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# **PRE-DEPARTURE ORIENTATION TRAINING FOR FINLAND- BOUND QUOTA REFUGEES AGED 7-12**

**Developing a guidebook for children's PDO trainers and a workbook  
for children of PDO for International Organization for Migration (IOM)**

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## ABSTRACT

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The International Organization of Immigration IOM was established in 1951 as a result of the displacement in Western Europe that followed the Second World War and was first known as the Provisional Intergovernmental Committee for the Movement of Migrants from Europe (PICMME) (IOM, 2021). After a series of name changes and developments to the specific duties of the organization, the IOM became "The Migration Agency" in the 21 century (IOM, 2021). The UNHCR helps refugees to resettle in other countries. The IOM on the other hand cooperates with the UNHCR, governmental actors, and other stakeholders to facilitate the process of resettling refugees in their new country.

The IOM organizes Pre-Departure Orientation training (PDO) and Cultural Orientation (CO) for the refugees and their children before moving to their final destination country. PDO and CO refer to the same topic: Preparing refugees for resettlement by providing them with basic information about their destination country once they have been accepted as refugees in that country. The purpose of this project-based thesis is to develop a standard guidebook for children's PDO training facilitators and to develop a workbook for children participating in the PDO training, besides a set of PowerPoints and list of video materials for purpose of delivering PDO trainings. Our target group is Finland-bound quota refugees who are seven to twelve years old.

As a part of the Project Management and Innovation study module in Spring 2021, our group has developed a pilot edition of the guidebook for children's PDO facilitators with learning materials. In Summer 2022, our group continued working on the project as a project-based thesis, resulting in a workbook for the children of PDO training and final version of the guidebook for children's PDO trainers. The materials will be used by IOM as standard materials for PDO trainings of children of Finland-bound quota refugees. Three online PDO trainings were implemented by our group members for children in Zambia in Spring 2022. In the Summer-Fall of 2022, our group delivered five in person children PDO in Lebanon and in Turkey for the same target group. Both online and in-person children's PDOs were evaluated; Feedback was collected from the children, childminders, and interpreters during the implementation of children's PDO. Direct co-operation with social workers in different municipalities regarding children's PDO trainings is recommended for the IOM, as recent cooperation with municipalities has only been through the Finnish Immigration Service. Municipalities are stakeholders who benefit from PDO trainings, as these trainings aim to familiarize quota refugees with life in Finland before moving.

Keywords: Quota refugees, PDO training, pre-departure orientation, IOM, PDO children,



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#### List of Abbreviations in alphabetical order

Abbreviation	Meaning
CO	Cultural Orientation
IDP	Internally displaced people
IOM	International Organization for Migration
Migri	Finnish Immigration Service
PDO	Pre-Departure Orientation
PMI	Project Management & Innovation
UNHCR	United Nations High Commissioner for Refugees

## 1 INTRODUCTION

Before moving to Finland, the International Organization for Migration (IOM) regularly organizes Pre-Departure Orientation (PDO) or Culture Orientation (CO) separately for quota refugees and their children. These trainings aim to supply refugees with realistic expectations about the country they will move to and raise their awareness of the laws in that country (Fratzke & Kainz, 2019, p 6). PDO sessions for Finland-bound quota refugees and their children are usually implemented in the countries to which refugees first fled. The PDO trainings are implemented by IOM and Diaconia University of Applied Sciences under Migri's leadership (IOM et al., 2021.).

This thesis is a project-based thesis. The project launched first in January 2022 as a part of the Project Management Innovation (PMI) study module. In May 2022, it was agreed with both working-life partner and our supervisor to continue working on the project as a project-based thesis. The project involved developing materials for the PDO training of Finland-bound quota refugees aged seven to twelve years old. The main motivation behind our project was the need of the working-life partner to standardize PDO materials. The outputs of this thesis were a guidebook for the trainers of children's PDO and a workbook for the children of PDO. In fall 2022, our group delivered five in-person children's PDO trainings in Turkey and in Lebanon for the children of refugees originally from Syria. All the developed materials were tested and evaluated during the children's PDO training.

The structure of this report consists of thirteen chapters. To make it easier for the reader, in chapter two we defined related concepts with an overview of refugee statistics. Chapter three highlights Pre-Departure Orientation in Finland. Chapter four focuses on the need for the project and the starting point. In chapter five we explain the purpose and objectives of the project. In chapter six, we briefly identify our target group, working-life partner, and stakeholders of the project. In chapter seven, we intensively illustrate the development process of the project. In chapter eight, we describe the process of developing the materials. Ethics with minors were discussed in chapter nine. The implementation of the children's PDOs was fully explained in chapter ten. In chapter eleven, we evaluate the project and indicate our observations.

Finally, discussion and recommendations were included in chapters twelve and thirteen, respectively.

## 2 RELATED CONCEPTS AND AN OVERVIEW OF REFUGEE STATISTICS

Pre-Departure Orientation (PDO) and Culture Orientation (CO) target refugees. Thus, in this chapter it is crucial to define the word “refugee” among other terms used to describe people who have left their home countries such as an asylum seeker, a migrant, and internally displaced people (IDP). We then define the UNHCR, relating to important refugee statistics. Finally, we define other concepts used in this thesis such as IOM, PDO and CO.

### 2.1 Who is a refugee

According to Healey (2016) “A refugee is a person who has fled his or her own country and cannot return due to fear of persecution and has been given refugee status.” This definition is according to the amended convention of the United Nations by 1967 Protocol relating to the Status of Refugees. Whereas the United Nations or a third-party country is granting the Status of Refugees to the applicants (Healey, 2016). If a person has applied for protection, and is not yet granted Status of Refugee, then the right term would be asylum seeker. The word migrant refers to a person who leaves their country voluntarily to seek a better life elsewhere. Internally displaced people (IDP) are those who live within their own country's borders but can't safely live at home or in their own regions (Healey, 2016.).

### 2.2 United Nations High Commissioner for Refugees (UNHCR)

After the second world war in 1950, the office of United Nations High Commissioner for Refugees (UNHCR) was created. UNHCR's main goal is to protect people who are internally displaced as well as their rights and wellbeing. UNHCR emphasizes that every individual has the right to seek asylum and find refuge in another country in collaboration with other partners and communities. Millions of people have been helped by UNHCR to restart their lives over the past half-century. Refugees, returnees, stateless people, internally displaced people, and asylum seekers are among them. (UNHCR, 2022.).



People flee to neighboring countries during conflicts or war. The (UNHCR) determines who is entitled to be granted refugee status and to which country. According to statistics of the Finnish Immigration Service (Migri), the number of quota refugees arriving to Finland was 750 each year during the period 2001-2019, the number has risen to 850 by 2020 and to 1050 by 2021. The nationalities of accepted quota refugees to Finland are Syria, Democratic Republic of the Congo, Eritrea, and Sudan according to the same mentioned statistic (Finnish Immigration Service, 2022).

According to the UNHCR's new Global Trends report, there has been a sharp increase in the number of people forced to flee their homes. At the end of 2014, there were 59.9 million people, up from 51.2 million a year earlier and 37.5 million a decade ago. Globally, one out of every 122 people is displaced (Healey, 2016.).

Currently, the number of people displaced is at its highest level ever according to the refugee statistics made by the UNHCR. The same statistic showed that in May 2022, 100 million individuals have been forcibly displaced worldwide due to persecution, conflict, violence, or human rights violations (UNHCR, 2022.).

### 2.3 International Organization for Migration (IOM)

The International Organization for Migration (IOM) was established in 1951. IOM define themselves on their official website as being “the leading intergovernmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners”. In order to promote international cooperation on migration issues, IOM works to ensure that migration issues are efficiently and humanely handled. IOM provides humanitarian assistance to migrants, including refugees and internally displaced people, in need of assistance, and assists in finding practical solutions to migration problems (International Organization for Migration, 2022.). Besides organizing PDO and CO trainings for the refugees, IOM also facilitates the refugees’ flights to their final destination country. In order to enable refugees’ resettlement, IOM collaborates with governments, UNHCR, NGOs, airlines and airport authorities. Over 1.19 million refugees and vulnerable persons have been resettled by IOM from 166 locations worldwide in the last decade alone (IOM, 2020.).

## 2.4 Pre-Departure Orientation (PDO) and Cultural Orientation (CO) as initial integration

Essentially, Pre-Departure Orientation (PDO) and Cultural Orientation (CO) refer to the same topic, which is preparing refugees for resettlement once they have been accepted as refugees in their new country. Most resettlement countries provide orientation as part of their resettlement programs. UNHCR resettled refugees in twenty-one European countries in 2017, thirteen of which provided PDO. These countries include Austria, Belgium, Finland, Germany, Italy, the Netherlands, Norway, Portugal, Romania, Spain, Sweden, Switzerland, and the United Kingdom. The United States, Canada, and Australia are all longstanding resettlement countries that provide PDO to refugees. New resettlement countries in Asia and Latin America, such as South Korea and Chile, do the same (Fratzke & Kainz, 2019, p. 6.).

Refugees have different expectations about the country in which they will resettle, or they might not have any. In addition to the cultural and linguistic challenges, daily life routines in the new country can be stressful from the newcomer's perspective, especially in high-income countries (Fratzke & Kainz, 2019, p. 1).

The purpose of the Pre-Departure Orientation training is to supply the refugees with the required knowledge needed to cope in the resettlement country and prepare them to confidently navigate their resettlement process (Fratzke & Kainz, 2019, p. 4). More than 500,000 refugees have attended courses conducted by IOM in more than seventy refugee processing centers worldwide over the past twenty-five years. (IOM, 2016). Fratzke & Kainz stated that "Predeparture orientation programmes ... are intended to build refugees' confidence and feelings of control, as well as their ability to cope with unfamiliar situations and to navigate everyday life in the resettlement country." (Fratzke & Kainz, 2019, p 1).

The Cultural Orientation Resource Exchange CORE is the assistant program that is responsible for delivering Pre-Departure Cultural Orientation CO to refugees before moving to the United States (CORE, 2022). IOM has been delivering Cultural Orientation courses for U.S.-bound refugees from the Middle East since 2007.

### 3 PRE-DEPARTURE ORIENTATION IN FINLAND

In this chapter, we will point out the Aliens Act in Finland and explain the process of accepting Finland-bound quota refugees from the very first stage of applying to international protection as displaced persons, going through the registration at the UNHCR, interviewed by the UNHCR in the country where refugees first fled, and accepted as Finland-bound quota refugees, reaching the PDO training sessions.

In Finland, section 90 of the Aliens Act concerning the refugee quota stipulates that “(1) Under the refugee quota, Finland may admit for resettlement persons considered refugees by UNHCR or other aliens in need of international protection. (2) The refugee quota means admitting into the country, in accordance with the grounds confirmed in the budget for each year, aliens who need international protection and are to be resettled.” (Ministry of the Interior, Finland, 2004). In order to be eligible for quota refugee status in Finland, displaced persons apply first for international protection and register their cases at the UNHCR. Refugee quota cases are submitted by UNHCR to the countries that resettle them, such as Finland (IOM et al., 2021.). In the country where refugees first seek asylum (country of first asylum), Finnish authorities (The Finnish Security Intelligence Service (SUPO), The Finnish Immigration Service (Migri), and integration experts) interview most refugees suggested for resettlement in Finland. During the selection interviews, interviewees receive brief information about Finland. For selected quota refugees, Finnish residence permits are then issued by The Finnish Immigration Service (Migri) once a decision has been made on refugee status and admission in the annual quota. (IOM et al., 2021).

Pre-Departure Orientation has been provided to quota refugees accepted by Finnish authorities for more than 40 years. The Finnish Immigration Service revamped the PDO program in 2013: Migri strives to ensure Finland-bound quota refugees receive Pre-Departure Orientation before they are resettled in Finland (IOM et al., 2021). Resettlement of the most vulnerable people is a top priority for Finland's quota policy, and Finland's Parliament decides how many refugees will be accepted each year (IOM et al., 2021).

For Finland-bound quota refugees, a three- to four-day PDO training, six hours per day with interpretation or in native language is usually organized. To conduct the training, IOM brings adult refugees and their children to a training location. The Finnish PDO training contains information about Finnish society, Finnish culture, employment, daily life, social welfare services, education system and travelling information. Finnish language lessons are also included in the training (IOM et al., 2021.).

The children's PDO training is organized simultaneously with the adults' PDO training for the refugees who are coming to Finland. Due to Covid-19, the in-person training sessions were switched to an online format for both adults and children. Jänis reported that usually the in-person children's PDO training lasts for six hours per day, however, online children's PDO training has been reduced by IOM to only two hours per day, as it would be challenging for the children to sit in front of a screen for six hours (Jänis, personal communication, 2022). Assisting Finland-quota refugees with travel arrangements is part of IOM's mission. In collaboration with ELY Centers (the Centre for Economic Development, Transport, and the Environment), Migri allocates quotas in different municipalities, thus quota refugees cannot choose their locality in Finland (IOM et al., 2021). Refugees arriving at a municipality are provided with rental apartments, and no quota refugees will be directed to a reception center. Together with the municipalities, the Finnish Red Cross (FRC) agrees on arrival arrangements (IOM et al., 2021.).

#### 4 NEED OF THE PROJECT AND STARTING POINT

IOM in Finland regularly organizes PDO sessions for Finland-bound quota refugees and their children before moving to Finland. IOM has cooperated with Diak University of Applied Sciences to deliver the PDO sessions. Our supervisor Katja Päällysaho, the Senior lecturer, M.Soc.Sc. in Diaconia university of applied sciences, has been involved in the recruitment of Social Services Degree students as PDO trainers. Trainers deliver PDO training based on materials individually developed by them. IOM oversees the trainer's materials and assists the trainer with previously developed PowerPoint slides and video links created by other trainers as additional training materials.

The main motivation behind our project was the need for standardized PDO materials. Previously, IOM depended on the materials individually produced by students, and this was very sporadic. The different materials resulted in a difference in quality, thus the output of children's PDO training sessions were unmeasurable, and their evaluation was inaccurate. We tried to compile the different ideas into a larger file to create the children's trainer guidebook and children's workbook step by step into standardized material. Thus, there was a great need for such a project.

The need for such a project was first proposed by the working life partner IOM, represented by Julia Jänis, the Project coordinator in IOM. Jänis brought up the need for standard learning materials for children's PDO trainings and a guidebook for children's PDO trainers due to the lack of standardized materials. The project was first initiated in January 2022 during the Project Management and Innovation (PMI) study module in cooperation with the IOM as a working-life partner. In April 2022, our group members delivered a full package of children's PDO materials, a pilot edition of a guidebook for the trainers, and sets of PowerPoint slides for a three-day PDO training. In addition, our group has provided reports on a pilot children's PDO in three different online PDO trainings in Zambia on March 2022, where our group tested all the materials and collected feedback from both the children and the local PDO facilitators. Each children's PDO training lasted for two hours per day over the span of three days. The first hour was used to explain various subjects about Finland, while the second hour was dedicated to acquiring skills in the Finnish language. The order of the

subjects in the slides is compatible with the trainer's guidebook. Thus, the trainer may follow the slides while reading the guidebook.

This project-based thesis is a continuation of the project, of which the main outputs are the final version of the trainer's guidebook and a workbook for the children participating in the PDO trainings. IOM remained as a working life partner for this thesis. In Fall 2022, our group members delivered two in person children's PDO trainings in Turkey and Lebanon for children of Finland-bound quota refugees from Syria. Our group has tested the children's workbook and collected feedback.

Jänis reported that IOM had already developed a standard guidebook for the trainers of adult PDO trainings with other materials (Jänis, personal communication, 2022). IOM has previously developed a facilitator's handbook for Swedish PDO trainings, which includes children's PDO as an annex (IOM 2021).

## 5 PURPOSE AND OBJECTIVES OF THIS THESIS

Our purpose was to support bound-Finland quota refugees aged 7-12 to have realistic information about their destination country before coming to Finland. The purpose is broad and long-term. Objectives on the other hand, are specific measurable actions taken to reach the purpose. Our group used SMART objectives to make sure that the objectives were Specific, Measurable, Achievable, Relevant, and Time-oriented as follows:

**Specific:** We reviewed and finalized the pilot edition of the children's PDO trainer's guidebook that was previously developed during the Project Management and Innovation study module (PMI). Additionally, we developed a workbook for the children of PDO training. These were the concrete products of the project.

**Measurable:** Our group member delivered two children's PDO trainings in Turkey and Lebanon in Summer-Fall 2022 for the children of Syrian refugees. The children's workbook was tested, and feedback was collected.

**Achievable:** Our group had two main human resources from IOM. We frequently contact them by email as well as organizing online meetings. IOM's Stakeholder is represented by Marjo Mäkelä, Senior Adviser in Finnish Immigration Service.

**Realistic:** The project is relevant. The lack of standard materials for children's PDO training was the main need for the project.

**Time:** One of our members traveled to Lebanon and delivered three in-person children's PDO trainings for the period 15-25.08.2022. Other group member traveled to Turkey and delivered two in-person children's PDO trainings for the period 25.09.2022 - 01.10.2022.

## 6 TARGET GROUPS, STAKEHOLDERS AND WORKING-LIFE PARTNER

Our target group was Finland-bound quota refugees who were seven to twelve years old. The Finnish Immigration Service (Migri) is IOM's key stakeholder. The contact person from the stakeholder is Marjo Mäkelä, who is a Senior Advisor from the Finnish Immigration Service. Our group had already held a meeting with Mäkelä in which topic headlines of the trainer's guidebook were agreed upon, and ethical considerations were discussed. Our cooperation with Mäkelä continued indirectly through Jänis who provided us with Mäkelä's notes and recommendations concerning the implementation of the PDO training and participants' circumstances. Jänis reported that municipalities are also stakeholders, however, IOM cooperates directly with Finnish Immigration Service which in turn cooperates directly with municipalities. Thus, IOM has no direct cooperation with municipalities (Jänis, personal communication, 2022).

IOM was the working life partner in this thesis. Our contact persons at IOM were, the Project coordinator in IOM Julia Jänis, Migrant Training Specialist Dima Salih and Migrant Training Assistant Tessa Muhonen. We conducted our cooperation with IOM in online meetings via the Teams platform.

In addition to promoting international cooperation and assisting in the search for practical solutions to migration problems, IOM also provides humanitarian assistance to migrants, refugees, and internally displaced people. As part of its constitution, IOM recognizes the connection between migration and economic, social, and cultural development, as well as the right to freedom of movement. (IOM, 2022.). IOM has assisted refugee resettlement from various parts of the world for more than 65 years. When developing targeted PDO curricula, IOM collaborates closely with governments in resettlement countries to identify key messages and values that are critical to refugees' successful integration into their new society (IOM 2021). The Government of Canada announced in late autumn 2015 that it would welcome 25,000 Syrian refugees by the spring of 2016. As soon as the announcement was made, the Government of Canada approached the International Organization for Migration (IOM) and asked it to provide pre-departure resettlement services. (IOM 2018.). A fundamental purpose of the IOM has been moving refugees and other migrants at risk safely, orderly, and efficiently for more than sixty-five years (IOM, 2016). Global agreements with major



airlines offer IOM passengers preferential fares and priority service, and the IOM's worldwide network of skilled movement operations staff help ensure that passengers travel in safety, securely, and with minimal disruption. Proprietary movement management applications, as well as operational protocols, facilitate smooth arrivals of refugees. (IOM, 2016.).

## 7 THE DEVELOPMENT PROCESS

In this chapter, we will discuss the development process that involves planning, going through communication, identifying and evaluating the risk, underlining the resources, , and budgeting, reaching the outputs of the project, feedback, and reporting.

### 7.1 Work plan

Table 1 shows the work plan from the very first phase of project planning in January 2021, followed by the continuation of the project as a project-based thesis, and finally the completion of the project in November 2022.

**TABLE 1**

#### *Workplan*

Phase	Date	Task	By whom
Planning	Dec 2021-Jan 2022	First meetings with IOM	Roaa & Mohammed
Planning and initial work	Jan - Feb 2022	Signing up cooperation agreement and initiating working on trainer's workbook	Roaa & Mohammed
		Meetings with IOM to initiate working on materials	
Implementation	01-03 Mar 2022	Delivering of 1st online children's PDO trainings	Mohammed
	04-06 Mar 2022	Delivering of 2nd online children's PDO trainings	Roaa
	08-10 Mar 2022	Delivering of 3rd online children's PDO trainings	Roaa
Outputs	Apr 2022	Pilot edition of trainer's guidebook and list of bank materials and PowerPoint slides delivered to IOM	Roaa & Mohammed

Evaluation	Apr 2022	Submitting PMI study module report	Roaa & Mohammed
Project continuation	May-Jun 2022	Project continues as project-based thesis	Roaa & Mohammed
Developing materials	June-July 2022	Editing on trainer's guidebook and writing children's workbook	Roaa & Mohammed
Outputs	Aug 2022	Delivering final version of trainer's guidebook and children's workbook	Roaa & Mohammed
Implementation	Aug 2022	Delivering three in person PDO in Lebanon for Syrian refugee children	Mohammed
	Sep-Oct 2022	Delivering three in person PDO in Turkey for Syrian refugee children	Roaa
Evaluation	Oct-Nov 2022	Completion project-based thesis	Roaa & Mohammed

The planning phase refers to the meetings with both the working-life partner and stakeholders to agree on the possible editing of the trainer's guidebook. The implementation phase refers to the actual work on both the trainer's guidebook and the children's workbook. In July 2022, Jänis informed that there will be five PDO trainings for the Finland-bound refugee children from Syria in August and in September: Three PDO trainings in Lebanon and two in Turkey, respectively. Our group members committed to be involved in the upcoming children's PDO trainings and to deliver the five in-person children's PDO trainings, our group has had the chance to test the children's workbook and collect feedback.

Our group planned to collect feedback on the last day of each children's PDO training. Feedback was planned to be collected from both the children and childminders. Each has their own list of questions. Our group planned to deliver the final versions of the trainer's guidebook and children's workbook in September-October 2022.

## 7.2 Communication

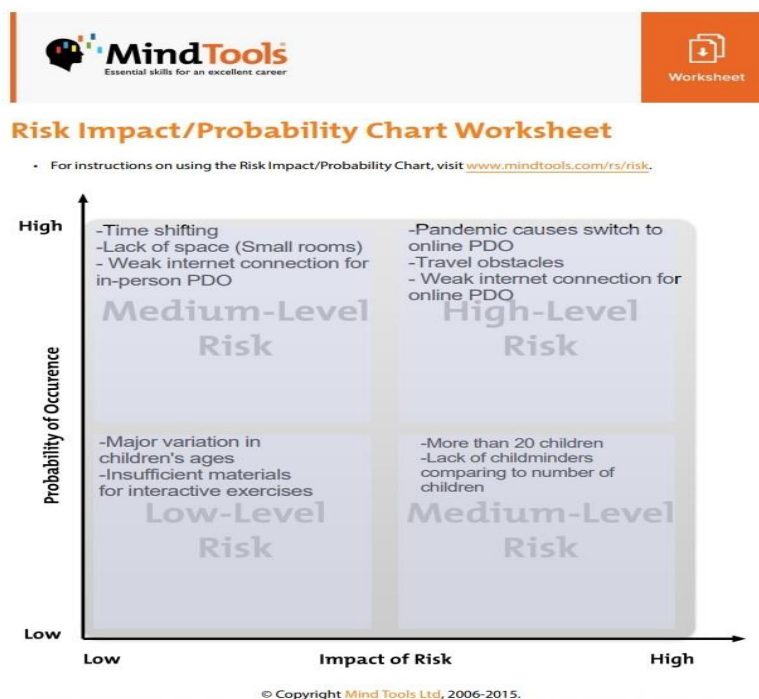
Our group agreed to use one drive as a common domain to share all Project Management and thesis-related materials. Meetings with working life partners and stakeholders were held online via the Team platform, while group meetings were held in-person. After being reviewed by IOM's key stakeholders, the Finnish Immigration service, the trainer's guidebook and the children's workbook were delivered to our working-life partner.

## 7.3 Risk identifying

Dobson (2015) pointed out project does not fall entirely under our control, and we will not know the full outputs until much later. To an extent, that has had an impact on our project. That's a risk. As with any other project, risks have a crucial impact on planned outputs. Our group adopted a probability and impact matrix as a tool to classify risks (Dobson 2015, p. 105). Risks have two primary dimensions, as shown in Chart 1. Probability identifies the risk that may happen; however, it is not guaranteed to happen, otherwise it would be a certainty, not a risk. Impact, on the other hand, outlines the negative impact of the risks (Mind Tools Team, n.d.).

### Chart 1

#### *Probability and Impact Matrix*



As mentioned, our group members delivered online children's PDO trainings as a part of PMI study module. Thus, as trainers, we already had a clear image of what children's PDO in-person would be, in addition to the evaluation and the observation from the PMI study module. By using the Riak Impact/Probability chart, we get four corners of the chart with one-of-a-kind characters: Low impact/low probability, low impact/high probability, high impact/low probability, and high impact/high probability. Risks in the upper right corner are to be labeled with highest priority as to which must pay particular attention (Mind Tools Team, n.d.).

Covid 19 was a constant risk for the project. We had to be prepared to switch from in-person to online children's PDO training at any given time. Additionally, Covid 19 meant we were faced with the risk of travel obstacles impacting our group members travel. Thus, these were located as high risks to our project. In addition, a weak internet connection would present a high risk if a switch were made from in-person to online implementation. High risks do not fall under our control; thus, no contingency plan was made.

The group determined that time shifting in the sessions, lack of space, weak internet connection, having more than 20 children, and lack of childminders were medium-level risks, as they could be limited. As a contingency plan to limit the medium-level risks, for example, compensating next day in case of time shifting, using group-based exercises in case of weak internet connection, giving enough time for the children to ask question in case of more 20 children, and asking for more childminders in case there were a shortage. Our group listed major variation in children's age and insufficient materials for interactive exercises as low-level risks.

Our group agreed on dividing children into groups in case of variation in children's age and depending on physical and online exercises to compensate for the insufficiency in materials for interactive exercises.

Probability and impact are rated using two-dimensional techniques. Probability refers to the likelihood that a risk will occur. Impact is either a consequence or an effect of the risk, and is usually associated with the impact on schedule, cost, scope, or quality (Mind Tools Team, n.d.). Before the implementation of children's PDO trainings, specifically during the stage of risk recognizing, we estimated a scale of 1-3 to assess

probability. The score of 1 indicates low-level risk, 2 indicates to medium-level risk and 3 indicates high-level risks. After the children's PDO sessions, we identified the impact of risk as a scale of 1-10, assigning a 1 for an insignificant risk and a 10 for a huge risk. Risk value is then probability multiplied by impact as follows:

Risk value = Probability \* Impact, see Table 3.

Table 3

Calculating Risk value

Risk	Probability risk level	Propability in scale of 1-3	Impact of the risk	Risk value Propabilit * Impact
Variation in children's age	Low-level risk	1	3	3
Lack of materials for exercises		1	2	2
Time-shifting		2	0	0
Lack of space		2	0	0
Weak internet connection for in-person PDO	Medium-level risk	2	3	6
More than 20 children		2	6	12
Lack of childminders		2	7	14
Changing in-person to online PDO training	High-level risk	3	0	0
Travel obstacles		3	0	0
Weak internet connection for online PDO		3	N/A	N/A

By observing the risk value, no considerable actions were taken concerning both low-level and high-level risks. The risk value for variation in children's age was 3, the trainer successfully overtook this risk as the children's workbook compromises different exercises fit ages 7 to 12. During the training, the trainer noticed a lack in colored pencils and pencils, however, materials were immediately available when the trainer asked for them.

Regarding medium-level risks, there was no noticeable time-shifting in the sessions, and the rooms in which the sessions were held were spacious. Although the PDO training was in-person PDO, good internet connection was needed for the purpose of video and online materials. It was a challenge to play some videos due to weak internet connection, thus the trainer either postponed the video materials to the next day or substituted them by exercises from the children's workbook. Chart 2 shows high level in risk values of twelve and fourteen concerning the medium-level risks of more than twenty children and lack of childminders respectively. Both risks were related to each other; more than twenty children required more childminders. At the first PDO training session in which twenty-nine children participated (see Table 2), there was only one childminder. Thus, the trainer asked for another childminder, as it was challenging to implement the rest of the sessions with one childminder.

Our group has been informed beforehand by Jänis that the approximate number of children participating in PDO training is twenty, however, there could be more than twenty children in some PDO trainings (Jänis, personal communication, 2022). Based on that, group-based exercises and activities were added to the trainer's guidebook as an additional option to use when the number of children exceeds twenty children. The trainer also focused more on video materials such as traditional Finnish children's songs, and numbers and weekday songs as action to take the attention of the children.

To ensure that all questions were covered at the end of each session, the trainer extended the time for questions from the children as an additional action to reduce the risk of exceeded number of children. For the second and third PDO trainings there was only one childminder. Although the number of children participating in the second and third PDO training was less compared to the first PDO training, the trainer evaluated the need of more than one childminder as highly needed.

It was challenging for the trainer to focus on both the training programme and playing the role of childminder at the same time. Regarding the high-level risks, none of the risks took place; The in-person PDO training was not conducted online, and no travel obstacles occurred for the trainer. The last high-level risk regarding the weak internet connection for online PDO training was not applicable, as the PDO training implemented in-person. Table 4 shows briefly the actions taken to reduce the risk values.

Chart 2

The Probability/Impact Risk Analysis.

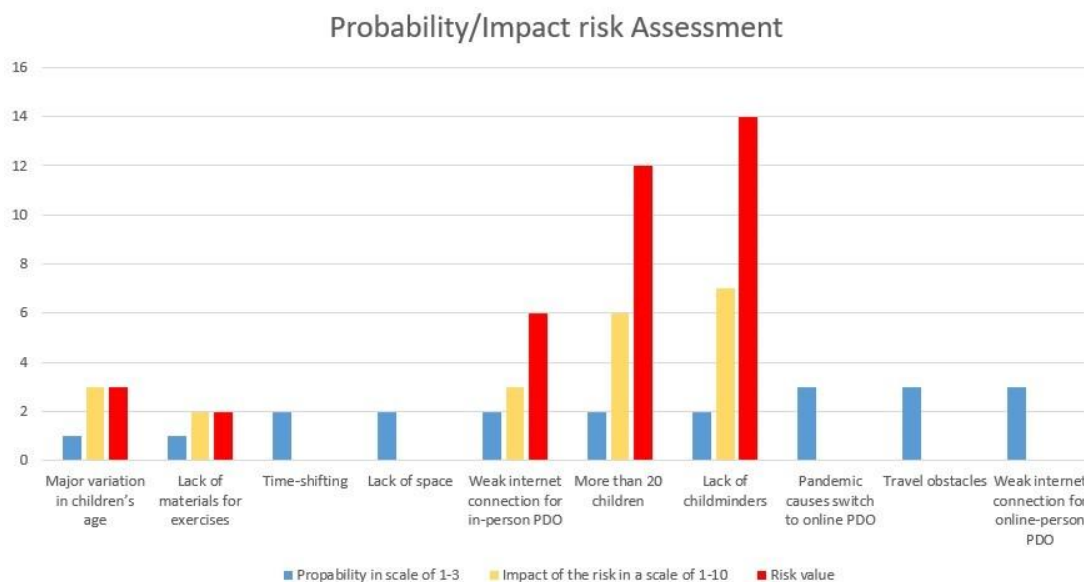


Table 4

Actions Taken to Reduce Risk Values

Risk	Risk level	Risk value	Action
Variation in children's age	Low	3	Dividing children into groups
Lack of materials for exercises		2	More physical and online exercises
Time-shifting		0	No actions
Lack of space		0	
Weak internet connection for in-person PDO	Medium	6	Using more group-based exercises
More than 20 children		12	Group-based exercises, more time for children to ask, asking for more childminders
Lack of childminders		14	Asking for more childminders, using more group-based exercises
Travel obstacles	High	0	No actions
Changing in-person to online PDO training		0	



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Weak internet connection for online PDO	N/A	N/A
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## 7.4 Resources

The Project coordinator in IOM Julia Jänis, was the main human resource in our project. Jänis supported us with reading materials regarding IOM, PDO, CO and quota refugees. Jänis was flexible and available whenever we contacted her to arrange a meeting.

During the implementation of the five children's PDO trainings, the Migrant Training Specialist Dima Salih had the role of supportive human on ground, as she joined both journeys to Lebanon and to Turkey. Regarding technical resources, the Migrant Training Assistant, Muhonen, has been tasked with graphic design of the final version of the guidebook, as the IOM has access to paid graphic design applications.

The in-person children's PDO training included all the materials needed for interactive exercises, for example, pens, color pens, papers, scissors, etc., were provided by the IOM. Our group, as Social Service student in Diaconia university of applied sciences, have the access to academic research using databases such as EBSCO academic search, ProQuest social sciences collection, and Sage journal to find materials regarding the project.

Finally, we utilized our own personal background and experience as previously being refugees moving to Finland. We moved with three children to Finland and therefore we had important and valuable experience of the process a child refugee goes through when moving to Finland. We as a group asked ourselves, what we would have wanted our children to know about Finland before they had arrived

## 7.5 Budgeting

As mentioned, this product-based thesis is a continuation of the project that our group initiated in January 2022. Thus, budgeting is the same as the previous projects budget. IOM pays for all the trainers' travel, accommodation costs, and the materials needed

during the children's PDO trainings. IOM hires local childminders, interpreters, and facilitators for the PDO trainings. The last version of the trainer's guidebook and the children's workbook are at zero cost as these products are the main product of our thesis.

## 7.6 Thesis concrete outputs

The main outputs of this project-based thesis are the workbook for the children and the final version of the guidebook for the children's PDO trainers. The workbook for the children was developed depending on the evaluation of the three implemented children's PDO trainings in March 2022, and the collected feedback from the children and childminders. In Summer- Autumn 2022, our group members delivered two in-person children's PDO trainings in Lebanon and Turkey for children of Syrian refugees. The children's workbook was tested and both childminders and children provided their feedback on children's PDO training. Based on the feedback provided by IOM's primary stakeholder, the guidebook of the children's PDO trainer was revised and updated.

The final product of this project-based thesis which IOM received was the standardized materials for children's PDO training. For the upcoming children's PDO sessions, the trainer will be introduced to the purposes of children's PDO training through the guidebook. The trainer will get a set of PowerPoint slides, which are an indispensable tool during the children's PDO training sessions. Every participating child will be provided with a workbook and the trainer will guide the children in the use of the workbook in exercises regarding Finnish language. Note that a link for each delivered material has been added as a separate Appendix (see Appendices 5,6,7,8,9 and 10).

## 7.7 Feedback and reporting

Our group used Google forms to collect anonymous feedback from the childminders and the possible other IOM facilitators attending the sessions, such as interpreters. For ethnical reasons, all feedback forms clearly stated the purpose of the feedback and outlined all the privacy concerns. As part of the data collection process, children

provided oral feedback, which was later converted into charts to facilitate data analysis. At the end of each PDO training, the trainer is required to report IOM about the PDO sessions; what went well, what were children's questions and comments, trainer's observations, and possible challenges and how did the trainer manage to solve them (See 12.2 Feedback).

## 8 DEVELOPING THE MATERIALS

In this chapter, we describe the process of developing the materials. We started working on the children's PDO trainer's guidebook, PowerPoint slides, interactive exercises, and list of video materials in spring 2021, while the children's workbook in June 2022.

### 8.1 Trainer's guidebook

From the very first phase of the project, our group was highly motivated to write the trainer's guidebook. This thesis project's group members both moved from the Middle East to Finland. One moved as an asylum seeker in 2015 and the other as a refugee in 2017 based on family ties. Therefore, as a group, we had valuable direct experience caring for children going through this country transition process. When writing the trainer's guidebook, we used our own experiences, asking ourselves what we would want our children to know about Finland when we first arrived before or when we first arrived. Initially, we suggested to Jänis the topics and subtopics to be included in the guidebook. Then we met Mäkelä who approved the initial draft on behalf of the stakeholder, the Finnish Immigration Service, with a few minor edits. Throughout the writing of the guidebook, our group held regular meetings with Jänis and Salih. By the end of April 2022, a pilot edition of the trainer's guidebook was delivered to IOM for revision.

Feedback questions for children are included in the last page of the guidebook. Instructions for collecting feedback from children are clearly listed in the trainer's guidebook. (see Appendix 1). Questions were divided into both closed and open-ended questions. For the first three questions which are closed ones, the trainer asks each child to answer by showing the emoji that represents his/her answer. For the open-ended questions, the trainer can write children's answers on a flipchart. Icebreaker games and interactive exercises were added to the guidebook as appendixes.

## 8.2 PowerPoint slides

A full package of PowerPoint slides was made by our group for the purpose of delivering the children's PDO. To make it easier for the trainer, slides are ordered according to the guidebook's topics. Since we have been raising our three children in Finland for six years now, we also included their perspectives in the PowerPoint slides to highlighting the important points. Another package of PowerPoint slides was delivered for learning basic Finnish language. A list of video bank materials, and useful websites have been included into a separate word document.

## 8.3 Children's workbook

The children's workbook is designed to give the children the opportunity to practice Finnish. Additional exercises such as drawing, mazes, and math are included to keep children's minds sharp. The children's workbook has been translated into Arabic by our group with Jänis' permission. It is highly recommended to cover the entire children's workbook during PDO sessions. The Finnish language vocabularies and exercises have been added based on feedback from the previously conducted online children's PDO training sessions in spring 2022.

## 9 PROJECT ETHICS

The concept of project ethics is described as a process of moral deliberation and self-actualization entailed in professional project management. If project ethics are to be narrowly defined, it implies a behavioral competence of project leaders to recognize when their professional identity could be compromised. A more extensive definition of project ethics would guarantee that project morals is not just a single competence of many, yet rather the center of what characterizes the project leader as an expert and, subsequently, something that lies at the core of the project management. (Jonasson & Ingason, 2013, p.15.).

The Ethical Research Involving Children (ERIC) project believes that ethical consideration with minors goes beyond compliance with a set of rules that can ensure good research in any given context. Rather, it is an understanding of how researchers' knowledge, beliefs, assumptions, values, attitudes, and experiences intersect with ethical decision-making. (ERIC, n.d.). Tindall et al. (2021) pointed out "what considered as child's 'good' may be determined by their socioeconomic background, gender, race, ethnicity, or disability status". In other words, the best for a child is not necessarily the best for another; refugee children may have a very different perspective on what is in their best interests than local children living in the same community. (Tindall et al., 2021.). The ethical consideration concerning our target group has been already discussed in a meeting with Mäkelä, Senior Adviser in Finnish Immigration Service who emphasized that, among other things, the word "parent" should be substituted by the word "guardian". Due to wars/conflicts, we do not assume that all children are moving to Finland with their biological parents. Many children have been working to afford their families, so the assumption of "children going to school" is not taken for granted. (Mäkelä, personal communication, 2022.). Our cooperation with Mäkelä will continue during the thesis process.

Jänis stated that IOM usually cooperates with the local assistants from the country in which the PDO training is held. Local assistants are facilitators, interpreters, and childminders (Jänis, personal communication, 2022.). The practice of recruiting local assistants and collaborating with partner organizations to conduct interviews, translate, and identify subjects has become such a common and accepted practice that it seldom

warrants discussion (Jacobsen & Landau 2003, p. 102). Our group members, with their refugee backgrounds, and the experience of implementing children's PDO trainings during the last two years are aware of considering the ethical issues with refugees in general. In terms of language and culture, most war-affected populations require a multi-skilled research team (Akesson et al., 2018).

## 10 IMPLEMENTATION OF CHILDREN PRE-DEPARTURE ORIENTATION TRAINING

As previously agreed with IOM, our group members travelled to Lebanon and to Turkey in fall 2022 to deliver five in-person children PDO trainings. Our group members delivered three children PDO trainings in Lebanon, and two in Turkey. As previously mentioned, and as planned, each in-person children PDO training lasted for three days, six hours per day. All PDO training were delivered in Arabic language, as the children are originally from Syria and Arabic is our group members' mother tongue. Table 2 shows the schedule of the in-person children's PDO trainings delivered by our group members:

Table 2

The Schedule of the In-person Children PDO Trainings

Phase	Date	Place	Attendance	Feedback collected from	Delivered by
1st PDO	15.8	Lebanon	29		Mohammed
	16.8		27		
	17.8		23	Children and childminders	
2nd PDO	18.8	Lebanon	26		
	19.8		26		
	20.8		26	Children and childminders	
3rd PDO	22.8	Lebanon	19		
	23.8		19		
	24.8		19	Children and childminders	
4th PDO	26.9	Turkey	7		Roaa
	27.9		7		
	28.9		7	Children and childminders	
5th PDO	29.9	Turkey	8		
	30.9		8		
	1.10		8	Children and childminders	

PDO trainings ended with children gathering in one hall to distribute certificates (See Appendix 2). The trainer distributed the certificate to each child by calling their names in front of everybody and thanking them for participating. The children left with satisfaction and happiness. On the last day of each child PDO training, oral feedback was collected from the children. As previously mentioned, in addition to IOM facilitators,



IOM recruits local childminders and interpreters if needed, from the same country in which PDO training is delivered. It was agreed at the very beginning of the project with IOM to collect feedback on the last day of each PDO training from the children and other adults attending the training such as IOM facilitators, childminders, and interpreters (see section 12.2).

In general, the first session of the 1<sup>st</sup> PDO training was challenging to the trainer: Childminders were busy at the beginning with the group 0-6 years old, thus the trainer was alone with the children. One hour into the session, the trainer sensed difficulty controlling the group alone and managed to call a childminder. The session proceeded smoothly after that.

Following Jänis' instructions, after each PDO training, the trainer is required to submit a short report after each PDO session. The report provides valuable feedback that can be used to improve PDO trainings in the future. In the report, the trainer emphasized what worked well with the group, what were the main challenges and how sessions processed. Children's questions were included in the report as well as an evaluation of the childminders' cooperation with the trainer as facilitators.

## 11 EVALUATION OF THE PROJECT

In this chapter we will be focusing on evaluating the project. First we evaluate the developed materials, then the performance of the trainer, the exercises and topics covered during the training. In order to conduct the evaluation, we prepared two feedback forms in advance using Google forms: the purpose of the first feedback form was to collect verbal feedback from the children, while the purpose of the second feedback form was to collect written feedback from the childminders participated in the training.

### 11.1 Evaluation of developed materials

Our group members, as trainers of children's PDO, found it easy to follow the trainer's guidebook. It was beneficial for us as children's PDO trainers to have the topics in the guidebook follow the same order as the PowerPoint slides. Thus, training sessions went smoothly. The children liked the colorful slides and the picture included in the slides. Video materials were easily accessed since we wrote a short description alongside each link, e.g., comments, suggestions regarding the video presentation stage, and the length of each video. The children's workbook, on the other hand, was such a beneficial tool for the children, as it has a wide range of interesting exercises that are suitable for children ages 7-12. Each child having their own copy of the workbook, made them feel belonging to the school. The workbook with its exercises provided an opportunity for children who couldn't attend school to experience a school day. The Diaconia university of applied sciences recruited a colleague of ours who studies the Social Services, to deliver two in-person children's PDO trainings for children in Zambia. After the training, we contacted her, asking for her feedback regarding the trainer's guidebook, the children's workbook and other developed materials. Our colleague showed full satisfaction with all the materials, mentioning that the trainer's guidebook supported her to understand the PDO training. Our colleague reported that the guidelines for the trainers were super beneficial and crucial. In addition, she commented positively on the PowerPoint slides, the interactive exercises, and the list of bank video materials, saying interactive exercises were appropriate and the PowerPoint slides were well-designed.

## 11.2 Evaluation of SMART objectives and observations

During the period between May-July 2022, our group members developed the children's workbook and got the final version of the trainer's guidebook. Both products were submitted to IOM by the end of July 2022. Our group successfully delivered in total five in-person children's PDO trainings in Lebanon and in Turkey during Summer-Fall 2022. All the developed materials by our group were successfully applied during the five trainings.

Children enjoyed answering the questions Children showed exceptional interest in the subjects related to Finland and their travel. In general, children were active and most of them have remarkable will to learn and study Finnish language. Children showed special interest regarding the subject of the rights of the children in Finland. One child immediately reacted by reporting that he/she used to work with their father to afford the family. Based on our ethical consideration, the trainer concentrated on school attending so as not to be taken for granted. During the sessions, children were drawn to certain topics such as the absence of physical punishments in school, safety, clean environment, sports and activities, learning new things, making friends, non-discriminatory society, no work obligations for children, and freedom to express their opinions. During the first and the second PDO trainings 4-6 children had to join their younger siblings aged 0-6, as the younger siblings would cry if they were separated from their older ones.

Among the participating children PDO training in Turkey was a Kurdish-speaking child. The child does not speak Arabic, thus the trainer collaborated with the childminder to translate from Arabic to Turkish for her as children's PDO training was delivered in Arabic. It was observed that some children were already searching for information about Finland on the internet. A child answered "Finland is the heaven on earth for women" when the trainer asked what you know about Finland. As the trainer discussed forests in Finland, approximately ten children expressed concern that someone might kidnap them while walking through forests. As part of an exercise, children drew what they would like to do in Finland. Among the drawings, the word "home" was common.

In Turkey, our group member innovated “number game” as a tool for the children to learn numbers in Finnish; Two rows of numbers 0-10 were put on the floor, and the children were divided into two groups. The trainer pronounces a number in Finnish and the winner is the fastest one who brings the right number. Another activity to keep the children active and awake was “online memory game”. Both activities were sent to Jänis, to be added to the materials developed by us.

### 11.3 Feedback

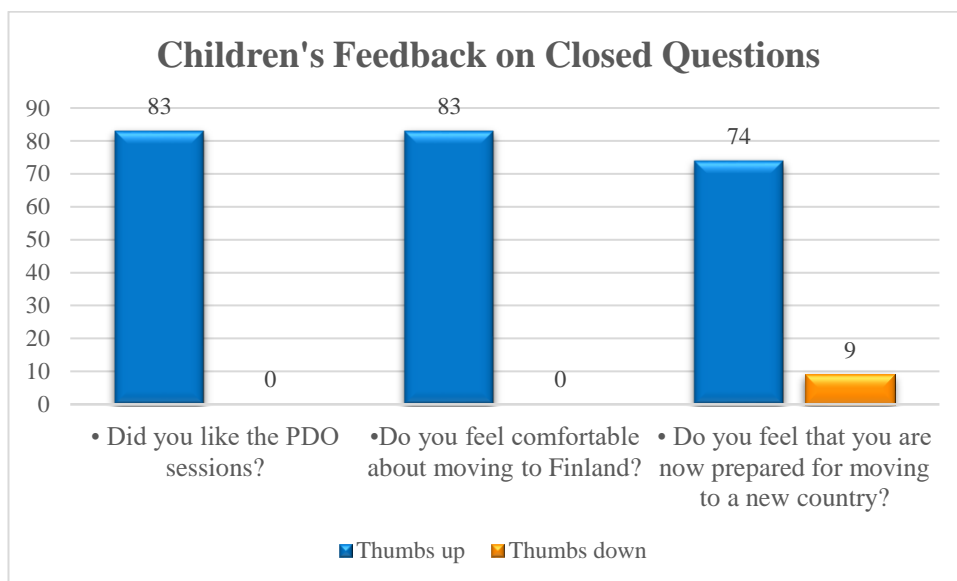
At the end of each children's PDO training, a feedback was collected from the children. The feedback was orally collected from children, and the collected data has been converted into charts. No personal data was collected from children. The feedback of the children shows how the children’s interest for the PDO trainings. Due to the large number of participated children, it was challenging to print three emojis for each child, thus children were asked to show thumbs-up or thumb-down. Closed question were modified as following:

- Did you like the PDO sessions?
- Do you feel happy about moving to Finland?
- Do you feel that you are now prepared for moving to a new country?’

For the first three questions, the trainer asked the children to thumbs-up if their answer is “Yes”, and thumbs-down if “No”. The Number of children who answered the feedback were the sum of children who participated in the last day of each PDO training. Thus, the total number of children who answered the feedback was sixty-eight children. The Majority of children answered positively to closed questions by showing thumbs-up, however, eight children showed thumbs-down regarding third question “Do you feel that you are now prepared for moving to a new country?”. Children themselves cited traveling stress, learning a new language, starting a new school, and finding friends as reasons for their negative answers. Chart 3 shows the feedback collected from the children regarding ended questions.

Chart 3

### Children's Feedback on Closed Questions

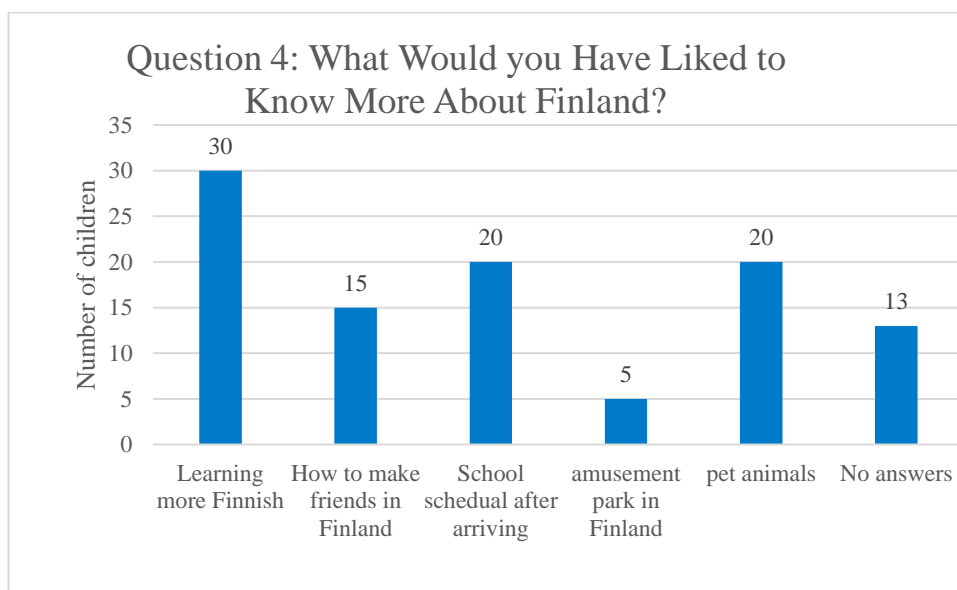


For the open-ended questions, answers of the children were collected by the trainer. Using the data of each open-ended question, charts were generated as follows:

- What would you have liked to know more about Finland? (see Chart 4).

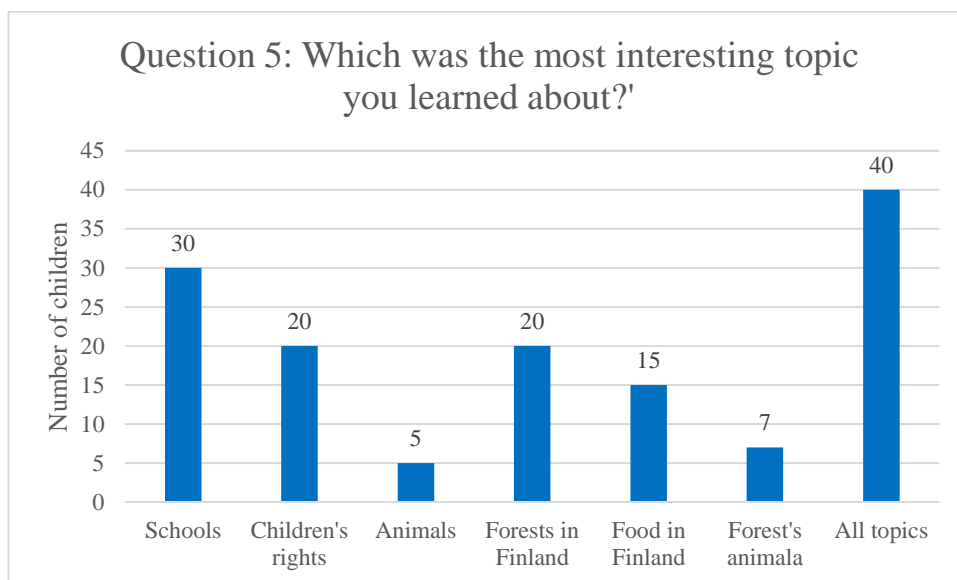
Chart 4

### Children's Feedback on 1<sup>st</sup> Open-Ended Question



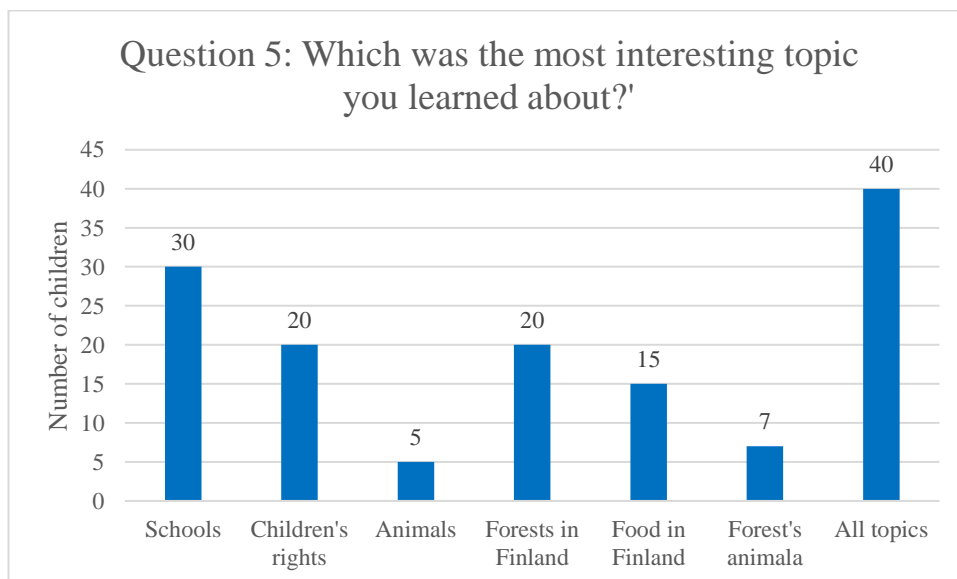
- Which was the most interesting topic you learned about? (see Chart 5).

Chart 5

Children's Feedback on 2<sup>nd</sup> Open-Ended Question

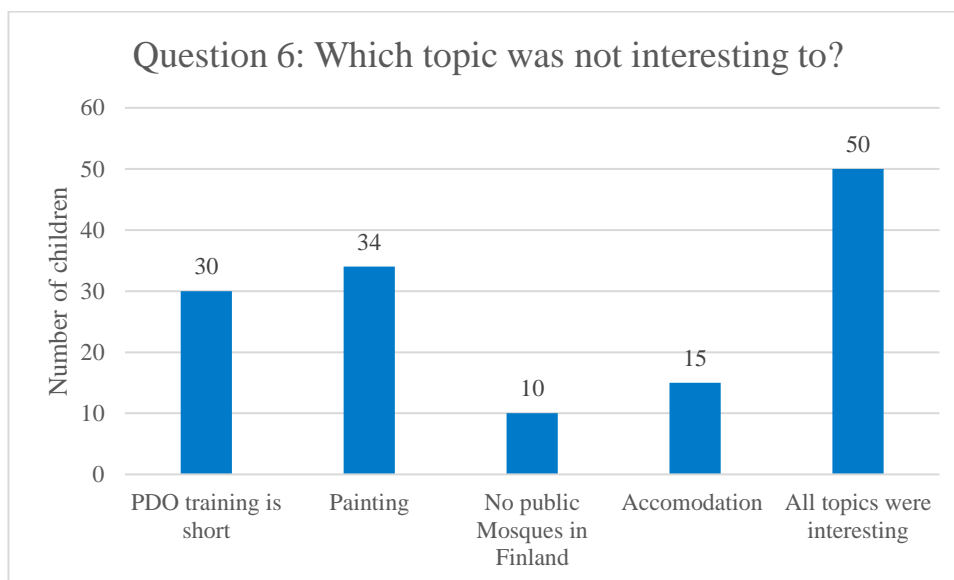
- Which topic was not interesting to? (see chart 6).

Chart 6

Children's Feedback on 3<sup>rd</sup> open-Ended Question

- What was your favorite exercise? (see Chart 7).

Chart 7

Children's Feedback on 4<sup>th</sup> open-Ended Question

In Lebanon and in Turkey, feedback from childminders was collected (see Appendix 3). Our group has prepared beforehand a feedback form using Google forms. The questions in the form have already been discussed and agreed on with Jänis at an earlier stage of the project during March 2021. For ethical reasons, the purpose of the feedback and privacy issues were clearly added to the feedback form (see Appendix 4). As additional actions, feedback questions were translated to Arabic (see Appendix 3). The feedback collected from childminders shows how the trainer succeeded in delivering the children's PDO training (see Appendix 3). All questions were marked as required to answer, except for the last question in which we asked optionally to add comments. All childminders participated in the children's PDO trainings in Lebanon and in Turkey speak Arabic as a mother tongue.

## 12 DISCUSSION

Our group members, as former refugees in Finland appreciate the significance of the PDO training sessions for the refugees and their children before moving to Finland. Refugees have different expectations about the country in which they will resettle, or they might not have any. Despite the cultural and lingual challenges, daily life routines in the new country can be stressful from the newcomer's perspective, especially in high-income countries (Fratzke & Kainz, 2019). It was beneficial to reflect on our personal experiences in Finland and affect the outputs of the project, beside reading the literature and collecting data regarding quota refugees.

The purpose of this project-based thesis is to support bound-Finland quota refugees aged 7-12 to have realistic information about their destination country before coming to Finland. The purpose is broad and long-term, while objectives are specific measurable actions taken to reach the purpose. SMART objectives were used to make sure that the objectives were Specific, Measurable, Achievable, Relevant, and Time-oriented. The concrete outputs of both the project and this project-based thesis are: 1) A guidebook for trainers of children's PDO that includes instructions for the trainer and a description for the goals of PDO trainings. The guidebook also includes ice-breaker games and other activities for the children. 2) A workbook for the children of PDO training, in both Arabic and English, that children will use during the PDO training. 3) A list of video materials including children's songs in Finnish, links to online games, links of Finnish hobbies and other useful links to practice Finnish. 4) A separated Power-Point for Finnish language to be used during the PDO training. 5) A PowerPoint presentation as a basic material for the trainer to use during the PDO training. The PowerPoint slides are divided into three parts as in-person PDO training lasts for three days.

This project-based thesis is a continuation of the project that was launched by our group with IOM as a working life partner in January 2021. The project was a part of the Project Management and Innovation study module (PMI). During the implementation of the project, three children PDO training were delivered by our group in March 2021. Due to the Pandemic, children's PDO sessions were online. Feedback from children, childminders, and IOM's facilitators was collected. The children showed



exceptional interest and motivation to learn Finnish language. Thus, the feedback from children was taken into consideration when developing the children's workbook. In Lebanon and in Turkey five children's PDO trainings were delivered in total, and feedback was collected from both children and childminders on the last day of each children's PDO training. Later on, another feedback was collected from a trainer who used the materials we developed to deliver in-person children's PDO training in Zambia. Project evaluation is based on the collected feedback and our observation during the five in-person children's PDO training delivered by us.

## 13 RECOMMENDATION

Our group recommends IOM directly collaborate with social workers in different municipalities regarding PDO trainings instead of the recent indirect cooperation with municipalities through the Finnish Immigration Service. Municipalities are also stakeholders who benefit from PDO trainings, as these trainings aim to familiarize quota refugees with daily life in Finland before moving. From our group's point of view, it will be beneficial if IOM translates the trainer's guide to different languages e.g., Arabic as it would be easier for the Arabic-speaking trainer to digest the trainer's guide in their mother tongue than in English, especially if the trainer will deliver children's PDO training in Arabic. During the children's PDO trainings, our group members observed that the children were quite interested in learning the Finnish language and asked about the meaning of many vocabularies and sentences. Thus, our group strongly recommends that IOM recruit trainers with a high level of Finnish skills. Concerning the implementation of children's PDO, our group suggested to add the "number game" as a tool to learn numbers in Finnish, and the online "memory game" as an exercise to refresh children's minds. Our group members observed that these two games were crucial tools to keep the children active.

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## Appendix 1. Emojis to Collect Children's Feedback and Feedback Questions to Children



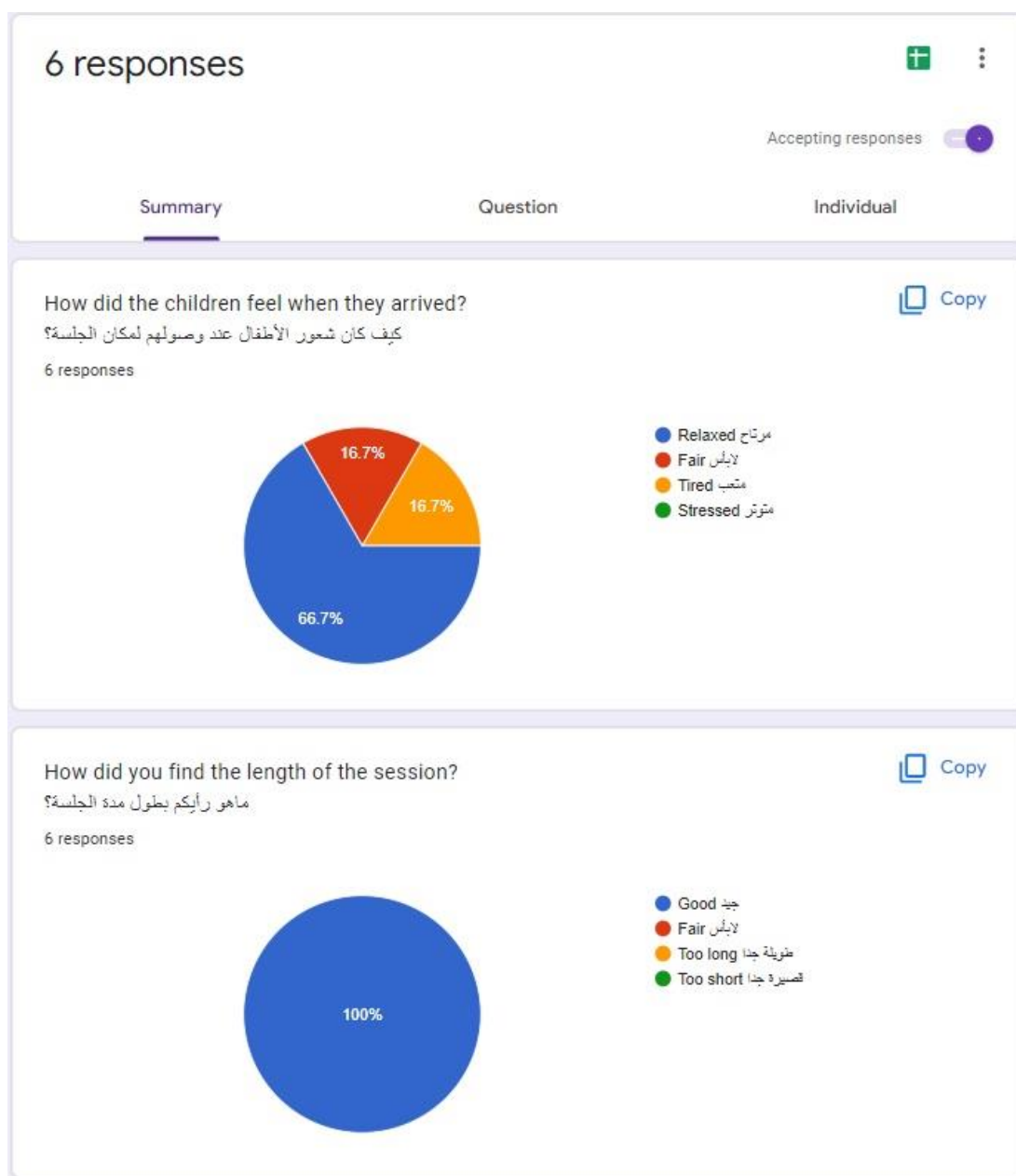
For the purpose of feedback, you can print the above emojis, so every child has three emojis that they can show for you. Ask children the following questions. For the first three questions you can ask them to show emojis and for the open questions you can write their answers on a flipchart.

- How did you like the PDO sessions?
- How do you feel about moving to Finland?
- Do you feel that you are now prepared for moving to a new country?
- What would you have liked to know more about Finland?
- Which was the most interesting topic you learned about?
- Which topic was not interesting to?
- What was your favourite exercise?

## Appendix 2. Certificate Distributed to Children of PDO Training



## Appendix 3. Childminders' Feedback

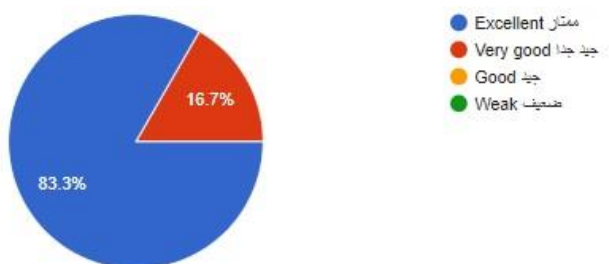


How the trainer succeeded to manage the session?

 Copy

كيف كان أداء المدرب أو المحاضر؟

6 responses

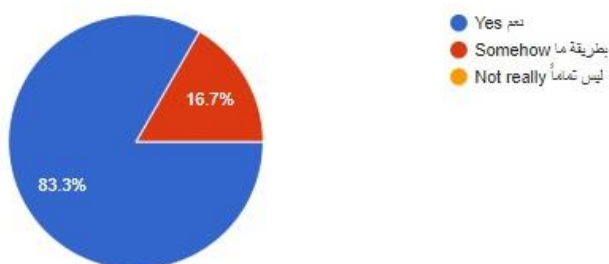


Did you get enough instructions from the trainer to help the children with interactive exercises?

 Copy

هل حصلت على تعليمات كافية من المدرب لمساعدة الأطفال في تنفيذ التدريبات التفاعلية؟

6 responses





Was the language used by the trainer clear?



هل كانت اللغة المستخدمة من قبل المدرب واضحة؟

6 responses



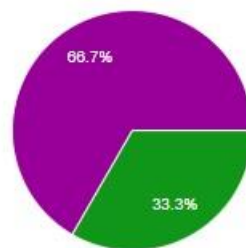
- Yes, very clear نعم واضحة جداً
- Yes, somehow clear نوعاً ما واضحة
- No, not really clear لا لم تكن واضحة تماماً

How can you evaluate the trainer's ability to keep the children's interest about the session and its subjects? (1 weak, 5 excellent)



كيف نقيم قدره المدرب في الحفاظ على رغبة الأطفال في الاستماع للجلسة ومواضيعها؟ (1 ضعيف , 5 ممتاز)

6 responses



- 1
- 2
- 3
- 4
- 5

Do you have further comments or information you would like to add? Please feel free to write it down

إذا كان لديك أي تعليقات أو معلومات تود إضافتها، تفضل واكتبها في الحقل أدناه

4 responses

No. It was very well session

No. Was Excellent

No ,thank you for coming and help the people to be ready to travel .

The minimum chosen age was too low, that's why small children were not able to concentrate all the session

## Appendix 4. Purpose of The Feedback

### Child PDO training feedback form

I am a social service student at Diak university of applied sciences. My colleague and I are using Google Survey to gather feedback on the PDO trainer's performance and the childminders' point of view about the sessions and how to improve in the future. Results of the feedback will be used in the thesis. The answers will be anonymous and no personal information will be collected.

أنا طالب خدمات اجتماعية في جامعة دياك للعلوم التطبيقية. بالتعاون مع زميلتي نستخدم قوائم استطلاعات كوكل لجمع الآراء وتقييم أداء المدرب من وجهة نظر جلساء الأطفال حول جلسة التوجيه وكيفية تطويرها في المستقبل. سيتم استخدام نتائج الاستطلاع في الأطروحة. الأجابات ستكون بدون ذكر اسماء ولن يتم جمع اي معلومات شخصية

Appendix 5. [PDO slides](#)

Appendix 6. [Trainer's guidebook for children's PDO](#)

Appendix 7. [Workbook for children in English](#)

Appendix 8. [Workbook for children in Arabic](#)

Appendix 9. [Video materials](#)

Appendix 10. [Finnish language](#)