both men and women are expected to attend the establishment programme.
	Accrediting foreign education and professional experience	Attending the establishment programme is a prerequisite for receiving the introduction benefit.
	Addressing possible concerns	Sweden does not always accredit education acquired abroad.
	Entry-level jobs as a starting point	It is possible that refugees may not be able to continue practising their profession and have to start over. Learning Swedish, having an open mindset and accepting entry-level jobs will help.
The Swedish labour market and taxes	Brief overview of the Swedish labour market	Many jobs in Sweden have educational requirements.
	The path to higher education for newly arrived persons	The path to enter university can be long for newly arrived persons.
	The possibility of starting your own business	Workers' rights exist to protect employers and employees.
	A brief introduction to workers' rights	People contribute to society and the welfare system by paying taxes on their income.
	Paying taxes	

Retirement	Retirement	The average retirement age in Sweden is 65.
	Pensions	Quota refugees over the age of 65 can apply for financial support for the elderly.



For youth groups, leave out slides 3, 4, 6, 11 and 17. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

The case study about Amina (slide 7) can be substituted with or followed up with the activity “Mindset is everything” on page 53 in *Training Refugee Youth: Pre-Departure Orientation: Youth – Trainers’ Handbook* (IOM, 2019).

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For additional exercises relating to this topic, please see Annex 4.

Group discussion: finding work (slide 9)

This activity was designed by CORE.

Suitable for in-person and remote PDO.

This discussion exercise allows participants to reflect on and explore expectations and conceptions about working life and finding work in Sweden.

- 1 Ask the participants to discuss the following questions in small groups or pairs. Remember to set a time limit for the discussion.
 - How do people find work in your home country? How do you think it compares to Sweden?
 - Who is responsible for finding a job for you or your family members after resettlement?
 - Why is it important to get a job in Sweden?
- 2 Return to discussing with the whole group and ask volunteers to share their answers. Take the opportunity to reiterate the message that men and women are expected to participate equally in Sweden and that it is ultimately the individual’s responsibility to find a job, although they will receive support from different actors in society.

Additional questions that you can incorporate if time permits:

- Who works in Sweden? Can everyone work (regardless of age, gender, disability)? How does this compare to your home country?
- What do you think of both men and women earning an income for the family?

Agree or disagree? (slide 14)

Suitable for in-person and remote PDO

This activity allows the participants to discuss common misconceptions and also encourages them to think about their own attitudes towards finding work or learning new skills.

- 1 Begin by going over each individual statement with the group.
- 2 Next, ask the participants to discuss whether they agree or disagree. Also ask them to justify their answer, in other words, provide a reason for why they chose their response. Discussion can be done in small groups or in pairs.
 - I am too old to learn a new language and profession.
 - I will receive support from the society, but my future lies in my own hands.
 - There is a chance that my previous education or qualifications will not be formally recognized in Sweden.
 - There are many jobs that do not require much knowledge of Swedish.
 - Many jobs in Sweden have educational requirements.
 - Even if I speak English, it is important that I learn Swedish.
- 3 Return to a whole-group discussion and ask volunteers to share their answers. Ask follow-up questions or generate further discussion if necessary or appropriate. Use this opportunity to highlight attitudes and strategies that will help the participants during the resettlement process. If there are persistent misconceptions about what is required of the individual in order to successfully integrate in Sweden, take the time to make clarifications and provide additional information.

Modifications: If short on time, you can divide the statements between different groups, so that each group will discuss one or two statements. When conducting the activity this way, make sure that each group is prepared to share their answers or findings with the entire group during discussion at the end of the exercise.

When conducting this exercise with young people, switch out the following statements and create similar statements relating to the importance of education, the legal age for working and whose responsibility it is to support the family financially in Sweden.

- I am too old to learn a new language and profession.
- There is a chance that my previous education or qualifications will not be formally recognized in Sweden.
- There are many jobs that do not require much knowledge of Swedish.

PUBLIC SERVICES

Learning objectives:

- To learn about relevant public authorities and obtain a basic understanding of the welfare services
- Understanding that there are parallel systems that take time to access

Table 12. A breakdown of the unit “Public services”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Overview of the welfare model and relevant state agencies	Swedish welfare in a nutshell	The Swedish welfare model grants access to different services and support. State agencies have long waiting times and often several steps are involved in a process.
	The Swedish Tax Agency	
	The Swedish Public Employment Services	
	The Swedish Social Insurance Agency	
Childcare and education	Access to childcare	Open preschool is available to parents who are on parental leave with their children. Education is free and compulsory between the ages of 6 and 16.
	Open preschool	
	Access to education	
Health care	Health care in Sweden	Public health care is available to everyone, but waiting times can be long. It is important to disclose all medical needs. Mental health is also important in Sweden. It is not a taboo subject. There are midwife clinics for pregnant women and health-care centres for children. Sweden focuses on preventative dental care. Dental care for children and youth is free.
	Some remarks on the Swedish system	
	The importance of both mental and physical health	
	Maternal health	
	Pharmacies and medication	
	Dental care	
Additional State actors and services	Social services	Social services support individuals, families, children, youth and older people. Police, ambulance and firefighters are responsible for people's safety and security. They are highly trusted.
	Police, ambulance and firefighters	
	SOS and emergencies	



For youth groups, leave out slides 6, 7 and 12. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Consider adding information about student health service (*elevhälsan*) and youth clinics (*ungdomsmottagningen*) when discussing health and health care.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For an additional exercise relating to this topic, please see Annex 4.

Reflection exercise (slide 11)

Suitable for in-person and remote PDO

During this activity, participants are given the opportunity to reflect upon mental health in relation to general health.

- 1 After covering the information about the importance of both mental and physical health, ask the participants the following questions and have them discuss in pairs or small groups:
 - Do you agree that mental health is also important? Why or why not?
 - What things we can do to take care of our mental health?
- 2 Return to a whole-group discussion and ask volunteers to share their answers. Individual answers can be elaborated or further discussed, time permitting. Suggestions for self-care activities can also be recorded on a flip chart that can be posted in the classroom as a resource.

Discussion exercise (slide 18)

Suitable for in-person and remote PDO

This exercise allows participants to reflect upon the information they have received during the session and make comparisons to their country of stay.

- 1 Ask the participants to discuss the following questions in pairs or small groups.
 - What surprised you in this presentation? Why?
 - Are there similarities between public services in Sweden and public services in the country where you are living?
- 2 End the activity with a whole-group discussion, asking volunteers to share their answers. Make clarifications and provide further information where needed.

VALUES AND CORE PRINCIPLES IN SWEDISH SOCIETY

Learning objectives:

- To become familiar with foundations of the Swedish democracy
- To become familiar with core principles in Swedish society, based on certain rights of the individual

Table 13. A breakdown of the unit “Values and core principles in Swedish society”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Overview of Swedish democracy	A brief history of Sweden	Sweden is a democratic society with a low level of corruption where everyone is equal before the law.
	Democracy	
	The rule of law	
	The low level of corruption	
Core principles	Equality	Sweden is an egalitarian society where everyone has the same opportunity, regardless of gender, ethnicity, disability, sexual orientation etc.
	Freedom of religion	
	Rights for LGBTIQ+	Freedom of religion and rights of sexual minorities are key principles that must be respected.
	The right to choose for yourself	
Children's rights and child-rearing	Children's rights	Children's rights are in place to protect children from violence and harm.
	A democratic outlook on child-rearing	Parents are allowed to set boundaries and discipline their children. Support for parents is available and it is socially acceptable to seek help.
	Common child-rearing practices	
	Raising responsible youth	
Laws on marriage and gender-based violence	Laws on marriage in Sweden	Legally, you can only have one spouse at a time.
	The ban on underage marriages	Underage marriages are illegal.
	Laws against gender-based violence	Sweden has laws against gender-based violence and female genital mutilation.
	The ban on female genital mutilation	
	Help and services for victims	Help and services are available for victims of gender-based violence.



CONSIDER THE FOLLOWING POINTS WHEN DELIVERING THIS UNIT

- Cultural sensitivity
- Gender sensitivity
- LGBTIQ+. This can be a sensitive topic in many cultures, so you have to consider how to approach the subject. At the same time, there may be participants in the group who identify as LGBTIQ+. Therefore, it is important to ensure a safe learning environment and to address any offensive comments voiced by participants. Remind the group that Sweden has the principle of equality, which means that everyone is treated equally and that offensive comments or discriminating behaviour is not tolerated in Sweden, nor in the PDO classroom.



For youth groups, leave out slides 13, 15, 16 and 17. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Note: When discussing children's rights, it is important to emphasize that children in Sweden still need to respect adults' authority and follow the society's laws and regulations. Children and youth cannot simply do whatever they want, and they should be aware that the State can initiate legal proceedings against young people who are 15 and older.

After discussing slides 11, 12 and 13, consider doing an exercise relating to children's rights and the Swedish approach to raising responsible youth ("frihet under ansvar") to help put these topics into context. Below are a few suggestions for activities that you can implement:

- Activity based on true or false statements. You could for example do the "Quizzical chairs" exercise on page 32 to incorporate movement. Examples of statements could include:
 - Parents and adults should take children's opinions into consideration when making decisions that concern them.
 - In Sweden, parents or adults do not have any authority over children.
 - Children's rights protect children from all legal punishment if they commit a crime.
- Four-corner exercise based on scenarios. Each corner of the room represents a different answer or standpoint that relates to the scenario(s) presented. The scenarios for the adult activity on slide 16 could for example be modified so that a parent does X based on their child's recent behaviour (Y). The four corners could then represent different opinions or reactions to the scenario. See example below.

- Amir has come home past curfew two times in a row. His parents decide to take Amir's cell phone from him for one week, since he has not been following house rules. What do you think about this scenario? Choose the corner that best represents your opinion.
 - Amir's parents have no right to discipline him.
 - The punishment was fair.
 - The punishment was too harsh. They should have given him a warning first.
 - I think Amir's parents should have done something else (choose your own option).
- Role play where the participants have to explain children's rights and the Swedish approach. The role play could for example be based on a scenario where the participants are explaining these topics to a friend back home or to a younger sibling.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For an additional exercise relating to this topic, please see Annex 4.

The pronoun *hen* (slide 6)

Suitable for in-person and remote PDO

This activity examines gender equality and gender inclusion.

- 1 Introduce and define the pronoun *hen* to the participants.
- 2 Make sure all participants fully understand the pronoun and its usage, then have them discuss the following question in pairs or small groups:
 - Why do you think this word exists in the Swedish language?
- 3 Ask the participants to share their answers with the whole group and have a whole-group discussion about what you can make out about Swedish society and values just based on the word *hen*.

Discuss the statement (slide 13)

Suitable for in-person and remote PDO

During this activity, participants get a chance to examine views on child-rearing from different cultural perspectives.

- 1 Inform the participants that you will read them a statement. Explain that the participants will discuss the statement in pairs or small groups. Do they agree or disagree? Why or why not? Emphasize that there is no right or wrong answer.

Statement: "Mothers and fathers will lose their authority if they do not hit their children."

- 2 After the pairs or small groups are done discussing, ask volunteers to share their reflections with the whole group. The point is not to highlight right and wrong, but rather to show that there are different perspectives and opinions on the matter and that child-rearing varies widely between different cultures. Our views are heavily influenced by traditions and what we are used to or have grown up with.

Discussing child-rearing practices (slide 15)

Suitable for in-person and remote PDO

The aim of this activity is to give the participants an opportunity to examine and reflect on common child-rearing practices used in Sweden. For some individuals, these practices may be completely unfamiliar. This activity can be done in pairs or small groups.

- 1 Briefly review the different child-rearing practices that are presented on the left-hand side of the slide. Next, ask the participants to discuss the following questions:
 - Are you familiar with any of these practices?
 - Do you think it will be hard to start using these approaches with your children?
- 2 After the discussion, ask volunteers to share their reflections with the whole group. Here you can emphasize to the participants that help and support is offered to mothers and fathers in Sweden. Reiterate that parenting courses are available and that there is no stigma around asking for help in Sweden.

Discussion on marriage (slide 19)

This discussion exercise is meant to show participants that the Swedish approach to marriage may be different from what they are used to. It also tries to encourage participants to further reflect upon the rights of sexual minorities. Make sure you have covered the topic of marriage before conducting the exercise.

- 1 Divide the participants into pairs or small groups and ask them to discuss the following questions:
 - Do you think it is good that marriage is open to everyone (all genders and identities)?
 - What is the difference between religious marriage and legal marriage? Which one do you think counts in Sweden?

- 2 Return to discussion with the entire group and ask volunteers to share their answers. Provide clarifications or more information if necessary. This is a good opportunity to highlight the rights of sexual minorities and the fact that sometimes couples have to get remarried in Sweden because the marriage in their home country cannot be legally recognized.

RESPONSIBILITIES

Learning objectives

- To understand that Sweden is a work-oriented welfare society with clear demands on the individual
- To learn about the premises for support and understand built-in expectations and demands
- To become motivated to learn Swedish

Table 14. A breakdown of the unit “Responsibilities”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
The welfare system: the State's responsibility vs the individual's responsibility	The Swedish welfare system	The Swedish welfare model relies on people contributing by paying taxes.
	The State's responsibility	The individual has to take action to access the public services available. It is up to the individual to be proactive and create a fruitful life.
	The responsibility of the individual	Resettled refugees are expected to give back and contribute to society in the future.
	What does this mean for refugees?	
Expectations placed on newly arrived persons	Abiding by Swedish laws	Resettled refugees are expected to follow the Swedish law and respect Swedish values and principles.
	Respecting nature	Learning Swedish is key to successful integration.
	Respecting animals	Participating in integration activities will help refugees become independent and active members of society.
	Learning Swedish	Children have an obligation to attend school, and parents are responsible for ensuring their children attend.
	Participating actively in society	
	Parental involvement	Both men and women are expected to participate actively in the labour market.
	Finding work	

Active steps the individual can take	Actions, mindset and attitudes that will help	<p>There are many ways to become an active and independent member of society.</p> <p>It is important to assume responsibility for one's health.</p> <p>Adjusting to a new country and new way of life will take time, practice and determination.</p> <p>Informationsverige.se is a useful and reliable information source.</p>
	Taking care of one's health	
	Searching for more information through www.informationsverige.se	



For youth groups, leave out slides 6 and 15. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise).

Let's talk welfare (slide 4)

Suitable for in-person and remote PDO

This discussion exercise allows participants to discuss and reflect upon the Swedish welfare model.

- 1 Ask the participants to discuss the following questions in small groups or pairs. Remember to set a time limit for the discussion.
 - What do you think of the Swedish system where the government assists people in need?
 - Do you have something similar in your home country?
 - Why is it important that everyone contributes to the welfare system?
- 2 Return to a whole-group discussion and ask volunteers to share their answers. Highlight answers that reinforce the message that contributing to the system ensures that services such as education, health care and financial support continue to be available for everyone.

Society's expectations (slide 7)

Suitable for in-person and remote PDO

This activity gives the participants an opportunity to reflect on what expectations they believe will be placed on them in Sweden, based on all the information they have received thus far.

- 1 Ask the participants to think about all the information they have gotten about Sweden up until this point.
- 2 Then, in small groups or pairs, ask the participants to discuss and reflect upon the following question. Remember to set a time limit for the discussion.
 - What do you think Swedish society expects of you once you have resettled to Sweden?
- 3 Return to a whole-group discussion and ask volunteers to share their answers. Record all answers on a flip chart so that the participants' answers can be compared to the information given in the following PPT slides. Remember to revisit the recorded answers at the end of the session.

Taking care of your health (slide 17)

Suitable for in-person and remote PDO

This activity is meant to encourage participants to actively take care of their health so that they can cope both mentally and physically with all the adjustments of resettlements and the expectations placed on them.

- 1 First discuss the importance of assuming responsibility for one's own health and the ability we have to improve our personal health by lifestyle choices.
- 2 Then divide the participants into small groups or pairs and have them discuss the following question: What are the things you can do to take care of your health?
- 3 Return to a whole-group discussion and ask volunteers to share their answers. Record participants' answers on a flip chart and discuss the health benefits of the different suggestions given by the participants (e.g. eating nutritious food gives our body the energy we need to focus on studies or work). This is an opportunity to highlight that there are many simple things we can incorporate into our daily lives to improve our physical and mental health.

The other hand (slide 18)

This activity has been designed by CORE.

Suitable for in-person and remote PDO

This activity has been included as part of this unit, but you can alternatively conduct it when discussing social and cultural adaptation. During the activity, participants get to reflect on adjusting to a new country and to a new way of life.

- 1 Make sure all participants have a pen and paper.
- 2 Ask the participants to place the pen in their non-dominant hand (the hand they normally do not write with) and ask the participants to draw the following shapes. You can choose other shapes based on personal preference, but the below shapes are the ones included in the PPT presentation.
 - A heart
 - A star
 - A cube
- 3 Next, ask the participants to switch the pen to their dominant hand (the hand they normally write with) and ask them to draw the same shapes again.
- 4 When everyone is done drawing their shapes, ask the participants the following questions:
 - How did it feel to use the different/wrong hand?
 - How does this relate to life in Sweden?
- 5 Ask follow-up questions, if needed, to help the group to collectively arrive at the key message of the exercise: Adjusting to a new country and a new way of life will take time and require practice and determination. Eventually you will learn to adapt to life in Sweden.

RIGHTS, CITIZENSHIP AND FAMILY REUNIFICATION

Learning objectives:

- Learning about the legal status of quota refugees in Sweden, permanent residency and the way to citizenship
- Making quota refugees aware of their rights
- To learn about the regulations around family reunification and return to country of origin, in order to manage misunderstanding about resettlement

Table 15. A breakdown of the unit “Rights, citizenship and family reunification”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Legal status and refugees' rights in Sweden	Legal status	<p>There are rights and responsibilities associated with a permanent resident card.</p> <p>Refugee status imposes some restrictions on the ability to travel to the country of origin.</p> <p>Travelling to the country of origin can have implications for one's refugee status and right to live in Sweden.</p> <p>Individuals have to take action to access their rights.</p>
	Return to country of origin	
	Individual rights	
	Accessing individual rights	
Swedish citizenship	Applying for citizenship	Certain requirements have to be met to apply for citizenship.
	Citizenship for children	
Family reunification	Family reunification explained	<p>Family reunification is primarily for the nuclear family (spouse, partner and children under 18).</p> <p>More detailed information about family reunification is available on the SMA website.</p>
	Information about family members outside the nuclear family applying	
	Importance of filing the application as soon as possible	
	How to apply for family reunification	
	Where to turn to for more information	
	Information about the Swedish Migration Agency	



KEEP THE FOLLOWING POINTS IN MIND WHEN DISCUSSING FAMILY REUNIFICATION

- Family reunification is one of the biggest causes of frustration for refugees who have resettled to Sweden.
- It is important to define the Swedish understanding of a nuclear family and explain that family reunification only applies to spouses/partners and children under 18.
- Acceptance rate for other family members or relatives is exceptionally small.

TIP: Familiarize yourself with up-to-date information on family reunification on [SMA's website](#) before delivering this unit.



For youth groups, leave out slide 8. Remember to review the youth curriculum and incorporate youth-specific topics and age-appropriate activities where needed.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise).

What would you do? / What do you need to consider? (slide 9)

Suitable for in-person and remote PDO

This exercise gives the participants an opportunity to reflect on the information given about their rights and the possible consequences of returning to their country of origin.

The exercise can be conducted with the whole group, in small groups or in pairs.

- 1 Present the participants with the following scenarios and ask them what they would do or what they need to consider (e.g. which right they can use or which precaution they should take), based on the information they have been given.
 - A family member passes away in your home country and you feel the need to visit.
 - You have the feeling that you have been discriminated against at your workplace.
 - You want to have a meeting with your child's teacher, but you do not speak Swedish yet.
 - You want to travel but feel unsure of whether you have the right to do so.
- 2 Return to a whole-group discussion and have participants share their answers with the entire group. If several answers are provided for one scenario, ask follow-up questions to help the group agree on one answer collectively. Highlight good practices or suggestions that are raised by the participants, and encourage them to exercise their rights, especially the right to an interpreter.



If you are conducting this exercise with young people, you can modify the scenarios as necessary to make them more youth centred.

SOCIAL AND CULTURAL ADAPTATION

Learning objectives

- To understand that norms around social interaction, behaviour and communication style will be different in Sweden than in the country of origin
- To enhance mental preparedness regarding the difference in social interaction in order to minimize cultural shock and social isolation and/or depression
- To strengthen refugees' mental preparedness for changes in family dynamics and to identify common challenges
- To understand that women will be encouraged and asked to engage in activities outside the home and that children will most likely learn the language first

Table 16. A breakdown of the unit “Social and cultural adaptation”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Cultural differences and social norms	Cultural differences	Be prepared to face cultural differences.
	Social norms in Sweden	Swedes are typically quite reserved – do not let it discourage you.
	Social norms can vary and take time to learn	The antidiscrimination law protects against discrimination, however it does not eliminate discrimination completely.
	Getting to know Swedes	
	About discrimination	
Cultural adaptation	Cultural adaptation is a process	Resettlement often affects a person's identity. This is completely normal.
	Introducing culture shock	The process is not over once you reach Sweden. Integrating into society is the next step.
	The stages of culture shock	
	Identity	It is normal to feel stressed during the resettlement and integration process.
	The two stages of resettlement	It is important to pay attention to children's reactions during resettlement and to provide support.
	Stress	
	Effects on children	
Family dynamics and gender roles	Changes in family dynamics	Be prepared for changes in family dynamics.
	Gender roles in Sweden	Both men and women are expected to find work and participate actively in society.

Ideas for exercises

Below are suggested exercises that have been incorporated into the PPT material for this unit (see the indicated slide number next to each exercise). For additional exercises relating to this topic, please see Annex 4.

Think about your own culture (slide 4)

This activity has been designed by FINCO.

Suitable for in-person and remote PDO

During this exercise, participants are given the opportunity to reflect upon aspects of their own culture.

- 1 After discussing cultural differences, ask the group of participants to think about their own culture using the following questions as a point of departure. This exercise can be done with the whole group, in pairs or in small groups.
 - What languages do you speak?
 - Do you touch people when you are speaking to them?
 - How close do you stand to people?
 - Do you use gestures?
 - Do you begin talking while the other person is still speaking?
 - What foods do you eat?
 - Who do you consider family?
 - Do you speak to friends the same way you speak to your elders (mother, father, grandparents, teachers)?
- 2 Once participants are finished discussing aspects of their own culture, return to a whole-group discussion and ask the group the following question: "Do you know anything about Swedish culture?". Call on volunteers for answers and record all answers on a flip chart. Time permitting, some of the provided answers can be clarified, adjusted, explained or elaborated as needed.

Case study: Jamal (slide 18)

Suitable for in-person and remote PDO

The aim of this case study and the accompanying activity is to prepare the participants for the fact that resettlement can have a major impact on a person's identity.

- 1 Read the case study out loud. Check to see if there are any points of confusion and make clarifications as needed.

- 2 Divide the participants into pairs or small groups and ask the following questions:
 - What do you think of Jamal's story?
 - Imagine yourself being in a similar situation in Sweden. What would you do?
 - How can you cope if you feel like you are losing aspects that are important to your identity after resettlement?
- 3 Return to a whole-group discussion and ask volunteers to share their answers, thoughts and reflections. Here, you can highlight useful practices, tools and strategies that the participants bring up in their answers.



For youth groups, this activity can be substituted with exercises from *Training Refugee Youth: Pre-Departure Orientation: Youth – Trainers' Handbook (IOM, 2019)*. See the activity "I feel.../Gains and losses" on page 22 or "Emotion words" on page 32.

Handling stress (slide 20)

Suitable for in-person and remote PDO

The aim of this activity is to help participants identify symptoms of stress and to equip them with tools to cope with stress.

- 1 Divide the participants into pairs or small groups. Ask them to discuss the following questions:
 - What are symptoms of stress?
 - What are things we can do to manage our stress?
 - Why is it important that we do not ignore symptoms of stress?
- 2 Return to a whole-group discussion and ask volunteers to share their answers. Give space for further discussion if possible. Highlight that it is normal to feel stressed during the resettlement process and that it is important to take time for self-care and coping with stress to mitigate the negative impact of stress.

Discussion exercise (slide 25)

Suitable for in-person and remote PDO

During this exercise, participants get to explore different strategies for coping with cultural differences and conflicting views within the family.

- 1 Ask the participants to discuss the following questions. Discussions can be held in pairs or in small groups. Provide a time limit for the discussion.

- If your culture and norms are very different from those in Sweden, how will you cope with the difference?
 - Your children are likely to adapt to Swedish customs faster than you. How can you cope if the children think differently than you about some issues?
- 2 After the participants are done discussing, ask volunteers to share their answers with the entire group. Compare and contrast the different strategies suggested and discuss possible advantages or disadvantages. At the end of the exercise, it is good idea to remind the group that counselling and support is available for those who are struggling with cultural adjustment and/or parenting, either through the health-care system or social services.



For youth groups, this exercise can be substituted with “Cultural appreciation plan” on page 39 in *Training Refugee Youth: Pre-Departure Orientation: Youth – Trainers’ Handbook* (IOM, 2019).

AFTER PDO DELIVERY

After the PDO is finished, it is important that you assess how the orientation went, both from the participants' and your own point of view. IOM gathers written feedback from participants, and you are requested to do self-assessment after each PDO. Feedback helps to assess whether the orientation has been meaningful for the participants and whether the information provided was useful and sufficient for them. It is also important to find out whether the logistical arrangements enabled their full participation and whether they felt that the methodology employed created a safe and inclusive environment where learning and reflection could take place.

Participant feedback

Collecting participant feedback is an important monitoring tool in IOM project development. In most cases, a participant feedback form will be made available for you to use at the end of the PDO. This form is available in different languages (see CCF SharePoint). When using the participant feedback form, it is important to allow sufficient time for participants to reflect on the PDO experience and to fill the form out accordingly. Collecting the feedback often takes place at the end of a PDO, by which time there might have been delays in the schedule and participants (as well as facilitators) might be experiencing PDO fatigue. For this reason, you should try to create opportunities for feedback collection throughout the PDO, in addition to collecting written feedback at the end. Feedback gathered in more informal ways, for example verbally or through an activity, can help complement the data gathered through the participant feedback form.

In addition to the written feedback, spoken and unspoken feedback can be continuously collected throughout the PDO by observing participants and their reactions, engagement levels and interest in particular topics. Whenever time allows, feedback can also be collected at the end of the session or day. The important thing is to make the feedback collection purposeful, as participant feedback is the most important indicator of whether the PDO was successful and ensures that their opinions are heard and used to guide and design the PDO programme in the future.

When collecting unspoken and spoken feedback during a PDO, try to keep the following questions in mind. These questions help assess the overall PDO but can also be used to help assess an individual session. Asking yourself these questions at the end of a session can help you to adjust the delivery method in order to make the content more accessible to the participants in the future.

- Did participants gain a good understanding of all the topics covered? Why or why not?
- Were there any topics missing (that should be included in future PDOs)?
- Were any of the included topics redundant or unnecessary?

Suggestions for collecting feedback in class

Below are a couple of examples of how you can collect feedback from the participants throughout the PDO.

Exit tickets

This activity can be done in five minutes before going on a break.

- 1 Make sure each participant has a piece of paper or a sticky note and a pen.
- 2 Ask each person to write a word, comment or draw a simple face reflecting their opinion of the session or PDO so far. Inform them that the notes are anonymous and that they do not need to write their names.
- 3 Stand at the doorway and collect the notes as the participants exit the classroom for their break. Remember to thank all the participants for their participation and feedback.

Post-it polls

This simple poll can be easily conducted in the middle of the training day, for example before the participants have their lunch break.

Preparation in advance: Prepare three flip charts with the following headings. You can also associate a colour with each answer as a visual aid:

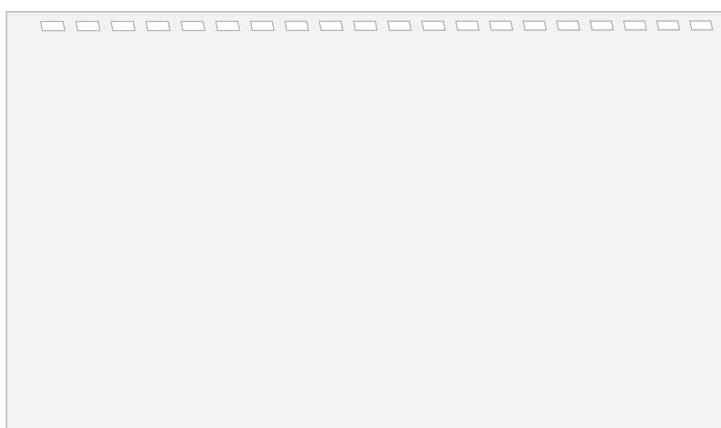
- Very useful (green)
- Not sure (yellow)
- Not at all useful (red)

- 1 Make sure each participant has a sticky note
- 2 Explain that you are conducting a poll on how useful the PDO has been so far. As the participants leave the classroom for lunch, they will place their sticky note on the flip chart that best reflects their answer. Make sure all participants are aware of the question ("How useful has this training been so far?") and the different answer options.
 - Make sure to keep some distance from the flip charts so that the participants can have some anonymity when posting their sticky notes.

Points to consider:

- Every participant should have the chance to give their individual opinions and share their thoughts on their own, instead of having a family member do it on their behalf.

- Literacy levels as well as educational background affect the ways through which participants can give their feedback. If a written form is not accessible, consider using other forms of feedback, such as drawing (smiley faces for instance), oral feedback or bodily movement.
- Some tips on how to assess needs (p. 11) can also be adapted for collecting participant feedback.
- Ensure anonymity as much as you can in order for participants to feel comfortable giving honest feedback. Make yourself busy while participants give their feedback or move away from flip charts, post-it notes or other aids which are used for feedback while participants post their messages.



PDO report

At the end of every PDO, you are required to submit a PDO report. PDO reporting allows you to evaluate your own performance and also provides IOM with vital information that is used to further develop the Swedish PDO programme and to compile reports for SMA. To facilitate the reporting process, IOM has created a reporting template (see Annex 5) which clearly outlines what information should be included in the report. The up-to-date version of the template is available as a Word file on the CCF SharePoint for you to access during the reporting period. The reporting template is designed to be brief, concise and user-friendly and consists of three parts:

- Facilitator self-reflection and self-assessment
- Feedback on logistics, content and participation
- Translation and summary of participant feedback

The third section is applicable in cases where participants fill out the participant feedback form in languages other than English. In this section, summarize key feedback, such as reoccurring comments and themes.

Please note that there is no need for you to provide information about group size, composition or specific characteristics in the report. This type of information is given to IOM through other sources to the extent it is needed or available.

IOM Finland will provide you with information regarding when and how to submit the report for each of your PDO deployment.

Facilitator self-reflection and self-assessment

The first section of the PDO report is devoted to your own self-reflection and self-assessment as a facilitator, since both are essential elements for your professional development. Reflecting upon your performance helps you to identify areas and aspects in which you can improve, allowing you to work on increasing your knowledge and skills and improve as a facilitator.

The self-reflection and self-assessment focus on four areas: CCF preparation, CCF delivery, overall PDO preparations and planning and, finally, overall PDO session delivery. For each area, you are asked to reflect upon three questions that are meant to help you to identify best practices, areas of improvement and learning needs. The questions are simple, yet generate responses that are helpful both to you as a facilitator and to IOM:

- What went well? Why?
- What could have gone better? Why?
- What should be done differently next time?

Annex 1: One-day PDO curriculum

TOPIC	TEACHING POINT	KEY MESSAGES
Geography and climate	Location in Europe	Sweden has four distinct seasons
	Population size	It is important to have appropriate clothing, especially in winter
	Size of the country	Those resettling during winter should dress warmly for the journey
	The four seasons	
	Dressing weather-appropriately	
Everyday life	Overview of a typical day	People in Sweden do many activities in one day
	Grocery shopping and supermarkets	All grocery shopping can be completed at supermarkets. Specialty shops are available.
	Public transport, cycling and traffic safety	Public transport is safe, accessible and widely used
	Sweden is a highly digital society	Be prepared to learn how to use digital services
	The importance of Swedish and how to greet in Swedish	Learning Swedish is the key to successful integration
Values and core principles	A democratic society	Sweden is a democratic and transparent society with press freedom
	Rule of law and low corruption	People are equal before the law and the consequences of committing a crime are clear
	An egalitarian society	People cannot bribe their way to better services or faster access
	Freedom of religion	Sweden is a secular country, meaning that the law and institutions are based on ideas of rationality rather than any religion
	Right to choose and rights of sexual minorities	All religions are respected, and people have the freedom to choose their beliefs, including to be irreligious
	Gender-based violence	Sexual and gender minorities must be treated with respect. They have the same rights as everyone else.
	Raising responsible youth and child-rearing in Sweden	<p>People have the freedom to choose their own identity, and everyone has the same opportunity, regardless of gender, ethnicity, disability, sexual orientation and so on.</p> <p>Gender-based violence is illegal, including female genital mutilation</p> <p>Sweden has strong children's rights in place – to guarantee safety and a good upbringing</p> <p>It is illegal to use physical or psychological violence against children</p> <p>Parents' roles are central in raising responsible youth. Support for parents who need guidance is available.</p>

Travel: packing	What to pack and what not to pack	The luggage allowance is one piece of check-in luggage and one piece of hand luggage per person
	What goes in each bag?	It is important to bring irreplaceable documents. They will be needed in Sweden. It is important to carry the IOM bag during the journey and to keep it visible
Arrival in Sweden	At the arrival airport	A representative will meet you at the airport in Sweden. Follow his or her instructions.
	Allocation to a municipality	It is important that families stay together at the airport, pay attention and have their documents ready.
	The two stages of resettlement	Most people will have to travel domestically to get to the municipality where they will live. Sweden is a big country. Domestic travel can take many hours.
	Cultural adaptation, getting to know Swedes and social norms	Moving to Sweden is just the first stage of resettlement. The second step is integrating into society. Cultural adaptation takes time. It is normal to experience culture shock.
Initial support, housing and public services	Registering as a resident	The municipality will provide information and guidance, but the individual also has to take initiative. Getting a personal identity number from the tax agency can take time, which may affect other processes.
	The establishment programme	The establishment programme will help newly arrived on their path to independence and self-reliance. The introduction benefit requires participation in the establishment programme.
	Opening a bank account	The municipality provides housing, which is guaranteed for two years. The procedure after two years varies depending on municipality. Be prepared to look for new accommodation.
	Financial benefits	The types of housing and standards vary greatly. Only expect the bare minimum to be provided, in other words items you need to cook, eat and sleep.
	Housing	The newly arrived only receive one offer for housing. If they decline, they have to find accommodation themselves. There is a housing shortage in Sweden.
	Health care, pharmacies and medication	Health care is good but overloaded, so waiting times can be long. Patients always have the right to an interpreter.
	Day care and school	Childcare is available so both parents can work or study. Education for children is compulsory and free. The municipality will help enrol children in school.

Legal status and responsibilities	Legal status in Sweden	Quota refugees have the same rights and obligations as other residents in Sweden. There are some restrictions on the ability to travel due to refugee status.
	Applying for citizenship	To apply for citizenship, you must have lived in Sweden for four to five years, depending on the individual case. If you return to your country of origin, you could lose your refugee status and permanent residence permit. Clear all travel with SMA first.
	Travel under the legal status	Members of the nuclear family (spouse or partner and children under 18) can apply for family reunification. Permission for other family members is only granted in exceptional cases.
	Family reunification	You must have your residence permit before family members can apply. Encourage them to apply as soon as possible. The process takes long. The individual has to take initiative to access their rights and public services available.
	General rights and obligations	Newly arrived persons have certain obligation. Society expects refugees to contribute to society.

Annex 2: Frequently asked questions

Below are examples of frequently asked questions during PDO and example answers. When answering the refugees' questions, take into consideration that some additional explanations may be needed, as the Swedish society may be entirely different from the one which the refugees come from.

It is good to know that sometimes the participants might ask very similar questions one after the other. This does not mean that they did not listen to previous speakers or the answer, but they may feel the need to ask the question for themselves and it is important that you provide the answer, even if it is the same one you already gave earlier.

When answering the questions, try to “read the mind” of the person asking. For example, refugees often ask about the validity of their driving licence in Sweden. In addition to answering that question, you can also add that public transport is very reliable and affordable and safe for everyone. The concern may not only be about the driving licence but about the ability for the family to move around.

GEOGRAPHY AND CLIMATE

What is the climate like in Sweden? Sweden has four seasons: winter, spring, summer and autumn. The winter is long, cold and dark, and it usually snows or rains depending on where you live. The light returns in the spring and the temperature begins to warm. In the summer, the days are long, as the sun sets late in the evening. During the fall, the temperature begins to drop and the days get shorter.

How do the changes in weather affect you? Many people experience low levels of energy or melancholy during the winter because of the lack of sunlight. Some people supplement with vitamins during the winter season. During the spring and summer, people usually feel a burst of new energy as sunlight returns.

Will winter clothes be provided in case I arrive in the winter? The municipality does not provide you with clothes, but you can use your financial support to purchase winter clothes, for example from second-hand shops and Facebook Marketplace. It is important to try to look for warm clothes and closed-toe shoes already in the country where you reside. In some cases, IOM is able to provide warm jackets before departure.

FOOD AND CULTURE

What is Swedish food like? Is it possible to find food ingredients I am familiar with? Traditional foods are for example Swedish meatballs, cabbage pudding, pickled herring, boiled potatoes, pancakes and lingonberries. You might be able to find ingredients you are accustomed to in bigger supermarkets. In some cities, you can also find specialized stores which import food and other products from different parts of the world.

Can I wear traditional clothing? You have the right to freely express your identity in Sweden, so you can wear traditional clothing from your culture if you want to.

TRAVEL

How can I travel if I do not have a passport? Before departure, you will receive a travel document with a single-entry visa for travelling to Sweden. The travel documents you receive from Sweden, IOM or UNHCR are temporary and will only get you to Sweden. You can later apply for a travel document or a special passport for refugees.

Can family members travel to visit me in Sweden?

In order to travel to Sweden, they must either acquire a visa or hold a passport of a country that is exempt from the visa requirement (the latter applies to only a few nationalities). If your family members need a visa, you can send them an invitation letter which they need to submit together with their application for a visitor's visa.

Can I visit my country of origin? You have been granted protection status and a residence permit in Sweden on the basis of your protection claim. A visit to your country of origin may lead Sweden to start an investigation on whether your need for protection has ceased and if there are grounds to revoke your residence permit. In special circumstances, you may be allowed to visit your home country for a short period. You must notify SMA in advance to make sure that you can retain your residence permit once you return.

Can I return to my country of origin if it becomes peaceful? You have the right to return to your home country. However, if you do so, you might lose your refugee status and residence permit in Sweden. If you want to return to live in your country of origin, you may be eligible for a grant from SMA.

WORK

Can I start looking for work immediately after arriving in Sweden? Yes, the goal is for you to become self-sufficient. In the initial stage, many people work and attend evening courses to learn Swedish.

At what age can you start working in Sweden? You are allowed to start working at age 16, but children's primary focus should be school.

How can I work if I do not know Swedish? You will be attending Swedish classes as part of the establishment programme during your first two years in Sweden. You will be able to continue studying Swedish even after completing the establishment programme. Most likely you will also learn Swedish at work as you interact with Swedish people.

If I get a job during the first two years and do not attend the establishment programme, can I still receive the introduction benefit? No, taking part

in the establishment programme is a prerequisite for receiving the introduction benefit. However, remember that the goal of the establishment programme is to help you become self-sufficient and financially independent (i.e. find work) and learn to communicate in Swedish. If you manage to achieve this by finding a job before the end of the establishment programme, all the better.

What are the maximum working hours a week and what is the minimum wage? The maximum working hours can vary depending on profession and workplace policy, however there are laws that regulate how many hours you can work in a 24-hour period. A normal working day is usually 8 hours, and a normal work week is 40 hours a week. The minimum wage is not set in law but is decided between employers and trade unions in a collective agreement. Around 90 per cent of all jobs in Sweden are covered by collective agreements. For other jobs, there is a contract law that protects the employee from being paid too little. Working overtime should always be compensated, either financially or as extra time off from work, depending on the workplace policy or collective labour agreement.

Are people with disabilities also able to work in Sweden? Yes, the Swedish work force is inclusive of people with disabilities. There might be special programmes and support available for people with disabilities to enter the labour market in your municipality.

If I have a qualification in a certain line of work, can I continue with the same occupation in Sweden? To continue within the same line of work, you must get your qualification validated. Employment services can help you get your professional qualification validated or give you information about which authority to turn to. Note that you will still need to find work yourself after you have the proper qualifications.

Can I continue my profession in Sweden although I do not have formal education in the field? It depends on the profession. In some fields, previous professional experience might be enough for you to continue working in the same field. Speak to employment services for more information about your individual case.

If I want to start my own business, does the government offer any help? The employment office offers help, consulting and classes to those who want to start their own business. The municipality usually also has information and workshops available to entrepreneurs and there are many resources available online. There are also classes about entrepreneurship available at adult school.

EDUCATION

At what age do children start and finish school? Children start kindergarten the year they turn 6, and most students complete grade 9 at age 16. After completing grade 9, students can continue their studies at upper secondary schools.

Will children be able to study in the same grade as children their age or do they have to start school from the beginning? In most cases, children will be placed in the same grade as children their age. The school usually makes an assessment of which grade suits the child best when they start attending school. In the beginning, children will attend a preparatory class, where they will learn Swedish. They will, however, attend some regular classes with their age group, such as physical education, arts and music. As the children learn more Swedish, they are gradually introduced into more regular classes and within two years they will become fully integrated into the grade that matches their age.

Is it possible to continue your studies if you are above 18 years old? Yes, you can continue taking classes at adult school or at university. Universities offer many different bachelor's and master's programmes.

What language(s) are used in universities in Sweden? Swedish and English. Only few programmes are taught entirely in English, so fluency in Swedish is normally required for university courses. Many textbooks used in universities are in English.

Will foreign education documents be recognized in Sweden? Equivalence of foreign qualifications is evaluated by the Swedish Council for Higher Education. Depending on what your goals and aspirations are, you

might have to complete additional studies to meet the educational requirements for a certain profession.

Can illiterate people attend language courses? Yes, there are language courses for all levels of learning, starting from beginner all the way to advanced. In the language courses for beginners, you will be taught the alphabet and how to read and write.

PUBLIC SERVICES AND SOCIAL INSURANCE

If I have medical needs, how soon can I get treatment? How soon you will be treated depends on your municipality and the urgency of your medical condition or needs. The public health care system in Sweden is overloaded, and waiting times can be long.

If you have urgent medical needs, inform UNHCR about them before your resettlement so that UNHCR representatives can be in contact with relevant actors in Sweden. As soon as you get to your municipality of residence, you should speak to municipal representatives about your medical needs and inform them that you would like to see a doctor.

What support do women receive during pregnancy and childbirth? During pregnancy, you will be offered regular check-ups to assess your and the baby's health. You will often be assigned to a midwife, who follows the progression of your pregnancy and supports your well-being throughout the term. Childbirth usually takes place in hospitals, which are modern and well equipped. When you arrive at a hospital for childbirth, you will be seen by a midwife who will assess if your labour has started, ask you questions about your wishes related to childbirth and look through your medical record. Childbirth takes place in special delivery rooms.

If a woman gives birth shortly after arrival in Sweden and cannot participate in the establishment programme, does she still receive financial support? If you are pregnant and near your due date, you do not need to participate in the establishment programme. Parents of newborns receive a parental allowance from the social insurance agency so that one of the parents can stay home with the baby

until the child is old enough to attend childcare. Once the child enters childcare, the parent can then start attending the establishment programme. Your contact person at the municipality and the social insurance agency can provide you with more information.

Does the government continue to provide support for quota refugees after the first two years?

If you have not found work after the first two years, there are other types of financial support available. Speak with a representative from your municipality about your options. You may receive extra help in finding a job and/or guidance on how to apply for other benefits you may qualify for. If you register as a jobseeker with the employment office, you are entitled to unemployment benefit. It may also be possible to receive financial support from social services. If you are studying full time, you may qualify for financial support from the Swedish Board of Student Finance.

Research your options and create a financial plan before the initial two years are up to avoid financial stress later on.

Will the municipality/government take care of orphans/unaccompanied minors?

Social services are responsible for arranging accommodation and proper care for unaccompanied minors who are resettled in Sweden. They will help assign a guardian or a foster family to unaccompanied minors or orphans.

When do we begin to pay taxes? And who must pay taxes?

You do not have to pay taxes on the introduction benefit that you receive during the first two years, but once you start earning income, taxes will be deducted from your pay. Everyone who earns income pays taxes in Sweden. This also includes people who receive pensions or sickness benefit from the social insurance agency.

EVERYDAY LIFE

Who can get a bank account? After adults have received bank accounts, they can open separate bank accounts for their children as well.

Are internet and digital services free? Will laptops and phones be provided to us? Internet is a service

that you need to pay for in Sweden. However, some places such as libraries or cafés provide free Internet. Digital services provided by authorities and State agencies are free and accessible through each agency's or authority's website. You will not be provided with laptops or phones, so you will have to purchase digital devices yourself. Public computers are available at the local library for free of charge.

Are there public or communal places where I can pray?

You can search the Internet or ask your contact person at the municipality if there is a place of worship for your religion in your town or city.

ACCOMMODATION

Will I receive help in finding an apartment if the accommodation I am initially provided is only for two years?

Your contact person at the municipality can provide you with information about finding an apartment and can share useful resources. However, finding new accommodation is primarily your own responsibility.

Can I visit my friend's apartment and stay over? Can I also stay with them for a longer period?

You can visit your friends' apartments and stay with them if you have their permission. If you are not financially independent, you will be required to attend the establishment programme during the workdays, Monday to Friday. Unjustified absence may lead to loss of benefits.

How is rent paid?

Rent is usually paid monthly and in advance. Each month, you receive a bill from the housing company or your landlord, and the rent is paid by bank transfer to the account number stated on the bill. You might receive paper bills by mail or electronic bills via your online bank or a digital inbox service. You will receive more information about paying bills from the municipality upon arrival.

Can I change my municipality in Sweden? Yes, you can move to a different municipality. However, if you move within the first two years, you are obligated to find accommodation and make the other practical arrangements yourself. The municipality you move to will not be responsible for providing accommodation

and other support that is available to you in your original receiving municipality.

What is the accommodation like for newly arrived refugees? The types of accommodation vary depending on availability of housing within the receiving municipality. Different forms of accommodation include apartments, dorms and barracks. You may need share living spaces with other individuals or families. Apartments have at least a fridge, a freezer and a stove/oven.

RIGHTS AND OBLIGATIONS

Does monogamy apply to all religions in Sweden?

Yes, legally you are only allowed to have one spouse at a time, regardless of your religious affiliation. The marriage has to be registered with the Swedish Tax Agency rather than with a religious establishment, although the latter may keep their own, unofficial record.

Can I attend church and church services? Yes, Sweden has freedom of religion, which means that you have the right to choose your religion or faith and attend religious services. You also have the right to not believe in or belong to any religion.

Are we allowed to participate in local elections as candidates? People who have the right to vote in an election also have the right to stand for election. You can vote and participate in local elections after living in Sweden for three years.

Should parents allow their child to engage in homosexual relationships? Children have the right to form and express their own identity and if a child identifies as belonging to a sexual minority, parents should respect their child's sexual orientation. All sexual minorities are respected, and it is illegal to treat someone differently because of their sexual orientation in Sweden.

Can you move around freely in Sweden? Yes, people can move around freely. Movement is not restricted in Sweden.

Can a refugee get married in Sweden? Yes, but before a marriage ceremony, you have to apply for

a consideration of impediments to marriage from the Swedish Tax Agency. In Sweden, you can choose between a religious ceremony and a civil ceremony when you get married.

Is a marriage of contract (between families/relatives) allowed? Forced marriages are illegal in Sweden. A person can legally get married after they have turned 18, and everyone in Sweden has the right to decide for themselves whom they want to marry or if they want to marry anyone at all.

Can you get married to a person of the same sex in Sweden? Yes, same-sex marriage is legal and accepted in Sweden.

Can I send money to family members in my home country? If you have the financial means to send money to your home country, you can do so. Note that the introduction benefit will only be enough to cover your most basic needs, so you may not have disposable income left over. There are companies and services in Sweden which specialize in remittance transfers.

Why are rights given to children in Sweden?

Sweden has adopted the United Nations Convention on the Rights of the Child, which states that children have the right to protection and a safe upbringing, among other rights. Granting children special rights is based on the recognition that due to their age and immaturity, children are particularly vulnerable and in need of special protection. However, this does not mean that children's rights take precedence of other peoples' rights. It also does not mean that parents cannot place limitations on their child.

Are there circumstances that may lead to deportation?

Certain serious crimes, such as murder, intent to kill, sexual crimes and crimes against children can lead to revocation of residence permit and to deportation. Individuals who engage in activity that is deemed to be a security threat to the State, society or the general population can also be deported. If you have travelled to your country of origin without advance permission from Swedish authorities, you may lose your residency status and be forced to leave Sweden.

FAMILY LIFE AND PARENTING

What disciplinary measures are allowed in Sweden? In Sweden, parents use such tools as incentives and rewards, discussion, encouragement and positive reinforcement, extending and revoking privileges and being a role model to enforce rules, boundaries and curfews with their children. For example, if a child breaks a household rule, parents might revoke the privilege to watch TV for a set time period as a consequence.

What will happen if children start fighting each other at school? Teachers will interfere and work with the children to help resolve the conflict. They usually also inform the parents if their child has been involved in a conflict. If there is a prolonged conflict between the same children, the school will usually involve the student counsellor who can help the children resolve the conflict.

How many kids can one have in Sweden? There are no restrictions to how many children you can have in Sweden.

Do youth that are over 18 years old live on their own or do they need to live with their parents? What about youth under 18? A person who is over the age of 18 can choose to live on their own if they wish and can afford it. However, many 18-year-olds in Sweden still live with their parents. Youth that are under 18 can live on their own if they for example move to a different city to attend upper secondary school. Parents have a responsibility to support their children up to the age of 18, or 21 if the child is still attending secondary school or equivalent.

Where are the dead buried and does the government help with the burial costs? The dead are buried in cemeteries. Everyone in Sweden pays a funeral charge through taxes, which gives the right to use a space for holding a funeral and transport of the coffin to the gravesite.

You can contact your religious establishment and/or a funeral parlour for help with the funeral arrangements. In Sweden, you can choose to have a religious or a non-religious burial ceremony.

What happens if a married couple gets divorced?

If a married couple divorces, property and assets are divided equally between the two parties unless there is a premarital agreement in place. The division of property and assets during a divorce can be done with the help of a lawyer if the couple cannot come to an agreement amongst themselves. If the couple has children, the parents will have shared custody of the children.

FAMILY REUNIFICATION

If my child is 18 years old or older and I want them to come to live in Sweden, what should I do? Family members that are eligible to apply for a residence permit based on family ties include your spouse, registered partner or de facto spouse, and children under the age of 18. Only in exceptional cases is it possible to obtain a residence permit for other family members, such as children over 18 years of age. In such cases you will need to show proof that your family member depends on you emotionally and financially and that you shared a household with them before your resettlement. The acceptance rate for cases involving other family members than spouses/partners and children under 18 are exceptionally small..

How much money do I need for family reunification? If your family applies for family reunification more than three months after you were granted a residence permit, you may be subject to a maintenance requirement. This means that you must be able to financially support yourself and your family. You must also have a home that is large enough that you can live there together when your family moves to Sweden. You need to show that you have regular, work-related income that allows you to support yourself and your family members. The amount of income needed to fulfil the maintenance requirement depends on how large your family is and how high your housing costs are. For the most up-to-date information, visit [SMA's page on the maintenance requirement](#).

I got married in my country of first asylum after the selection interview. How can I bring my spouse with me to Sweden? Your married partner is eligible to apply for family reunification. You need to be able to show official proof of your marriage, such as a

marriage certificate. In addition, your partner needs to be able to prove their identity with an official identity document. If your partner submits their application within three months of you having received your residence permit, you will not be required to fulfil the maintenance requirement. If your partner applies after the three-month period, you need to show that you are able to support yourself and your partner.

Can family members arrive in Sweden through family reunification even if they are not registered as refugees? Family members do not need to have refugee status to apply for reunification.

Annex 3: Children's PDO

A note on warm-up activities and energizers

The children's PDO is much shorter than the youth or adult PDO, usually about two hours per day. Children spend the remaining time – both before and after the PDO session – with childminders who engage the children in play and activities. The childminders are usually present during the PDO sessions and play an important role in terms of group formation and creating a safe atmosphere. Usually, the childminders have already conducted games or activities for the children to get to know each other, but it is still always a good idea to begin each session with a warmup activity before going into the PDO content. This allows the children to get to know you as a facilitator and makes them feel comfortable with you.

Some of the ice breakers and energizers mentioned under the heading Ideas for warming up, icebreakers and energizers on page 30 can also be done with children with some modification. For example, the energizer "Ball toss" can be done as a name game on the first day. Initially, the person has to say their name when they catch the ball. Next, the person throwing the ball has to say the name of the person they are throwing it to. Finally, you can introduce the Swedish language (Vad heter du?/Jag heter...) and have the children use these phrases as the ball is tossed around.



TIP FOR REMOTE PDO

If an activity requires the use of a flipchart, you can use a virtual whiteboard instead and display it through the screen-sharing function. You can also take notes on a notebook for personal reference.

In general, the children's PDO is very activity based, so there is not the same need to incorporate energizers as in the youth and adult PDO.

TRAINING UNITS

Travel and first impressions

Breakdown of the unit “Travel and first impressions”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Travel and arrival	The steps at the airport upon departure	Children need to stay close to their parents the whole journey.
	What happens upon arrival	
Sweden's location and geography	Brief overview of Sweden	Public places, such as playgrounds, are safe.
	Different Swedish landscapes	
	Sweden is a safe place to live	
First impressions	Housing in Sweden	It is important to always carry a housekey when leaving the home.
	Places children will visit during the initial period	
The Swedish climate	The four seasons	Dressing for the weather. Roads and walking paths are slippery in the winter.
	Winter	
	Spring	
	Summer	
	Autumn	

Activities

A letter from Rolly (slide 7)

This activity is inspired by an activity designed by UKCO.

Suitable for in-person and remote PDO

The purpose of this activity is to give the children a first impression of Sweden and to introduce some aspects of life in Sweden that will be further discussed in the following units. Topics that are introduced include cultural differences, housing, school, gender equality, adapting to a new country and geography.

- 1 Explain to the group that you will be reading them a letter from a boy who resettled to Sweden from Congo.
- 2 Read the letter out loud to the children. If you are working with an interpreter, make sure you read it in short segments at a time and pause for interpreting.
- 3 After you have finished reading the letter, ask the children the following questions. The answers can be recorded on a flip chart to facilitate further discussion later and to help visual learners.
 - What did you notice in Rolly's letter?

- What did you like about Rolly's letter?
 - Was there anything you found strange in the letter?
- 4 Discuss the children's answers and provide additional information when necessary. Make sure to address any concerns the children express during the activity.
 - 5 Generate further discussion based on the children's answers and by relating the content back to the children. Ask follow-up questions about the children's current situation: do they share a room with family members, do they have friends of the opposite sex, do they like football and so on.
 - 6 Consider highlighting the following points if they do not come up during the discussion:
 - All children go to school.
 - Boys and girls can be friends and play together.
 - Boys and girls can do the same activities.
 - It is normal to feel homesick.

The seasons (slide 11)

This activity has been inspired by an activity developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Best suited for in-person PDO but can be conducted verbally during remote PDO

This activity is similar to the activity for adults but has been modified to suit children. During the activity, children get to explore the different seasons collaboratively and use their creativity to present their findings and teach their peers.

Materials: Provide paper and pencils so that the children can illustrate and write down their answers. If you are planning to include the optional question, you also need pictures of different clothing. The pictures can be shown on a PPT slide or printed in multiple copies.

- 1 Begin by introducing the fact that Sweden has four seasons, but do not provide details about each season yet. You can use slide 11 for visual support.
- 2 In small groups, have children discuss the different seasons or assign one season to each group. Have the children brainstorm the questions listed below. Explain that they can draw their answers and that after the brainstorming, each group will present their findings.
 - Which months of the year does Sweden have that particular season?
 - What is the weather like during the season (snow, sunshine, rain, wind etc.)?
 - What is the temperature like during the season (hot, warm, cold, freezing etc.)?

- OPTIONAL: What clothes would you wear during the season? (Explain that the children can refer to the pictures of clothing).
- 3 Return to a whole-group discussion and ask each group to present their findings with the help of their drawings. Support the group if needed but try to encourage the children to speak and share as much as possible. Highlight key findings and make sure to thank each group for sharing their findings with everyone, in order to promote continued participation and engagement.
- If any information is inaccurate, be mindful of the method you use to correct information, since it is important to foster a safe learning environment and encourage participation. You can for example direct a question to the entire group and ask if anyone has any other thoughts or ideas on the matter. Alternatively, you can provide additional information to help the children arrive to the right answer.

Note: If you are planning to do the activity “What would you wear on a winter day?” separately, leave out the optional question.

What would you wear on a winter day? (slide 13)

Suitable for in-person and remote PDO

This activity aims to prepare children for how to dress during the cold season by allowing them to practice.

- 1 Ask the children to look at the images on the PPT slide. Check to see if there are any questions about any items on the slide.
- 2 Next, ask the children which items they would wear on a winter day. Let the children discuss in pairs or small groups. Alternatively, conduct a whole-group discussion.
- 3 Ask the pairs or small groups to share their answers with the whole group. Open up for discussion if the answers vary a lot. Ask the pairs or groups to explain their thinking and brainstorm collectively to reach a consensus. After the children have shared their answers, compare them to the correct answers (i.e. the items most suitable when dressing for winter). Answer any immediate questions and provide clarifications if needed.

Modifications:

- This activity can be modified during in-person PDO by having winter clothing as props during the session and letting the children feel the items and choose the items they would wear during winter.
- You can get dressed for winter in front of the group while providing a justification/explanation for each item you put on. For example, “Next, I will put on a hat to keep my ears and head warm”. Alternatively, you can ask the children to tell you which items to put on.

LIVING IN SWEDEN

Breakdown of the unit “Living in Sweden”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
An average day	Different aspects of the day	
	Example of an average day	
School	Going to school	<p>Teachers, parents and pupils have their own roles when it comes to children's education. These roles might be different from what you are used to.</p> <p>Teachers assign homework.</p> <p>Individual effort is required from students.</p> <p>Support is available to students with learning difficulties and/or disabilities.</p> <p>A free lunch is provided at school.</p>
	Technology in school and everyday life	
	Example of an average school day	
Other aspects of daily life	Public transport	Public transport is safe.
	After-school activities	
Rights, principles and values	Children's rights	Children have rights in Sweden.
	Swedish core values: Equality and freedom of religion	Boys and girls play and socialize together and can be friends.
	Respecting nature and animals	It is illegal to use physical punishment or physical violence.
	Caring for the environment	<p>Bullying is not allowed.</p> <p>You must respect others and cultural diversity. Others must also respect you and your culture.</p>
First responders	112 and emergency services the roles of the police, fire department and emergency medical responders	Authorities can be trusted.

Activities

Daily routines (before starting the PPT presentation)

Use this activity as an introduction to the unit and the topic of everyday life.

- 1 In a whole-group discussion, ask the children what things they do every day. Write the children's answers on a flip chart.
- 2 After all children have shared their answers, discuss similarities and differences of the children's daily routines in comparison to daily life for a child in Sweden.

An average day (slide 2 and 3)

Suitable for in-person and remote PDO

This is a follow-up activity to the previous one. In this activity, the children get a chance to explore different aspects of daily life in Sweden through pictures. You can either present the PPT slide on the screen or print it out and cut out the different images, depending on the PDO modality.

- 1 First, ask the children to look at the images (slide 2) and think about what part of the day each image represents. Answer any questions the children might have about the pictures.
- 2 Then ask the children to place the images in order. What happens first, second, third and so on. This can be done in a whole-group discussion or in small groups or pairs. If you print out the pictures, make sure you have a set for each group.
- 3 Return to a whole-group discussion and ask the children to share their answers.
- 4 Next, move to slide 3, where the images have been placed in the order the events usually occur. Compare this order to the one(s) proposed by the children. Was it similar or different? Answer any questions the children might have and provide clarifications if needed. This slide can also be compared to the flip chart that was created during the previous exercise.

Being a pupil in Sweden

This activity has been developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Suitable for in-person and remote PDO

This activity allows the children to learn more about being a pupil within the Swedish school system.

- 1 Explain that you will read the children seven statements describing what school in Sweden is like and that after each statement, the children will have the chance to say if it is the same or different in the country where they live.
- 2 Go over the statements, one by one:
 - Pupils do not wear uniforms.
 - Pupils do not usually stand up when a teacher enters the room.
 - Pupils study and work together on assignments, regardless of gender, cultural background or ability.
 - Pupils have schoolwork they need to do at home. It is called homework.

- Pupils are not allowed to harm each other or be harmed by school staff. There are consequences for anyone who purposely harms others in schools.
 - Pupils of all religions study together and must respect all religions equally.
 - Pupils are served lunch at school for free.
- 3 Discuss the children's answers and provide additional information when necessary. Make sure to address any concerns the children express during the activity.

Quiz: What is true about school in Sweden? (slide 7)

Suitable for in-person and remote PDO

This activity can be used as a learning check to assess whether the children have retained the information presented about school. The quiz can be made into a friendly competition between small groups or pairs to increase engagement.

- 1 Explain that you are doing a quiz and that the children will be given six true or false statements. If they choose the correct answer, they get a point. The highest possible score is 6 out of 6. Read the statements one by one:
- Boys and girls attend school together in Sweden.
 - I do not have to attend school if I do not want to.
 - Teachers do not punish students physically in Sweden.
 - I can go to the school nurse if I am not feeling well.
 - School meals cost money in Sweden.
 - Pupils wear uniforms in Sweden.
- 2 Ask the children to share their scores. Check to see if there are any questions or areas that are still unclear to the children.

SWEDISH CULTURE AND LANGUAGE

Breakdown of the unit “Swedish culture and language”

SUBSECTION OF PPT PRESENTATION	TOPIC	KEY MESSAGES
Cultural differences	Cultural norms	Disputes need to be solved without violence. The balance between the family's own culture and the Swedish culture. Boys and girls play and socialize together and can be friends. Certain behaviours such as bullying, discrimination, vandalization and breaking the law are forbidden.
Introduction to Swedish culture	Typical Swedish things	
	Swedish foods	
	Swedish traditions	
Cultural adaptation	It is okay to have many emotions	
Learning basic Swedish	The alphabet	Learning basic greetings in Swedish
	Introducing yourself in Swedish	
	The numbers	
	Saying your age in Swedish	

ACTIVITIES

What would you normally do? (slide 2)

This activity has been adapted from UKCO material.

Suitable for in-person and remote PDO

This is an opportunity to discuss cultural differences with the children. The group is given five different scenarios and asked what they would normally do in that situation. Each situation has two suggested actions to facilitate discussion, but the children can also come up with their own option if they do not find the suggestions suitable. The slide can be printed and handed out to the children so that they can mark their answers on the paper.

- 1 Explain that you will look at different scenarios together and that you would like to know what they would normally do in each scenario. Emphasize that there are no right or wrong answers.
- 2 Go through the scenarios one by one. Read the scenario, and then present the two suggested actions. Ask the children what they would do in the same situation. Make

sure you give the children some time to think and remind them that they can come up with their own answer option.

What would you normally do in these situations?

- If there is a line (Wait for my turn or go to the front?)
 - When speaking with an adult (Look in the eye or look away?)
 - When you have school (Be on time or arrive late?)
 - If you argue with a friend (Tell an adult or handle it yourself?)
 - When getting on the bus (Let others off first or push my way forward?)
- 3 After discussing each scenario, explain that each culture has different ways of doing things and that in Sweden, people might do things differently from what the children are used to. Here, you could share with the group what Swedish people would normally do in the different situations discussed. Highlight that it can take some time to learn and adapt to the new ways, but that eventually they will get used to the Swedish culture and way of life.
- To reinforce this message, this slide/exercise can be followed up with the activity The other hand.

Modification: To incorporate movement, you can create a line in the classroom with “stations” at each end of the line and one station in the middle. The stations at the end of the line represent the two suggested actions and the middle station represents the children’s own option. As you read each statement, the children have to stand at the station that best represents their answer.

The other hand

This activity was designed by CORE.

Suitable for in-person and remote PDO

The aim of this activity is to reinforce the message that adapting to a new life and culture can be challenging and takes time and practice. Let the children come to this conclusion by themselves through exploration, reflection and discussion.

- 1 Provide the children with pens and paper.
- 2 Ask the children to place the pen in their non-dominant hand (the one they do not normally write or draw with). Then ask the children to draw three specific shapes (e.g. heart, star, circle, square).
- 3 After everyone has finished drawing the shapes, ask the children to place the pen in their dominant hand (the hand that they do normally write or draw with) and ask the children to draw the same shapes again.

- 4 After the children are done drawing the shapes with their dominant hand, ask the children the following questions and have an open discussion around the questions.
 - How did it feel to use the “wrong” (non-dominant) hand?
 - Can we learn anything from this activity?
 - Why do you think we did this activity? Does it relate to moving to Sweden in any way?
- 5 Reinforce the message that learning the ways of a new culture takes time and practice but that the children will eventually learn and find the new ways to be normal.

The new and the old (slide 6)

Suitable for in-person and remote PDO

During this activity, the children get a chance think about what they are looking forward to in Sweden. They also get to reflect about aspects of their culture or daily life that they will miss.

Materials: paper and coloured pencils or crayons

- 1 Explain to the children that there will be many differences between Sweden and their home country or country of stay. The resettlement process likely involves mixed emotions and there are things the children will like about Sweden and some things they will miss about their previous lives. Here you can reference the letter from Rolly where he mentions being homesick sometimes.
- 2 Next, ask the children to draw or write the following:
 - What they look forward to in Sweden
 - What they will miss about their home country
- 3 Those who feel comfortable can share their answers with the group. From there, the group can discuss and explore ways the children can cope with homesickness and nostalgia by asking the children for their input, tips and ideas. It is important to emphasize that it is normal to feel homesick.
 - Here, you can also inform that children can turn to student health service (*elevhälsan*) if they feel overwhelmed by homesickness or sadness and want someone to talk to (if they do not feel comfortable talking to their parents).

Non-verbal communication

This activity has been adapted from CORE materials.

Best suited for in-person PDO

This activity gives the children a chance to practice non-verbal communication. It can for example be done in connection with discussing the Swedish language and language barriers.

- 1 Explain that you will play a game of charades. This activity can be done with the whole group or in smaller groups. Let the children take turns drawing a piece of paper that has a message which they have to act out through charades. The rest of the group has to guess what message the person is trying to act out. Below are examples of phrases or messages to be acted out:
 - You want to ask another child to play with you.
 - You want to tell your friend to wait for you.
 - You want to tell your friend that you have forgotten something.
 - You want to tell your friend that everything is okay.
 - You want to tell your friend that you have to go home.
 - You want to signal that you do not understand the question or instruction.
 - You want to ask a stranger for directions.
 - You want to signal that you have something important to say.

- 2 After the activity, ask the group the following questions:
 - What did you think of this activity?
 - Did you learn anything from this activity?

- 3 Explain that charades is a form of non-verbal communication, that is, communication without the use of words. Clarify this concept and ask the children the following question: When can non-verbal communication be useful?

FREQUENTLY ASKED QUESTIONS

Below are examples of questions that have been asked by children during PDO.

Moving to a new country

- How long will it take to travel to Sweden?
- Am I allowed to bring my iPad/laptop/PlayStation...?
- Are there children in Sweden?
- Will we have friends?
- How do we make new friends? How do we become part of a new group?
- When we reach Sweden, will they teach us Swedish?
- What is the easiest way to learn the language?
- How do we adapt to the new culture and environment?

School

- How many subjects do they teach at school?
- How many days do you go to school? Do you go to school on Saturday and Sunday?
- What if you do not want to go to school?
- Do they speak English at school?
- Are there swimming pools at school?
- Are there teachers who teach you how to swim?
- Do we have to wear uniforms?
- What happens if a student is bullied or harassed by a teacher? / Should the student report the incident?

Food

- Can we eat rice in Sweden?
- Is there chicken in Sweden?
- Is there oatmeal in Sweden?
- Are there tropical fruits (mangoes, watermelon, jackfruit) in Sweden?
- Do children eat snow?

Daily life

- Is there physical training in Sweden?
- How do they take children to school?
- If the children live far from school, do they walk to school?
- What are places to visit on vacation or days off?
- Are there special activity classes for girls wearing veil?
- Who can I talk to when I am not feeling okay?

About Sweden

- How do they get jobs in Sweden?
- How do they help poor people in Sweden?
- Are there ways to report verbal or physical harassment?

Annex 4: Additional PDO activities for specific training units

This annex includes additional activities for select training units. Because of time constraints, these activities have not been incorporated into the presentations but have been included here as alternative methods of delivering the learning points. The activities can substitute either some sections of the presentations or even full presentations, depending on the unit.

For example, instead of showing the presentation for “Reception and introduction”, the activity “Support during the resettlement process” can be conducted to cover the topics and learning points in a participatory way. If there are specific points that the exercise does not address or there are learning gaps, you can add in information verbally.

RECEPTION AND INTRODUCTION

Support during the resettlement process

This activity was adapted from material designed by SMA for Sverigeprogrammet.

Best suited for in-person PDO but can be conducted remotely with the help of local facilitators

This activity can be done at the beginning or end of the session to discuss the support given to resettled quota refugees after arrival in Sweden and during the initial period.

- 1 For this activity, you should have an image representing each of the following: municipal/community support, health care, financial support, housing, work, social network and support, support for elderly, childcare, and education.
 - If done at the beginning of the session, ask the participants what they need during the initial period in order to succeed.
 - If done at the end of the session, ask the participants to recall what support and services are available to resettled quota refugees during the initial period.
- 2 One by one, as the participants mention the above items, reveal the accompanying image and put it on a board, wall or on the floor and have the participants stand in a circle around the images. Each image comes with a set of discussion questions.
- 3 After all things listed above have been mentioned and all images have been hung up or laid out, ask the group some of the discussion questions for each topic.

Municipal/community support

- What support is available within the community to help you during the initial period in Sweden?
- In what ways will the municipality support you from the point of arrival onwards?

- Can you ask the municipal representatives for more information if you are unsure what support you are entitled to?

Health care

- Will you have access to the medication you need in Sweden?
- Will you have access to health care in Sweden?
- Why is it important that you inform Swedish health practitioners about all your medical needs early on?

Financial support

- What financial support will you receive during the initial period?
- Will the money you receive be enough to cover your expenses?
- Do you have to do anything in order to receive financial support from the Swedish government?

Housing

- Who arranges housing and what is included?
- Who covers the costs for housing?
- How long is the housing arrangement?

Work and education for adults

- Which support will you be given?
- How does the establishment programme work?
- How can you learn the Swedish language?

Social network

- How can you get to know Swedish people?
- Are there people from your home country already residing in Sweden?
- How can you expand your network after arriving in Sweden?

Support for elderly

- What happens to elderly people in Sweden?
- If you are 64 or older, are you expected to participate in the establishment programme?
- Do you still have to learn Swedish if you are an older person resettling to Sweden?

Childcare

- What support is available if you have small children?

- When both parents participate in a full-time activity, who takes care of the children?
- What is the cost of childcare in Sweden?

Education for children

- How does the Swedish education system work? Is it free? Is it compulsory?
- Will your children be placed in a Swedish school directly after arrival?
- Will previous schooling be taken into account in the Swedish system?

VALUES AND CORE PRINCIPLES IN SWEDISH SOCIETY

Parenting scenario

Best suited for in-person PDO but can be conducted remotely

This activity allows the participants to explore the use of common child-rearing practices in Sweden through a scenario.

- 1 Before starting the exercise, review the different child-rearing practices that have been introduced during the session. Ask the participants if they can recall the different practices. Fill in any knowledge gaps or make clarifications as needed.
- 2 Share one or both of the following scenarios with the participants. If you share both, make sure to discuss each scenario separately. Alternatively, you can divide the different scenarios between different groups.

Scenario 1

You receive a call from school saying that your teenage child has not turned in any of their homework assignments for the past week.

After school, your child is always on their phone or school laptop. You thought they were doing their homework, but now you know that was not the case.

Scenario 2

Your teenage child has come home past curfew several evenings in a row. It is troubling you that they are not respecting the household rules.

During evenings and weekends, your child enjoys watching TV or using their cellphone to talk to friends.

- 3 Clarify any questions, then ask the participants to discuss the following questions in pairs or small groups:

- What would you do in this situation?
- What child-rearing practices could you use to solve the issue?
- How do you feel about learning how to use these practices?

- 4 Return to a whole-group discussion and ask volunteers to share their answers or findings. Provide clarifications if necessary and answer any questions that arise. Highlight good examples and ideas that are suggested, and remember to encourage and compliment the participants, as many of these parenting methods will be new to them. This is also a good opportunity to highlight that help and support for parents is available through different bodies and that parenting courses are offered.

PUBLIC SERVICES

Discussion cards

This activity is based on an activity designed by CORE.

Best suited for in-person PDO

Materials: Printed discussion cards

During this activity, participants get a chance to reflect upon and process the information they have just received about public services in Sweden. Remember to take literacy levels into consideration before selecting this activity. If there are mixed literacy levels in the group, try to group those with lower literacy levels with someone who has more advanced reading skills.

The Swedish tax agency can help you with more than just taxes.

The Swedish Public Employment Service supports newly arrived persons and job seekers.

The Swedish Social Insurance Agency gives financial support to different groups

Childcare makes it possible for all adults within a household to work or study.

Visiting an open preschool has benefits for both young children and mothers and fathers.

Education in Sweden is free for everyone.

It is important to be open and honest with medical professionals.

My mental health is just as important as my physical health.

Regular check-ups are offered to pregnant women free of charge.

Children get free dental care in Sweden.

Social services can offer help if you need support as a parent.

Police, firefighters and ambulance staff in Sweden can be trusted

- 1 Divide the group into pairs or small groups and give each pair a set of discussion cards. Explain that each card has a statement they can discuss by agreeing, disagreeing or providing examples based on the information they have received during the orientation. Set a time limit for the activity and explain that it is not necessary to go through all of the cards during the allotted time.
- 2 Return to a whole-group discussion and ask if there are any questions.

TRAVEL AND ARRIVAL

Order of events

Suitable for in-person and remote PDO

This exercise helps the participants get a clear overview of the different steps of the journey.

Materials: Printed pictures

- 1 Depending on group size, this exercise can be done with the whole group or in small groups. Give each group a set of pictures representing each step of the resettlement journey. It is important that the pictures are not in order when given to each group.
- 2 Within the groups, ask the participants to identify which step each individual image represents and to place them in the right chronological order.
- 3 After the groups are finished, have a discussion with the entire class and ask one group to volunteer their answers. After the group is done presenting, involve the other groups and ask if they agree or disagree or have arranged the images differently. Continue discussing collectively until the correct order has been established within the group. Make clarifications or answer questions that come up during the discussion.

Modifications: For remote PDO, the set of images can be presented on a PPT slide in scrambled order. After the participants have finished their group discussions, start a whole-group discussion and ask volunteers to say which image they think should be first. After someone has shared their answer, you can ask if the other participants agree or disagree, or simply confirm if it is correct or incorrect. Follow the same concept asking about the second, third and fourth image, and continue until all images have been discussed. After the discussion, a PPT slide with the images in the correct order can be shown so that participants can see the correct sequence.

Please proceed to boarding

Suitable for in-person PDO

This is a role-playing activity that allows participants to practice the airplane boarding process.

This activity requires some preparation, so this activity is best suited to begin a session after a break or at the beginning of the day so that you have time to set up.

Materials: chairs, a pen and paper

- 1 Make sure there are enough chairs for all participants and arrange them to resemble rows of seats on an airplane.
- 2 Write down numbers on small sheets of paper. You need as many sheets as there are chairs. Create two sets – place one set on the chairs (one number per chair) and save the second set to hand out to the participants.
- 3 As the participants return to the session, stand in the doorway to the classroom. Pretend that you are a flight attendant and explain that flight XXX to Stockholm is now boarding. Everyone will receive a boarding pass and they need to find the seat that they have been assigned with on their boarding pass.
- 4 As the participants enter one by one, give them a small sheet of paper and welcome them aboard.
- 5 Once everyone has found their seats, you can ask the group the following questions:
 - What did you think of this activity?
 - Why do you think we started the session this way?
- 6 Wrap up the activity by providing more details about the real boarding procedures and give the participants some useful tips, such as having all travel documents ready, knowing your boarding zone and putting smaller hand luggage under the seat in front of you.

SOCIAL AND CULTURAL ADAPTATION

Who does what?

This activity has been developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Suitable for in-person and remote PDO

This activity allows participants to explore gender roles in the country where they are staying and in Sweden. It also provides an opportunity to compare and contrast.

- 1 This activity can be done with the entire group, in small groups or in pairs. Ask the participants to answer who in the family does the following tasks:
 - Earning money for the household

- Cleaning the house
- Doing the shopping
- Fixing the closet
- Taking care of the children

The list can be continued with further examples.

- 2 After the participants have provided their answers, ask them to consider what they know about Sweden. Then ask them to revisit the tasks and answer who they think is in charge of the task in a Swedish family.
- 3 Return to a whole-group discussion and ask volunteers to share their answers. Answer any questions that come up or make clarifications if needed. Highlight the fact that men's and women's roles are interchangeable and that both men and women are expected to participate in society, regardless of the customs in the home country.

Modification: To incorporate movement, this exercise can be done following the four-corner model, with one corner for “mother”, one for “father”, one for “children” and one for “other”. After you have read each task, the participants then have to choose the corner that best represents their answer.

Communicating through difference

This activity has been designed by CORE.

Suitable for in-person PDO

This activity examines communication, cultural differences and non-verbal communication.

- 1 Ask the participants what the word “communication” means to them and prompt them to give examples of different ways of communicating with others.
- 2 Explain that a large part of communication is non-verbal (gestures, posture, facial expressions). To help participants better understand, you can ask the following questions:
 - How do you greet another person in a formal setting? Informal setting?
 - How do you think people in Sweden greet each other in a formal setting? Informal setting?
 - What does direct eye contact mean in your country? What do you think it means in Sweden?
- 3 Make sure the participants understand the difference between verbal and non-verbal communication. Then explain that the participants will get a chance to practice using only non-verbal communication. Divide the group into pairs or small groups and distribute the non-verbal scenarios. The participants have to take turns

communicating non-verbally and the other participant(s) have to guess what message they are trying to convey. For the sake of time, it is advisable to set a time limit for this part of the exercise.

Non-verbal scenarios

- You cannot hear your friend's voice.
- You want your child to come to your side.
- You want to wish your friend good luck.
- You do not know the answer to a question.
- You want to signal to your friend that the person you are talking to on the phone talks too much.
- You want to tell your friend that you have forgotten something.
- You want to tell your friend to wait a second.
- You want to tell your friend to slow down.
- You want to tell your friend that everything is alright.
- You want to ask a stranger for directions.

4 After the allotted time or after the participants have finished, ask the group the following questions:

- What did you observe through the scenarios?
- What worked well? What did not work well?
- What could happen if we do not understand non-verbal communication in another culture?
- What is the value of this activity when you think about being in a new environment?

Identifying the different stages of culture shock

This activity has been designed by FINCO.

Best suited for in person PDO but can be conducted in a virtual setting as well. If conducted virtually, incorporate the messages into the PPT slides.

During this activity, the participants are given the opportunity to further explore the different stages of culture shock and discuss different strategies for coping at the various stages.

- 1 Begin by reviewing the different stages of culture shock (the honeymoon, frustration, adjustment, and acceptance and innovation) together with the whole group. Then explain that you will be sharing text messages from a resettled refugee in Sweden that she has sent to relatives back home.

No-one talks to me here. It rains or snows all the time. People here are occupied with their own lives and don't even look at each other or say hi in the streets. I still haven't found work. You have to speak Swedish here even just to work in cleaning services. Swedish is a really difficult language and I'm having a hard time learning it!

Good news! I have gotten a part-time job at a nursing home. I work on the weekends when I don't have school. At the nursing home, I get a lot of experience related to my educational programme and I have become friends with some of my colleagues. Sometimes we meet up outside of work and go to a café or restaurant. I'm hoping I can get a full-time job at the nursing home after I finish my studies. If I get a full-time job, I plan to save money so that we can afford to rent a bigger living space.

Ayan, I am concerned about my husband. He says he hates Sweden. He doesn't even want to see or talk to Swedish people, he says. Why is he blaming them? They gave him safety, free language classes and access to health care. He's trying to blame them for his frustration. I have tried to talk to him and motivate him, but it doesn't seem to work...

Sorry for the late reply. I have been very busy lately. I have finished the Swedish language classes for newly arrived and started a programme to become a nurse's assistant. There's a lot of homework, but I have made friends with some classmates, and we work on the assignments together. Once a week, I go to a language café at the library to practice my Swedish and meet Swedish people.

Hi Ayan, it's Samsam! This is my new Swedish number. Sweden is such a nice country. The streets are clean, there are trees everywhere and the air is very clean. We have received our own housing located close to a park, only 15 minutes away from a food shop and with a bus stop down the street. I'm so happy!

- 2 This next part of the activity can be done in a whole-group discussion, small groups or in pairs. One by one, read the different messages to the participants. After reading one message, ask the participants the two questions below before moving on to the next message. If this part of the exercise is conducted in small groups or pairs, go around the room asking the different groups for their answers and whether they agree or disagree with the other groups.

- What stage of culture shock do you think the person is in?
- What advice would you give to this person during this stage of culture shock?

- 3 Wrap up the activity by returning to a whole-group discussion. Ask the participants what they thought about the activity and continue to discuss mindset and strategies for coping with cultural differences, feelings of isolation and frustration, and so on.

Modification: Depending on literacy levels, the messages can be printed and distributed to the groups. Alternatively, each message can be assigned to a different group. The groups then discuss their assigned message(s) and later present their findings to the rest of the group in a plenary discussion.

ACCOMMODATION

Housing maintenance

This activity has been designed by FINCO.

Suitable for in-person and remote PDO

This activity lets the participants explore who is responsible for what relating to the maintenance of their living space.

- 1 This activity can be done with the entire group, in small groups or in pairs. Inform the participants that you will be sharing different scenarios with them, all relating to housing maintenance.
- 2 Ask the participants to identify who they should contact for each scenario. The following options are available to choose from:
 - a. The housing company
 - b. I myself am responsible
 - c. The police
 - d. The service provider
- 3 Present the different scenarios and give the participants time to think or discuss within pairs or groups before you ask them to provide an answer.

Who should you contact in the following scenario:

- The heating stops working.
- The refrigerator stops working.
- You want to repaint the walls of the living space.
- The drain is clogged.
- There is a water leak.
- A light bulb has to be changed.
- The battery of the smoke detector needs to be changed.
- Your Internet connection is not working.
- You have a question regarding payment of rent.
- Something has been stolen from your apartment.
- You need utensils for eating.
- You throw waste in the toilet, and it gets clogged.
- You want to get a pet animal.

- 4 Ask each group/pair or volunteers to share their answers. Generate further discussion by asking the rest of the group if they agree or disagree with their peers. While discussing each scenario, you can provide more specific information related to each scenario and clarify any questions that come up relating to housing maintenance.

WORKING IN SWEDEN

Attitudes about work

This activity has been developed and implemented by various PDO projects at IOM (including AUSCO, COA, USCO, NORCO, ITALCO etc.).

Suitable for in-person and remote PDO

This activity allows the participants to reflect upon their attitudes about work and the reality that will face them in Sweden when they enter the job market.

- 1 Read the following statements to the group. After each statement, ask the participants if they agree, disagree or are unsure.

Thumbs up = Agree

Thumbs down = Disagree

Sideways thumb = I do not know/I am unsure

- You will only accept a job with the salary you want.
 - You will accept a job offer even if it is below your level of skills.
 - You will work to support yourself and your family. You do not expect that others will support you financially.
 - You are willing to study to become proficient in Swedish.
 - You are willing to volunteer to practice the language and meet new people.
- 2 After the participants have given their responses, you can ask volunteers to explain the reasoning for their response and allow for further discussion.

Modification: This exercise can be done using the four-corner model, having different corners of the room represent the three responses. After each statement is read, the participants go to the corner that best represents their response.

Annex 5: PDO reporting template

PDO reporting and self-reflection template for cross-cultural facilitators

PDO ID:

CCF name:

	What went well? Why?	What could have gone better? Why?	What should be done differently next time?
My own preparation			
My own session delivery			
Overall PDO preparations and planning			
Overall PDO session delivery			

Were any changes made to the PDO materials to make them accessible to all participants (including those with specific needs)?

Did the time frame run according to plan? Please describe why or why not?

Which aspects of the PDO's logistics worked well and which did not? Please comment on the following aspects:

- Communication with participants
- Venue and PDO equipment

Please list the topics which raised most conversation and questions among participants during the PDO:

-
-
-

Was there any topic or question which you did not feel prepared for? Please describe.

Other comments and reflections:

Translation and summary of participant feedback

Translations of participants' written feedback:

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- 2021a *Handbook for PDO Training*. Helsinki.
- 2021b *Pre-Departure-Orientation Facilitator's Manual*. Geneva.
- n.d.-a *COA Participant Workbook: A Collection of Pre-Departure Activities for Refugees Bound for Canada*. n.p.
- n.d.-b *Moving to Finland: A Manual for Finland-bound Quota Refugees*. Helsinki.
- n.d.-c O-Canada [smartphone application].

Swedish Migration Agency

- n.d. Tidslinjen [slide presentation].

FURTHER READING AND ADDITIONAL RESOURCES

Please refer to the CCF SharePoint for the latest and most comprehensive list of additional resources. The SharePoint is regularly updated by IOM Finland.

PDO RESOURCES

Cultural Orientation Resource Exchange (CORE). Activity bank.

See: <https://coresourceexchange.org/activity-bank/>.

European Asylum Support Office (EASO). Guiding note on pre-departure orientation topics.

See: <https://op.europa.eu/en/publication-detail/-/publication/08b60f31-1c16-11ec-b4fe-01aa75ed71a1/language-en/format-PDF/source-236344405>.

Resettlement and Integration Technical Assistance (RITA). Information sharing.

See: <https://www.ritaresources.org/resources/library/information-sharing/>.

MOVING TO SWEDEN AND THE INITIAL PERIOD

General information:

Informationsverige.se: www.informationsverige.se.

Swedish Migration Agency: www.migrationsverket.se.

Entering the population registry:

Skatteverket. *Du är medborgare från ett land utanför EU eller EES eller statslös.*

See: <https://www.skatteverket.se/privat/folkbokforing/flyttatillsverige/medborgareutanforeuees.4.5a85666214dbad743ff1210.html>.

Migrant health:

MILSA. Publications. See: <http://partnerskapskane.se/milsa/?c=Publikationer>.

The civic orientation course:

Länsstyrelsen. *Samhällsorientering för nyanlända.* See: <http://extra.lansstyrelsen.se/integration/Sv/samhallsorientering/Pages/samhallsorientering.aspx>.

The establishment programme:

Arbetsförmedlingen. *Etableringsprogrammet.*

See: <https://arbetsformedlingen.se/for-arbetssokande/extra-stod/stod-a-o/etableringsprogrammet>.

The introduction benefit:

Försäkringskassan. *Om du deltar i etableringsprogrammet hos Arbetsförmedlingen.*

See: <https://www.forsakringskassan.se/privatpers/arbetssokande/om-du-deltar-i-etableringsprogrammet-hos-arbetsformedlingen>.

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