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Supporting Immigrant Youth as a Case Manager at Plan International Finland:

Designing Card Materials and Dialogue-Styled Interview

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<p>The author of this thesis participated in Plan International Finland's projects as an intern to study and learn about various support measures for immigrant youth within the international non-governmental organization. The internship started on 9th of September and ended on 8th of December, 2017. As a team member of the Plan International Finland's Immigrant Youth Work Team, the author was involved in a variety of immigrant youths-related projects.</p> <p>The central topic of this functional thesis is to better support and improve the Plan's pre-existing immigrant youth projects as a social services practitioner in two ways: firstly, by designing and distributing pragmatic card materials about fundamental working life skills for immigrant youths in Finland and secondly, by conducting qualitative dialogue-styled interviews of the Plan's immigrant youths, who participated in a Plan's project from Autumn 2016 to Autumn 2017. This interview model is based on case management, in which the author supported the youths in discovering their own unique strengths and finding their needs through dialogue as a common third.</p> <p>As a result, distributing card materials for the immigrant youths is found to be effective in assisting the young people with working life knowledge. Moreover, dialogue-styled interviews have proven that it is crucial to listen to immigrant youths' voice more often and to provide one-on-one case manager services. In this way, the Plan would be able to design better client-oriented projects with immigrant youths in the future.</p>	
Keywords	immigrant youth, case management, dialogue, common third

Tekijä Otsikko	Ye Seong Shin Maahanmuuttajanuorten tukeminen palveluohjaajana Plan International Suomessa: korttimateriaalin ja dialogi-tyylisen haastattelun suunnittelu
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<p>Tämän opinnäytetyön tekijä on työskennellyt Plan International Suomessa työharjoittelijana opiskelemaan ja oppimaan erilaisia menetelmiä tukemaan maahanmuuttajanuorta kansainvälisessä lastenoikeusjärjestössä. Harjoittelujakso alkoi 9. syyskuuta 2017 ja päättyi 8. joulukuuta 2017. Tekijä on osallistunut monenlaisiin maahanmuuttajanuorten liittyviin hankkeisiin Plan International Suomen Maahanmuuttajatyön tiimin jäsenenä.</p> <p>Tämän toiminnallisen opinnäytetyön tavoitteena on tukea ja kehittää Planin olemassa maahanmuuttajanuorten hankkeita sosionomina suunnittelemalla kortin materiaalia työelämästä nimeltä 'Valo-Ilo-Olo-Työ Kortit' ja suunnittelemalla dialogi-tyylisen haastattelua Planin maahanmuuttajanuorille, jotka osallistuivat Planin Matkalla-hankkeeseen syksystä 2016 syyskuun 2017. Tämä haastattelun malli perustuu palveluohjaukseen, jossa tekijä tuki nuoria löytämään heidän omia ainutlaatuisia vahvuuksia käyttämällä dialogia yhteisen kolmaksena.</p> <p>Tuloksena tässä työssä on todettu että jakaminen kortin materiaalia maahanmuuttajanuorille on tehokas tapa joka auttaa nuoria ymmärtämään työelämän tietoa. Lisäksi dialogi-tyylinen haastattelu on todettu että se on tärkeää kuunnella maahanmuuttajanuorten ääntä useammin ja tarjota yksilöllistä palveluohjauksen palvelua. Sillä tavalla Plan voisi suunnitella parempia ja kehittäneitä projekteja asiakaslähtöisen mukaan maahanmuuttajanuorten kanssa tulevaisuudessa.</p>	
Avainsanat	maahanmuuttajanuoret, palveluohjaus, dialogi, yhteinen kolmas

Table of Contents

1	Introduction	1
2	Immigrant Youth in Finland	2
2.1	Definition of Migrant/Immigrant and Refugee	2
2.2	Legally Binding Convention That Touches Upon Refugees in Finland	3
2.3	Perspectives in Viewing Immigrant Youth in Finland	4
2.4	Number of Underage Asylum Seekers 2016-2017 in Finland	4
3	Plan International	6
4	Providing Working Life Opportunities and Experiences to Immigrant Youth	8
5	Case Management	10
6	Strengths-Based Approach	13
7	Dialogue as the Common Third	17
7.1	Dialogue	17
7.2	The Common Third	18
8	Aims of the Thesis	20
9	Methods	21
9.1	Designing Process of the Light-Joy-Feeling-Work Cards	21
9.2	Designing Process of the Dialogue-Styled Interview	23
10	Outcomes	24
10.1	Light-Joy-Feeling-Work Cards	24
10.2	Dialogue-Styled Interview	27
11	Evaluation	35
11.1	Light-Joy-Feeling-Work Cards	35
11.2	Dialogue-Styled Interview	39
12	Conclusion	40
13	Discussion	41

Appendices

Appendix 1. Designed Card Materials

Appendix 2. Feedback Form of the Card and Card Game

Appendix 3. Interview Permission Form for Parents/Caretakers

Appendix 4. Semi-Structured Dialogue-Styled Interview Questions

Appendix 5. Certificate of Internship at Plan International Finland

1 Introduction

The number of adolescent immigrants and refugees has been rapidly increasing in recent years and refugee crisis has become a hotly-debated topic in the European Union (Zamani & Zarghami, 2016). A considerable interest has spurred around the theme of immigration, as it has become a global and transnational phenomenon, which influences every part of the world with an unprecedented force (Watts, 2002). At arrival, immigrant youth are encountered with many problems, like residence permit, housing, and integrating into the new host country, which oftentimes gave them a rise to frustration and feeling hopeless (Zamani & Zarghami, 2016).

With this in mind, the author found a genuine curiosity in how a non-governmental international child protection organization is supporting the integration of immigrant youths aged below 18 in their host countries. To study and learn about various support measures within the non-governmental organization, the author participated in Plan International Finland's projects for immigrant youth as an intern. The internship started on 9th of September and ended on 8th of December, 2017, which involved an intensive amount of workload not only during weekdays but also weekends. During this period, the author was involved in a variety of immigrant youth-related projects as a member of the Plan International Finland's Immigrant Youth Work Team.

Plan International Finland is the working life partner of this functional thesis; the Immigrant Youth Work Team asked the author to create working life materials for its immigrant youth and a measure to motivate them in its various projects. As solutions for these inquiries, the author devised two products accordingly: working life card materials and dialogue-styled interview model.

The central aim of this functional thesis is to support and improve the Plan International Finland's immigrant youth projects as a social services practitioner in two ways; firstly, by designing and distributing pragmatic card materials about fundamental working life skills, which are named as Light-Joy-Feeling-Work Cards (Valo-Ilo-Olo-Työ Kortit), and secondly, by designing a new dialogue-styled interview method, that can be used with the Plan's immigrant youth, who participated in a Plan's project from Autumn 2016 to Autumn 2017. This interview model is based on case management, by which the au-

thor supported the young people in discovering their own unique strengths and finding their needs through dialogue as a common third.

Firstly, fundamental background and context of the thesis is described in Chapter 2 (Immigrant Youth in Finland) and Chapter 3 (Plan International). Secondly, theoretical background of designing the working life cards will be explained in Chapter 4 (Providing Work Life Opportunities and Experiences to Immigrant Youth). The theoretical backbone of designing dialogue-styled interviews is discussed in Chapter 5 (Case Management), Chapter 6 (Strengths-Based Approach), and Chapter 7 (Dialogue as the Common Third). Thirdly, aims of the functional thesis will be demonstrated in Chapter 8. Fourthly, methods, outcomes and evaluation of the two aforementioned products shall be illustrated in Chapter 9 (Methods), Chapter 10 (Outcomes), and Chapter 11 (Evaluation). Finally, conclusion of the whole functional thesis will be drawn at the end in Chapter 12, which will be followed by discussion in Chapter 13.

2 Immigrant Youth in Finland

In order to discuss the topic of immigrant youth in Finland, it is necessary to clarify the definitions of refugee and migrant/immigrant because the target group of the thesis is a mixture of young people with refugee and immigrant/migrant backgrounds. Additionally, legally-binding convention that concerns immigrants in Finland will be explained which is followed by the perspectives in viewing immigrant youth in Finland. At the end of the chapter, statistical research regarding number of underage asylum seekers in Finland is provided so as to help readers' understanding of the dire situation of immigrant youth in Finland.

2.1 Definition of Migrant/Immigrant and Refugee

While there is no universal legal definition of the term 'migrant', the term is often mistakenly understood by the media, some policy makers and international organization as an umbrella term, that is becoming increasingly common to cover the meanings of both; refugees and migrants. With regard to this situation, it is of importance to point out the linguistic difference as confusing these terms can induce serious consequences

for the lives and security of refugees in public discussions of asylum and migration. Due to this reason, United Nations High Commissioner for Refugees (hereafter abbreviated into UNHCR) always refers to refugee' and migrants separately in an effort to maintain clarity about sources and character of refugee movements.

Migration is often recognized as a voluntary process of someone who moves to other countries than his/her own origins to look for better economic opportunities, who can usually return home freely and safely. In most cases, distinctions are made between three and 12 months, short-term or temporary migration, and long-term or permanent migration. (UN, 2017; UNESCO, 2017). Similarly, an immigrant is described as a foreigner who moves into another country for the purpose of settlement (International Organization for Migration, 2011).

2.2. Legally Binding Convention That Touches Upon Refugees in Finland

All refugees are immigrants, but not all immigrants are refugees. The primary and universal definition of a 'refugee' can be found in the 1951 Refugee Convention, extended definitions are mentioned in regional refugee instruments in Africa and Latin America, and also it is dictated in UNHCR's Statute (UNHCR, 2011, pp.5-8). According to the 1951 Geneva Convention, refugees are people who are outside the country of his/her origins or those who do not have nationality, for reasons such as feared persecution, conflict, generalized violence, or other surroundings that have seriously disturbed public order and, as a result, require international protection (UNHCR, 2010, pp. 14-16). In a nutshell, an asylum seeker becomes a refugee when the person is granted the host country's protection.

The Convention and Protocol Relating to the Status of Refugees, in other words, 1951 Refugee Convention is the legally binding document relating to the Status of Refugees, which functions as the cornerstone of UNHCR. The Convention is ratified by 145 State Parties, which contains the definition of a refugee. It sheds light on the rights of the refugees, as well as legal obligations and responsibilities of States in respecting and protecting them. (UNHCR, 2010). The focal principle of the Convention is non-refoulement, which asserts that *"a refugee should not be returned to a country where they face serious threats to their life or freedom"*. This principle is considered as a rule of Customary International Law. (UNHCR, 2007). This Convention affects Finland as well, because Finland has ratified the Convention and Protocol on 10th of October,

1968, with the Secretary-General of the United Nations. In accordance with Article 43 (2) of the Convention, the Convention entered into force in Finland ever since. (UNHCR, 2015, pp. 1-2).

2.3. Perspectives in Viewing Immigrant Youth in Finland

Immigrants and their children, in other words, the second generation of immigrants, have been arisen as a critically debated topic in research papers and public debates. Oftentimes, the media has been portraying immigration to be negative regarding immigrants' integration difficulties to the Finnish society. (Martikainen & Haikkola, 2010).

Nevertheless, in recent years, there has been a counter debate about the issue of the problem, in which well-integrated immigrant population is recognized as a potential resource for the flourishing future of Finland. Moreover, the Finnish political sphere has begun to appreciate the value of immigrants and their strengths. (Kivijärvi & Peltola, 2016, p.181). In addition to this, the Finnish Ministry of Home Affairs has published an official document called "The Future of Immigration 2020 - Workforce Proposal". The document is devoted as a measure to increase employment rate of immigrants, to strengthening strategic plan for sustainable growth, and to raise competitiveness of government programs. To simply put, the Ministry of Home Affairs have a positive outlook on immigrant workforce and expect that increasing immigration will strengthen Finland's innovative capability and expertise, which would bring novel cultural assets into the society. (Sisäministeriö, 2013). To support the positive movement, both immigrants and young people are seen as the groups with special hopes and expectations from a regional policy's point-of-view. In Western Finland, young people in the province of Northern Ostrobothnia are described as "the biggest competitors". (Pohjois-Pohjanmaan liitto, 2010).

2.4. Number of Underage Asylum Seekers 2016-2017 in Finland

According to Figure 1, the number of underage asylum seekers applied for international protection aged 0 to 17 during the period of August 2016 – August 2017 is in total 5,324 persons which took up about 26.2% of the total international protection and asylum seeking applications. From this amount, 1,550 children of all the 0-13 years-of-age and 1,432 children aged 14-17 were granted positive decisions from the Finnish Immi-

gration Service. To sum up, 2,982 out of 5,324 underage children were granted positive decisions of international protection and residence permits as asylum seekers. This statistics implies that more than half of the underage applicants for asylum seekers and international protection seekers were accepted to reside in Finland officially. These applicants' original citizenships are Iraq, Afghanistan, Somalia, Syrian Arab Republic, Islamic Republic of Iran, Eritrea, Russian Federation, as well as stateless minors (Figure 2). (Finnish Immigration Service, 2017).

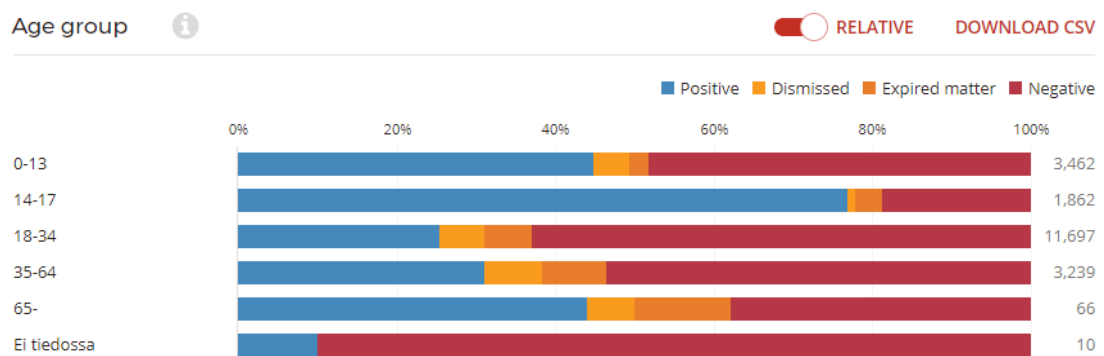


Figure 1 Number of asylum seekers applied for international protection by age 8/2016 – 8/2017

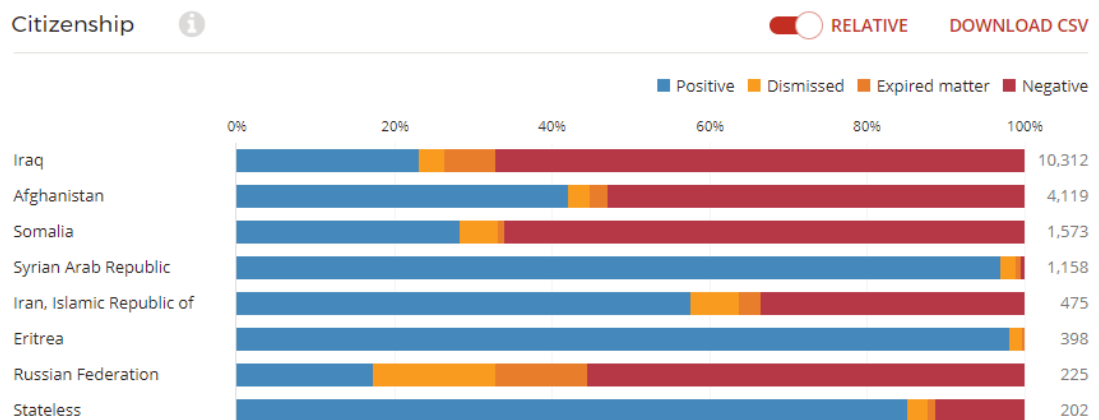


Figure 2 Asylum seeker groups listed by their citizenship/nationality 8/2016 – 8/2017

3 Plan International

This chapter describes fundamental information about the thesis working life partner, Plan International. Some of the currently active immigrant youth projects of the Plan International Finland are shown in an effort to support integration of the young people into the Finnish society.

Plan International was founded in the year of 1937 by British journalist Langdon-Davies and refugee worker Eric Muggeridge with the original goal of providing food, accommodation, and education for children whose lives had been torn by the Spanish Civil War. Since then, the non-governmental organization grew into a development and humanitarian organization, which promotes children's rights and equality for girls. It is one of the most well-known child protection organizations in the world. Plan International's purpose is mentioned in the following: *"We strive for a just world, working together with children, young people, our supporters and partners."* (Plan International, 2017).

Plan International Finland started operating Immigrant Youth Work Team in 2010. Since 2013, the work has been widely developed and diversified into several projects. The projects has the aims of preventing exclusion of immigrant youths, and supporting their active citizenship in Finland. Immigrant youth projects seek to support immigrant youth aged over 15 and under 18 and their families living in capital regions - Helsinki, Vantaa and Espoo. These young people arrived in Finland either at the end of their basic compulsory education period, or when this period was already expired.

Plan International Finland introduces them to Finnish youth life and its communities, organizes forums in which they have chances to familiarize with the Finnish society, supports their education at schools, and presents them with working life competences and information. Moreover, it provides hobby opportunities and democracy education. All these projects are based on co-operations with youth organizations, educational institutions and the third sector. Furthermore, the Immigrant Youth Work Team annually works with tens of primary, secondary and tertiary educational institutions, youth homes, associations and companies. These project activities are mainly funded by the Ministry of Social Affairs and Health, the Ministry of Education and Culture, Finnish Cultural Foundation's endorsement association, and Funding Center for Social Welfare and Health Organisations, which is briefly known as STEA.

Five active projects are operated at Plan International Finland so far: Matkalla Project; Muuttajat! – Democracy Education Project; Together to the Summer Job (Yhdessä kesätyöhön) Project; Movement Year in the Nature (Liikuntavuosi luonnossa) Project; CV to Working Life –‘Pathways to Working Life’ Development Project. These projects are executed after obtaining written permits of their parents/caretakers. From these five projects, the author focuses on working life of immigrant youth which will be clarified in the following;

Matkalla Project

Since 2013, Matkalla project focuses on supporting immigrant youths. The project has collaborations with schools and youth centers operated in Helsinki, Espoo and Vantaa, reaching 50-80 young people and their families every year. Co-operations with local municipal authorities and organizations are the cornerstones of this project. The project’s goals are strengthening everyday skills, supporting integration, and preventing exclusion in Finland. In order to reach these goals, the Plan introduces leisure time activities, hobby destinations, summer job opportunities and voluntary work placements through workshops, organizational visits, games and so on. Moreover, the Plan provides educational information, present working life skills, and provide peer support groups.

CV to Working Life –‘Pathways to Working Life’ Development Project

CV to Working Life – ‘Pathways to Working Life’ Development Project has been brought into life in order to address the knowledge gap and uneven distribution of information regarding young people’s future skills and networks. A variety of methods to employment are introduced, such as schools offering on-the-job learning known as TET in Finnish, employers from different sectors of work areas providing summer job opportunities, and gaining work contract through previous apprenticeship contract.

By participating in all five projects, the author observed the projects’ working methods of Plan International Finland, from which the question arose if there is room for improvement regarding involvement with the immigrant youth.

4 Providing Working Life Opportunities and Experiences to Immigrant Youth

As stated in the introduction, Plan International Finland asked the author to make working life related materials in order to assist immigrant youth. The card material author created as a response to Plan, is based on the need of immigrant youth. This need can be substantiated by research (Anunciabay, 2007; DeLuca, Hutchinson, de Lugt, Beyer, Thornton, Versnel, Chin & Munby, 2010; Fouad & Bynner, 2008); changing societal conditions, personal character traits, lack of educational opportunities can influence young people's access to employment and some of the vulnerable groups are on the verge of social exclusion. In addition to this, having no family members, lacking social contacts with others, encountering educational difficulties at schools, and being marginalized from work life opportunities can all contribute to the social exclusion of immigrant youth.

The modern labor market is no longer available for uneducated and unskilled young people. In other words, there are increasingly many young people who become eventually unemployed due to lack of necessary education and skills. (Helne, Hänninen & Karjalainen, 2004). In the case of immigrant children, unemployment rate is considerably higher than the Finnish population. It is found to be due to low Finnish language level, poor academic success, lack of information, lack of vocational training, underdeveloped social skills, and lack of networks.

The Finnish National Board of Education has first conducted a statistical study of the youth with immigrant backgrounds in Finland. The main results of the study are that the second generation immigrant youth do not differ from the majority population in terms of average school grade. Nevertheless, average school grades of the first generation immigrant youth, especially those born outside the European Union, are lower due to learning difficulty. (Kuusela, Etelälahti, Hagman, Hievanen, Karppinen, Nissilä, Rönneberg & Siniharju, 2008). Learning difficulty means that, although a student was given enough opportunities and time to acquire certain learning skills, these skills develop very slowly or do not automate itself. For instance, learning difficulties include different and varying levels from narrow difficulties to widespread learning difficulties. While planning certain activities, providing workshops, arranging empowering projects for

immigrant youth, different aspects of young people's different degrees of past learning environment should be taken into account. The goal of this evaluation process is to gain a broad understanding of their strengths, work life experience, performances in a variety of tasks and situations. (Nissilä & Sarlin, 2009, pp. 73-77). Additionally, the rate of the first generation youth advancing their studies to upper secondary school is found to be slightly lower, and the second generation a bit higher than the majority population. (Kuusela, Etelälahti, Hagman, Hievanen, Karppinen, Nissilä, Rönning & Siniharju, 2008).

Similarly, between the years of 2000 and 2004, Kilpi-Jakonen (2011) investigates factors that influence the advancement into higher schools/grades of the youth with immigrant background living in Finland by combining registered data networks. The researcher analyzes the likelihood of basic compulsory school graduates, which amounts to total nine years, advancing through higher school/grade. The significant finding of the research is that immigrant children have a higher probability of stopping studies after graduating from basic compulsory schools than mainstream Finnish children. The difference between immigrant and Finnish households has been found to be largely due to children's learning difficulties, academic achievement and family background variables such as parents' insufficient Finnish language skills, lack of educational and vocational networks, and underdeveloped social skills.

As a consequence, integrating immigrant youth's parents/caretakers into Finnish society and working life are oftentimes viewed as challenging issues. Due to the fact that immigrant parents' networks are small or nonexistent, they encounter difficulties in obtaining jobs and occupations. Unfortunately, lack of social contacts and unemployment can be inherited easily to their next generations, because immigrant parents are unable to support their own children's school homework and the starting phase of working life experiences in the same way as Finnish parent population. What can aggravate the situation is that numerous immigrant youth in Finland, refugee children in particular, do not have their parents living in Finland. As a result, these young people face hardships in gaining proper access to using various existing opportunities in the society, and are not encouraged to look for other kinds of options as they solely rely on career choice opportunities offered to immigrants in general. (Helsingin kaupunki, 2009).

Based on this theoretical background, the author created card materials that can support immigrant youth and their parents in gaining access to fundamental working life information, employment opportunities and various networks, in order to address their educational, vocational, linguistic and social gaps in Finland. The card material can be an improvement of Plan's working method by giving access to information on working life to immigrant youth with shortened texts and simplified language.

5 Case Management

Plan International Finland requested a tool to motivate immigrant youth. The author created a new dialogue-styled interview model as a measure to find out young people's strengths, needs and difficulties based on a case management perspective.

Case Management (or *Palveluohjaus* in Finnish), is a recent concept in social services which has been developing and not yet recognized all around the world as a way to explore and support health care and social services field. According to Hänninen (2007, pp. 5-9) and Sosiaaliportti (2013), case management is an operational method in which extensive networks of different services are tailored to the client. Any representatives of health care and social services practitioners such as a social worker, a nurse, a career advisor, can function as a service coordinator and assist the client to structure his/her need for services. The author believes that the work of Plan can be qualified as such.

A case manager provides personal support in daily life of the client and supports their independent lifestyle. Working as a case manager or performing the practice of case management implies taking the needs of the client as the first stepping stone, and as a cornerstone for working with the client throughout the working period. In the case management world, clients are the protagonists who take initiatives in their own life and focus on things they want to solve or improve. A case manager is a professional who follows and acts according to the clients' needs, interests, and hope. In a nutshell, they are the professionals who support and facilitate clients so that they can help themselves in taking consecutive steps forward and in making meaningful changes in their own life. (Socialstyrelsen, 2008).

Friends and family members of the client demand some kind of a change in the person and expect their loved one to-be-back and rehabilitated. The goal of case management is not about rehabilitation but recovery of the client. The rehabilitation model belongs to medical and authorities' point-of-view, whereas the recovery model functions in the vicinity of life world of the client. The reason why the term 'recovery' is used is because it is a word with no involvement of specific techniques. One cannot neither be licensed as a recoverist, nor address to someone "I recover you". This is a process in which clients as individuals are the best judges of their progress. Through this working process, the client takes small steps to regain self-control, self-management skills, self-determination, self-esteem, and at last but not least, to enter a lifelong journey of who he/she is as one unique human being with dignity. In this line of thought, one can never be the same person they used to be in the past, nor could anyone desire to get their member of a family back as his/her normal state, because this is a process of gaining full control over one's own life, that encompasses improvements within the client, as well as obtaining necessary services needed for him/her life. (Suominen & Tuominen, 2007). The author believes that the projects by Plan International Finland have a similar goal and effect on immigrant youth.

In reality, case managers focus on strengths-based approach and positive perspective from which they take the client's situations as an opportunity and as a new door to a new way of living, regardless of the client's physical, mental, and environmental issues. The reason a number of clients find it difficult to deal with different health care and social authorities is that they do not know to whom to ask about services. Moreover, they feel being at a disadvantage or at a lower level, because authorities such as doctors, nurses, social workers make the clients feel 'powerless', which makes it hard for them to speak for themselves (Socialstyrelsen, 2008). From her participation in Plans' projects, the author feels that the attitude of Plans' working style mimics an authoritative style to some extent.

Being a case manager who is professionally knowledgeable of a variety of services available for different clients, one should keep in mind that providing quantity and quality of services to the clients may not necessarily be of a help in practice. In other words, a case manager has to acknowledge the fact that top-notch services may also block or become obstacles in client's life. Some of the skills that case managers can improve for the future can be; exercising critical thinking, updating one's knowledge about current changes in technologies, being open-minded, designating certain types of self-

reflection time, having cultural sensitivity, paying special attention to one's own language usage, acknowledging differences, being flexible, and working in interdisciplinary environment. (Suominen, 2010).

Case managers work together with clients and service providers. In fact, he/she is the person who bridges the understanding gap between those two entities. One could call this profession as a mediator or an assistant who clarifies and transmit various understandings of both engaged parties, and then interprets relevant issues if the help is required. It is a joint action plan. (Suominen & Tuominen, 2007). Plan International Finland is in fact a service provider to immigrant youth in its projects.

Each and every client has the essential key within themselves in solving one's own problems. For this reason being said, it is a good habit to subsequently sit with the client to evaluate working procedures and methods together. For instance, reflecting upon what has happened, and how it differs from what the client and a case manager wanted to achieve, what is the core rationale for specific differences and improvements, did the client and case manager misjudged or misunderstood the situation, or did unexpected events or factors affected the result, what conclusions have been drawn, what lessons or morals they learned, how are they going to cope in similar situations in the future, and the like. (Suominen, 2002).

In case management field, it is proven that the more people are stigmatized the less they would be able to empower themselves due to their own weakened and distorted outlooks of the self-image. This negativism cannot help clients to get better handle of their life. Case management can be a beneficial means in working with clients because of the following reasons; long-term wellbeing of clients, cost-effective measure and economic practicality for municipalities and nations. (Rauhala, 2011; Suominen, 2002).

The author devised a new kind of interview with a case manager's mindset because case management is a professional field where the service planning or project planning begins with the clients, in other words, it is client-oriented practice. From the author's perspective, Plan International Finland can use elements of case management when working with immigrant youth, rather than becoming case managers themselves.

6 Strengths-Based Approach

In order to answer Plan's' request to motivate immigrant youth, the author refers to supplementing elements of case management. In addition, the strengths-based approach can be beneficial in motivating young people by inquiring about their strengths and needs.

The concept of strengths-based approach is originated from Positive Psychology field, which has been manifested as an effective and long-term tool that endeavors to harness people's strengths in positive psychological and social work practice settings (Biswas-Diener, 2010 p.15).

Strengths are defined as 'capabilities or resources' that every person has been inherently endowed with or 'abilities' that are acquired through human development, at which they can naturally shine and excel (Biswas-Diener, 2010 p.15). In Figure 3, the strengths-based approach is explained. Here, it is essential to understand the meanings of 'authentic' and 'energizing'. They signify the capacities that can lead to optimal performance through developing them as strengths. (Biswas-Diener, 2010 p.21).

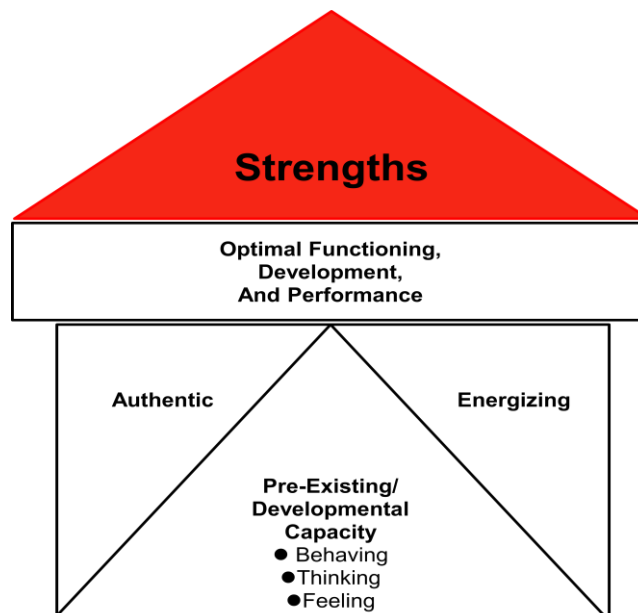


Figure 3 Strengths Leading to Optimal Experience

Sometimes, one may feel a deep sense of enjoyment, so to speak a sense of exhilaration, which has been long treasured. These kinds of occasions are hard to forget as

they happen rarely for most people or intermittently for some, and become essential memories for what life should be like. This is what Csikszentmihalyi (2008 p.3) calls “optimal experience”, which signifies “optimal functioning” in the strengths-based approach. Optimal experience occurs in different ways for people. For instance, it is the feeling a parent has when the first born child responds to the parent with a smile. In the long run, these optimal experiences together form a sense of mastery and participation in determining lifestyles and its contents, which boils down to what people usually call by the goal of happiness.

Csikszentmihalyi developed a theory of optimal experience on the basis of flow, which is defined as a state in which a person is pensively engaged in an activity that nothing else seems to matter; this flow experience itself is considered to be enjoyable that facilitates the person to repeat the procedure over and over again even at great cost. According to him, this flow experience is felt all over the world, by people with differing educational, social, and economic background, which proves the fact that it is not just the idiosyncratic patterns of the few affluent elites. (Csikszentmihalyi, 2008 p. 4).

The flow experience is the optimal situation that Plan’s projects can contribute to. It is not an effortless term, which requires strenuous physical exertion, full concentration of the body and mind, and highly disciplined mental state. In other words, the flow cannot occur without the presence of skilled performance. While in flow, one’s consciousness functions smoothly and then action following the consciousness follows the suit naturally. One is well aware of their thoughts, emotions, and themselves, which makes it possible for him/her to be fully in control of their actions, and the actions carry him/her forward as if by magic. (Csikszentmihalyi, 2008 p.54). By promoting one’s skills and talents, and by reaching towards higher challenges in life, such a person fulfills one’s potential and becomes increasingly a unique individual. (Csikszentmihalyi, 2008 pp.5-6, 28).

In addition to this, strengths can be described as certain traits having a range of individual differences with distinct uniqueness that people possess to varying degrees. For instance, they are permeated in people’s thoughts, actions, and feelings which are “malleable” in different stages of life, “measureable” through psychometrically acknowledged tests, and are subject to proximal (within oneself and near surroundings) and distal (outside of oneself and far surroundings) influences. As a consequence, one can

do both; develop and build strengths with a basic assumption that strengths are naturally good by definition (Yeager, 2011 p.29).

There are six principles of this strengths-based approach. First, every person, group, family, and community has strengths. This perspective focuses on discerning clients' resources by respecting them and their potentials they may have for engendering positive change. In other words, a social services practitioner/social worker must be genuinely interested in the clients' accounts and be respectful of their experiences. Most importantly, social services practitioners should bear in mind that clients want to know that the professional genuinely cares about them, that he/she will listen to them and their history no matter what, and that he/she sincerely believes that they can build something of value using the resources within and around them.

Second, in spite of the fact that traumatic events, abuse, illnesses and struggles may be hurtful and detrimental, they may also become the fountain of opportunities and challenges. According to the Wolins (1997), the "damage model" of development is rampant in today's health and social care sectors, which only brings about discouragement, pessimism, negativism, and the victim mindset. Wolins' "challenge model" argues against the common complacency of labeling children as merely passive recipients of parental unpredictability, abuse, disappointment, or violence. Instead, children are understood as active and developing agents who learn skills and develop individual attributes which may be beneficial in their adulthood through thick and thin. In this line of thought, Delgado (2000) supports this claim by pointing out that individuals, groups, and communities are more likely to flourish in their growth and development and motivated to change when they are acknowledged of their talents, knowledge, and capacities. Therefore, Plan can motivate young people in their projects by focusing on young people's strengths and taking account of their needs or difficulties during project planning process.

Thirdly, clients' aspirations and wishes should be taken seriously by the social services practitioners by reminding oneself the baseline that they are unaware of the clients' limits of the capacity to grow and potentials. Social services professionals can better assist clients when the professionals envisage their positive expectations of clients and make allegiance with their values, visions, and hopes. (Saleebey, 2013 pp.17-19). This means that Plan's project organizers cannot presume immigrant youth's needs without engaging in genuine dialogue. Similarly, Roger Mills' community empowerment pro-

jects had the core idea that everyone has inherent wisdom, intelligence and motivating forces that are accessible through the means of education, support and encouragement. The project's aim was to reconnect people to their own innate wisdom that they know what is right for them and good for them. As a result of this project, engaging this kind of empowering thinking, the clients' health and vitality of community have been revitalized and rebounded without fully relying on experts. (Mills, 1995). Plan's project can be a contribution to support and encourage the immigrant youth.

Fourth principle is that social services professionals can best serve clients through collaborating with them. A professional is defined as a collaborator or consultant who possesses necessary information of specialized education and experience, and who has relevant and even esoteric knowledge regarding the fields that are tailored to the clients' situations.

Fifth principle is recognizing environmental factors as various resources that can assist clients. Melvin Delgado articulates the capacity-enhancement approach to urban social work practice, by describing five important presuppositions toward this principle: every community potentially has the resources to help itself, knows what is the right thing to do, has ideas and energy for improvements, is aware of the fact that change involves coalitions among various entities and individuals within the community, and will support the transmission of encouragement of clients' strengths in one area to another (Delgado, 2000 p.28).

Lastly, sixth principle tells the importance of providing caring, caretaking and contextualized services to the needed clients as they have the right to quality care and support for their growth and well-being. As Saleebey (2013 p. 21) depicts, the strengths perspective can be described as the revolutionary possibility of hope. The hope is realized through the vigor of social relationships in family, neighborhood, community, culture and country. The strengths are dependent on opportunities and obstacles offered by social policies on local, state and national levels, which influence the quality of life of all citizens.

Plan's future projects would be able to take into account of the strengths and activities young people are interested in during the process of organizing new projects. Through discovering positive information about young people, Plan's project organizers would be able to design projects in such a way that would strengthen young people's talents

leading to their optimal experience and flow, in which they can realize their full potentials. This is why the author focused on strengths-finding approach during the dialogue-styled interview.

7 Dialogue as the Common Third

In an effort to find out immigrant youth's strengths, needs and difficulties, the author used dialogue as a common third within the framework of case management. Dialogue as the common third can help Plan's project organizers to engage with the immigrant youth on a deeper level to understand their needs and difficulties. In this chapter, the author shall shed light on the definition of dialogue and the common third to help readers' comprehension about the necessity of dialogue-styled interview.

7.1 Dialogue

The renowned physicist and theorist David Bohm gave the meaning of 'dialogue' which is somewhat different from the daily usage of the word. As conceived by Bohm, dialogue is understood as a multi-sided procedure which looks beyond common notions of conversational exchange and parlance. It is recognized as a process which explores a wide range of human experience; *"our closely-held values; the nature and intensity of emotions; the patterns of our thought processes; the function of memory; the import of inherited cultural myths; and the manner in which our neurophysiology structures moment-to-moment experience"*. His dialogical perspective arose from dissecting the original meaning of the word 'dialogue'; which comes from the Greek word dialogos. Here, Logos implies 'the word' or more specifically speaking, the 'meaning of the word' and dia signifies 'through'. According to this historical origin of the word, a dialogue does not connote the meaning of 'two', rather, it can happen among a number of people. Moreover, one person can even have the sense of having a dialogue within oneself if the spirit is in line with the dialogue. In a nutshell, Bohm's idea of a dialogue suggests an image of *"a stream of meaning"* that flows among, through, and between people. Through the flowing stream of *"shared meaning"*, something novel and creative can be born. This shared meaning functions as the glue, cement and catalyst that brings people and societies together. (Bohm & Nichol 2004).

Interestingly, this influential figure has made a comparison between ‘discussion’ and ‘dialogue’ so as to clarify what dialogue is about. He went on metaphorically describing a discussion as a table tennis game, in which people are fighting for their ideas by taking turns in the hope of winning the game or getting the points for oneself. One player may agree with some arguments and be at odds with others with the goal of winning one’s own winning points. He argues that in a dialogue, however, no one is trying to win. Contrastingly, everybody is supposed to win if anyone wins while having a dialogue because there is no one trying to battle for winning points as nobody is interested in making one’s thoughts to be the dominant and prevailing one. When any kind of mistake is found, then everyone can gain from these opportunities by learning with each other, rather than against each other. (Bohm & Nichol, 1996)

In daily life, people often find it hard to communicate with each other. According to David Bohm, this is because of people’s own basic assumptions that are usually hidden during the communication processes, i.e., own self-interest, country’s interest, meaning of life, cultural and religious foundations, linguistic differences with certain words, and so on. Usually, when these different presuppositions are threatened by another, one feels a strong emotional urge to defend them. In this kind of a situation, it is essential to acknowledge that everyone may have different thoughts and opinions due to various social, cultural, educational, religious, economic, and family backgrounds.

The aim of engaging in dialogue is to suspend one’s opinions while listening to everybody else’s opinions in order to see what they all mean. If people observe what all opinions mean, then people are sharing a common content, even though they might not be agreeing with one another fully. In the end, people will realize that all the opinions are different assumptions. In this stage, people are looking at different assumptions together with the content of participatory consciousness would be essentially the same. In Bohm’s wordings, *“Everything can move between us. Each person is participating, is partaking of the whole meaning of the group and also taking part in it. We can call that a true dialogue.”* (Bohm, 1996).

7.2 The Common Third

Before understanding what the common third means, it is necessary to learn where this term rises from. The common third is one of central tools inside the social pedagogic

tool box. Social pedagogy can be defined as a service delivery approach used with various types of clients such as young people, immigrants, homeless people, people with physical and mental health issues, adults, women, and communities (Hatton, 2013). According to Hämäläinen (2003, p. 76), the fundamental values of social pedagogy is strengthening people's participation, inclusion, social identity, social functioning, and social competence as members of society. It is an academic discipline which extracts pivotal theories from a variety of relevant disciplines such as sociology, psychology, philosophy, and education. Its essence is promoting well-being, growth, and learning of people which is underlain by humanistic values, active and resourceful principles, and aim to prevent social problems and inequality. (ThemPra Social Pedagogy, n.d).

One of the crucial approaches in social pedagogy is the 'common third' which is described as a *'deliberate focus on the object as something outside the subject'* (Hatton, 2013, p. 29). The object exists as a common thing of which engaged parties can both be connected with (Hatton, 2006 & 2008). Similarly, Aabro (2004) translated Husen's pivotal element of social pedagogy into sharing something or having something in common on equal terms, such as equal rights and dignity where the relationship is subject – subject, rather than exploiting or taking advantage of the counterpart in which the relation is confined to be subject – object. The core principles of this relationship are equality, respect, and elimination of unequal power dynamics. Cacinovic Vogrincic (2005, p. 336) sheds some light on this when he was explaining how necessary it is for social pedagogues or social workers to come up with a new language or concepts and to co-create solutions together with the client. This idea is based on the agreement on; developing common understandings, strengthening participation, focusing on strengths than weaknesses, and acknowledging the co-presence regarding *"confrontations, understanding, agreements ... (as) ... sources of new experience and possible change."* (p. 338).

The common third with a focus on democratic practice, gives the core of this conceptualization and the link among **creativity**, **inclusion** and **social pedagogy**, known as the CRISP model in Figure 4. These concepts suggest the importance of all components needed in reframing social interventions by providing a consistent approach and humanistic principles underpinning the work of social practitioners. To explain the underlined concepts in a detailed manner, 'creativity' means using innovative measures to deliver an experience to clients that are relevant to individual dilemmas they face. For instance, designing/devising and implementing artistic means such as music, perfor-

mance, drama, creative writing, drawing, games, photography, sculptures, poetry, acting, and other creative media can be tools. As suggested by Gray and Webb (2008), 'inclusion' can be described as achieving politics of liberation. More precisely, it connotes the meaning of active involvement of both social practitioners and clients in delivering and implementing the new creative forms of practice. Last but not least, 'social pedagogical' approach is predicated on equal partnerships between social professionals and welfare service users, with a goal of a commitment to building relationships, solving problems and arousing social changes. (Hatton, 2013, p. 38-40).



Figure 4 The CRISP Model

Using the dialogue as the common third can enable Plan's project organizers to make valuable and profound contributions to the immigrant youth' lives in their projects.

8 Aim of the Thesis

The aim of this thesis is to make contributions to improving Plan International Finland's projects for immigrant youth by providing working life skills to immigrant youth by designing card materials named as Light-Joy-Feeling-Work Cards, and designing a new dialogue-styled interview method to find out strengths and needs of the immigrant youth from the perspective of a case manager. These two products of the thesis are addressed separately in the following chapters.

9 Methods

In this chapter, the author introduces designing processes of both products; the Light-Joy-Feeling-Work Cards and Dialogue-Styled Interview, which are addressed separately.

9.1 Designing Process of the Light-Joy-Feeling-Work Cards

While working with immigrant youth at the Plan, the author frequently heard from the young people saying that they oftentimes forget essential information and knowledge about working life skills after the termination of the Matkalla project and its activity workshops. To the author's mind, this came as a surprise because Matkalla project provides the youth with versatile activities ranging from meaningful workshops, organizational visits, and activities about working life, that help expose the youths to be familiarized with important things in many different ways during the one-year-long project period. This was due to many reasons including immigrant youth's absence for workshops, low linguistic capability to understand and digest all the information in Finnish, and lack of interest of the topic.

After careful observation while working at the Plan, the author realized that the young people were not given any materials to take home regarding working life skills. Therefore, the Plan asked to create some materials about working life. The author had several meetings with Plan's Immigrant Youth Work Team members to find out which measures would best be the materials that can be useful for the youth. Among other things, the author thought it would be efficient, convenient and easy to have a set of cards in case a person forgets what he/she learnt at the Plan. A person can go back to regain information they learned through durable and sustainable cards that are laminated. Due to this reason, author decided to design and make a set of cards that each immigrant youth can keep and can share with family members and friends.

The concept of Light-Joy-Feeling-Work Cards (Valo-Ilo-Olo-Työ Kortit) has been devised for youths with immigrant backgrounds as well as for Finnish youth who are start-

ing their working life experience first time, such as obtaining part-time and full-time work (refer to Appendix 1). The purpose of the cards is supporting immigrant youth with working life knowledge by providing a set of long-lasting, fun and easy-to-read cards. The future and long-term goal is to prevent exclusion of the immigrant youths and their family from the Finnish society so that people can have access to meaningful things in life by achieving goals on a day-to-day basis from smallest goals to biggest ones. For this reason, cards can play an important role that can enhance self-confidence, self-awareness, self-satisfaction, and self-achievement of the card user.

The author went through reading many documents about working life skills while she was devising the contents of the cards. Most of these documents were lengthy with assorted information, and were difficult to understand from the perspective of immigrant youth because they were written in elaborated Finnish language with complex vocabularies and they looked unappealing for the young people to read due to its book-like design. In addition to this, the author noticed that Immigrant youths cannot speak or write with a high level of Finnish vocabularies, which is why the cards are written in plain, simple and clear Finnish language for them to understand better. The design, colors, photos and configuration of the cards have been thought very carefully so that young people would not get bored while using the cards.

This was the reason that the author thought cards can be an excellent tool in providing the most fundamental and essential information for the youth, because young people do not need to; scroll down every unnecessary page of a working life related document which can take up their time, get bored because of too much texts, and spend their time in finding these documents. Instead, the cards make it possible for them to choose and read only specific information they need from the 'Contents' list, save time due to the cards' efficiency and efficacy, get interested in reading the texts that are written with easy Finnish vocabularies, be facilitated to learn because of colorful, durable, and easy structures in a fun way, use these cards when they look for a job in the near future and when they want to learn or recap the procedure of applying for jobs, use the cards with their siblings, parents and friends by passing down the cards as long as they want, and play working life card game with friends.

9.2 Designing Process of the Dialogue-Styled Interview

While working at Plan, the author learned that all Immigrant Youth Work Team's projects have two interviews of the target groups of immigrant youths; first interview is being held at the beginning of a project and the second interview takes place at the end of the project. The purpose of the interviews are; to gather target groups' profile information in order to contact them during the project period; to ask if the young people are already familiar with contents that would be conveyed through the projects; and to assess if the young people learned the necessary information about education, working life, hobby opportunities and democracy at the end of each project. The author agrees that these interviews function as an important mechanism for gathering necessary information for the project itself.

At this point, the author speculates on Plan's question about what can motivate young people. As a result of working with immigrant youth at the Plan, the author discovered the fact that not all measures of projects are as effective as they could arouse genuine interest or motivation in young people. Therefore, a need to figure out what immigrant youth are good at, interested in, and what kind of difficulties they face as they go about living in Finland came to the author's mind. As a result, a new interview model for the Plan has been devised known as "Dialogue-Styled Interview". If a project planner has a deep level of understanding of the young people, he/she would be able to design client-oriented projects which can better support by filling the gap of the needs and strengthening the clients' positive attributes. In the long-term, the author expects Plan's immigrant youth would be integrated into Finnish society as sound citizens where they realize their dreams and potentials.

The author chose in-depth interview mechanism, in which semi-structured and open-ended interview styles were used where standardized and non-standardized questions were included (Thyer, 2010, pp. 340-351). Furthermore, the interview has been designed to be of the dialogue-style which can be used as the common third in creating rapport with the clients. This type of dialogue-styled interview functions as a basis of a case manager. The semi-structured interview questions are mentioned in Appendix 4.

The goal is to find out strengths and needs of the immigrant youth from the perspective of a case manager so that Plan's project managers can take into account of these factors when designing a project that can motivate young people. The dialogue-styled

interview questions consist of three parts, namely; questions about the card materials; questions related to case management in finding out clients' strengths, needs, difficulties, and; questions about the clients' social life experience in Finnish society. The second part of the questions were inspired from a Finnish literature about self-managing mental skills because the literature entailed useful questions in discovering one's strengths, needs and difficulties (Tukiainen & Kokko, 2016).

The author followed rule of precise description with good definitions of constructs under study which would improve the reliability of the data and yield consistent coding analysis (Rafuls & Moon, 1996). Therefore, in an effort to increase reliability and validity of the research, the author stayed close to the empirical data gathered through interviews and surveys. By saying so, the author wrote descriptive and verbatim reports right after the termination of each interview. While producing the interview report on paper, subjective meanings of certain vocabularies of the interviewees were kept intact.

To stay close to the empirical data, the author supports the inferential statements about the data with exact quotes from the interview participants. In addition to this, thorough, detailed and rich descriptions of the context in which interview was taking have been taken into consideration. Calculation of the similar comments made by different interviewees that support inferential conclusion have been used as well. (Thyer, 2010, pp. 355-371).

10 Outcomes

In this chapter, the author demonstrates outcomes of both products; the Light-Joy-Feeling-Work Cards and Dialogue-Styled Interview, which are addressed separately.

10.1 Light-Joy-Feeling-Work Cards

There are 28 Light-Joy-Feeling-Work Cards (Valo-Ilo-Olo-Työ Kortit) in total for one set. The cards encompass the most crucial elements about starting working life as well as useful links and organization for looking for work. All the necessary information about

working life is the mixture and summary of various documents provided by numerous youth community websites and Matkalla project.

First card introduces the name of the cards, purpose, date of distribution, and the maker of the card (refer to Appendix 1). On the second card, there is the 'Contents' section largely comprised of six sections marked in different colors so that young people can easily figure out the exact information they need; When You Apply for a Job – Work Application and CV; Before the Interview – Job Interview, Things to Remember in the Interview; When You Get a Job – Contract of Employment, Tax Card and Bank Account; When You Start Your Job – Things to Remember at Work; After the Termination of the Job – Work Certificate and Recommenders; and Internet Links for Searching Jobs. Colorful cards are a low-threshold, practical, fun and durable medium to learn working life.

The target group is five immigrant youth aged 16-17 from Afghanistan, Estonia, Iraq and Philippines, who participated in Matkalla project during the period of autumn 2016 to autumn 2017 organized by Plan International Finland. Interview schedules have been tailored one-on-one and the place of interviews were chosen carefully after asking the youths' preferences. All the in-depth interviews were executed after gaining all the participants' parent's/caretaker's permission papers with their signatures. Interviews were recorded by the researcher after obtaining the permission from each of the youth.

The cards were distributed at a working life project event called 'Yrityskyläpäivä' organized by the Plan's Immigrant Youth Work Team. Eleven immigrant youths notified in advance for their participation on this day. However, some were absent due to their personal reasons. Therefore, the author managed to demonstrate the cards for seven immigrant youths. As the author has been working for the Plan for a while, she and the immigrant youths have had many acquaintances before this day. The card introduction and demonstration of the card game was conducted in Finnish language.

The introduction and demonstration of the cards was conducted in an open space at Yrityskylä venue located at Eteläranta 10, Helsinki. The author gathered comfortable chairs in the shape of a close-knit circle like Figure 6, so that everyone can listen to one another better, communicate with one another efficiently, and can facilitate easily, rather than long-distant and horizontal formation of chair arrangements.



Figure 5 Chair Arrangement in a Circle for Card Demonstration

After arranging the chairs, the author put a set of cards on every chair. As soon as the environmental preparation was ready, the author invited the immigrant youth to be seated on their chairs. When they sat on the chairs, the author gave some time for the youth to get comfortable on their chairs and to be interested in flipping the cards one-by-one. The author began the demonstration by showing genuine gratitude towards all the young people for their participation. The introduction of the cards followed naturally by specifying the purpose and usage of the cards. Then, the author suggested playing a game together with the young people in order to assist their understanding of how to use the cards alone, with friends and family members. The author announced “Let us look at the ‘Contents’ list and please show the page to the friends sitting next to you”. Everyone was busy flipping the cover of the card, and found the ‘Contents’ list easily. After making sure that all the participants have the requested page, the author began to explain how to play the card game.

The card game was executed as follows;

First, the author/leading player asks; “When you apply for a job, what are the two types of papers that you need to prepare?”

Second, all other participants immediately look at the ‘Contents’ list and find “When You Apply for a Job ____page 1” and “Work Application and CV ____pages 2-4”. Then, they all refer to either page 1 or pages 2-4 in order to read the answers. One by one, each participant gives one answer to the question and explain it further in his/her own words. Others listen to what the responsible person is telling. At the end of each answer some voluntary participants supplement the given answers. Every participant gets their chance as everyone takes turns in answering seating in a circle.

Third, the author/leading player asks; “After the termination of the promised work period, what are the two types of papers that you have the right to acquire from the employer?”

Fourth, all the other participants immediately look at the ‘Contents’ list and find “After the Termination of the Job – Work Certificate and Recommendations ____page 16”. Then, they all refer to page 16 in order to find out the answers. One by one, each participant gives one answer to the question and explain it further in his/her own words. Others listen to what the responsible person is telling.

Fifth, the game can go on and on in the same manner as much as the participants want.

At first, some of the young people seemed to be lost a little, but with the author’s tip of looking for answers in different colors, they eventually got the hang of the game in the end. During the game exercise, young people were invigorated and activated as everyone was taking turns giving answers and sharing what they already knew with others. Participants managed to remember some terms such as job applications and CVs, but could not remember what they need to include in these papers and when they would have to prepare it. In this situation, they were capable of finding specific pages of different phases of working life and confidently answered each question.

10.2 Dialogue-Styled Interview

Semi-structured dialogue-styled interviews are consisted of three parts; questions related to the cards, questions related to case management, and questions related to young people’s social life in Finland (refer to Appendix 4). There are 16 questions in total that the young people were asked using simple and easy Finnish vocabularies that they are familiar with. The author had five individual interviews either at each client’s school or home.

From the perspective of case management, creating an amicable and warm environment for the client is important, so that the client would not feel somehow authoritative or scared by interviews. Therefore, the author contacted the young people one-by-one by phone and asked what time and place would be most suitable for them to have a dialogue-styled interview. As a result, three out of five wanted to do the interview at their homes and two wanted to do it at their school premises.

The interview locations have been in capital region as the target group live there. To create comfortable environmental settings for the youth, the author reserved quiet and empty classrooms at schools, checked the temperature of the classrooms, bought some pastries, fruits and juices to welcome all the interview participants. The interview participants were not given any information of; class reservations, the warm temperature of the classrooms, and the pastries until interview began. What is important to keep in mind at this point, is that all these factors in combination are contributed in an effort to create a comfortable interview surrounding for the clients, and especially, pastries were not offered as presents or gifts. In fact, it is possible to bridge the gap between a professional and a client as equal being by eating something together.

With this in mind, through dialogue-styled interviews, Plan's Immigrant Youth Work Team would be able to understand different needs and situations of each immigrant youth, which can function as a common third by creating a special bond between the professional and the client. This kind of an interview has many advantages. First of all, it is a flexible mechanism. Professionals are able to ask specific questions to respondents and they can also enquire different questions for different respondents that are appropriate for them, which is client-oriented. Moreover, questions can be repeated in cases where respondents have misunderstood something, or needs further explanations. Impromptu interview situations enable the interviewer to decide what questions are appropriate. Second, interview studies are tend to obtain better response rate than written questionnaires. For example, people who cannot read or write can answer the questions and may actually be glad to talk.

In the following paragraphs, the author illustrates the four findings (Strengths of the Immigrant Youth, Needs of Immigrant Youth, Importance of Case Management, Racism Encountered by Immigrant Youth) of dialogue-styled interviews one by one.

Finding 1: Strengths of the Immigrant Youth

When the young people were asked of their strengths, the author noticed that they are aware of what they are good at and many of them identified their strengths based on what they often hear from their surroundings such as friends or family members. The author found out that each young person has different talents and these positive attributes have connections with events and achievements that are meaningful to them. Another thing that the author realized is that some young people were having some doubts regarding their talents. Different strengths are listed as follows;

I'm funny (long pause). I am good at driving cars. I'm polite. ... You can learn something by doing something.

-Herkules

I like to draw. When I draw, I feel good. When I have stress sometimes, I can draw and stress goes away. I have achieved systematically and am moving forward by learning a new language and advancing to upper schools. It is meaningful and important to go forward in life because I want to develop myself, study, and become an important person. I like to study and develop always.

-Inkareina

I'm a clown. Yes, whenever I talk to my friends, I've heard 'you're so funny', because I always make them happy even if they're sad hahaha. Whenever they're sad, I do like ulelelele (make funny facial expressions and sounds). I always joke around even with my mother. ... I was just dancing and my cousin sister and friend, they were like "how do you dance so good?". I was like "I don't dance so good, haha". I dance K-pop, tango, salsa, zumba. ... Whenever I cook for them, they said that my cooking is good

-Josefiina

(Very fast reply without any hesitation, passion in his voice) In summer 2017, I did video making and editing. ... It is called 'Youth Voice Delivery' project. ... I'll show you the video. ... I interviewed young people who are working. I did this with a friend who was in charge of taking the video, and I did the interview as a host. ... There, I learned a lot of stuffs such as how to take pictures, how to obtain people's permission for the video, and how an immigrant can influence. Because I spoke in Finnish all the time during the activity, my Finnish language is now better. I learned so many words with people.

-Luukas

Luukas showed the author an interview video he made with his friend. The video showed that he has editing skills and is interested in making videos. It was like watching a short movie and a documentary film. The author asked him if he would be interested in becoming a documentary film or a television host. The author suggested these possibilities because the author recognized the talents he has regarding the field. He

said that it would be fun by mentioning that he and his friend won the video competition with a grand sum of 1000 Euros. The more the author became curious and interested in listening to the client's story, the more talkative and passionate the client became to talk about his life, which helped the author to understand the client better through dialogue-styled interview. One of the most important factors while conducting this interview was that as a social services student, the tried to introduce possible job opportunities based on one's talents, strengths and positive experiences in life. This facilitated new thoughts and ideas for the clients to ponder upon the possible options.

Finding 2: Needs of Immigrant Youth

Since the immigrant youth possess the knowledge of other languages as their mother tongue, they encountered linguistic difficulties in comprehending some interview questions. The author tried her best to use simple vocabularies and used various examples for them to understand the core of the questions.

The author found out that inadequate language skill is a problem that often hampers acculturation. If an immigrant does not know the language of the new environment, his/her ability to work is noticeably lower, which increases his/her stress. Immigrants with language problems are more dissatisfied with their lives. (Ying, 1996). Good language skills are also associated with better management, better self-esteem and less stress (Noels, Pon & Clément, 1996). In accordance with this information, when the immigrant youth were asked of any barriers in doing or achieving something they want in Finland, three out of five mentioned that there is no barriers faced in Finland that limits their potentials but Finnish language skill;

Just the kieli. Even if I want to talk to someone, but they don't know how to speak English, like I have to keep myself away from them because they will be like "you don't know how to Finnish". Se on vaikeaa tutustua ihmisiin. Even if I want to talk to them, I can't.

-Josefiina

A lot of foreigners said that entering high school is difficult here when one is not capable of Finnish well enough. When I asked Finnish mothers, they said that entering high is not difficult. However, for Minttu, it is double the workload and challenging for her since she has to study everything in Finnish.

-Minttu's mother

Most of the immigrant youth expressed how difficult it is to advance to high schools because of their insufficient language skills. This eventually can become a big barrier in achieving one's goals and dreams. Therefore, it has been proven that young people can benefit from focused and recurrent support with Finnish language. Support with Finnish language skill is particularly important from the young people's point-of-view because the result of the dialogue-interview showed that although they have specific goals and dreams in life, three of five mentioned that they give them up due to insufficient language skills for advancing to academic high school.

In addition to this, the author realized that young people have different needs, such as work opportunities, hobby destinations, study-related guidance, visa-related assistance, career counseling, and life crises. Moreover, they showed their interest in participating in other activities, group work and projects where they can be a part of, that are primarily related to their strengths and dreams;

I'd like to participate in hobby clubs like hip hop dance. I want to learn swimming since I can't swim.

-Minttu

I'm interested in groups where I could gain information about astronauts.

-Herkules

I would like to be a part of airplane related activities, because I want to become an airplane pilot.

-Inkareina

If I am 18, maybe I need help with visa. To whom I should call, with whom I need to talk, these things I want to know. I went to a youth community center for help but they don't know, they only give advices on studies and work.

-Luukas

Finding 3: Importance of Case Management

With regards to the question whether the immigrant youth are in need of a case manager or not, they demonstrated their positive outlooks on case management. It has been learned that they want case managers from whom they could obtain individual-

ized service plans from the viewpoints of the immigrant youth. They expressed different kinds of needs regarding own life situations, studies, family employment issues, job-seeking procedure, study credits at schools, lack of assistance in yearly refugee permits, future opportunities, and so on. In sum, they are willing to benefit from case management services and want it strongly by manifesting their needs for both short-term and long-term services;

Yes, it would be nice. ... Yeah, it's really good because I'm a bit shy towards people that I have just met. That's why I'm not really like (laugh), how can I say, like I don't really speak to them about my life problems. ... I'm like how, how can I tell you all these (surprised at herself)! I think I'm comfortable because if there was someone like strict, I'd be like quiet.

-Josefiina

Aaah, yes (she said in a heightened tone of the voice as if she realized something)! Yes, it would be great to have a case manager because here in Finland, I only live with my mom. Nobody helps us and we have noone here. It's difficult and we don't know what we could do in Finland.

-Minttu

The author found out that immigrant youth without their parents in Finland are especially the ones who can benefit from case management. An immigrant youth distinguished how different a case manager is from usual youth managers at the interview;

I don't like youth managers who come to family homes to tell me what to do and blah blah blah. But this, I reckon, is a different type. ... Yes, if I would need some help, I could call a case manager by phone as a client. It's good because if I turn 18 and should problems occur in life, I would maybe need someone. Family home can't help me when I'd be 18, so it would be helpful to have a support person in different situations. Additionally, that person can support me with issues like which school would be suitable for me and what kind of occupation would be best. No helping person, but a case manager. I want to take care of my personal things by myself, independently. ... If there were case managers, then I can talk with them regarding my needs. Yes, it's good.

-Luukas

From the abovementioned quote, the young person expressed that he is sick of youth managers instructing him from an authoritative point-of-view as they think they are 'helping' the young people to better integrate into the Finnish society. Luukas said that this kind of hierarchical 'helping', 'ordering', and 'pitying' attitudes bother him and even hurt him. However, as soon as the author proposed the idea of case management, he was very favourable towards it. It is because he felt that he was respected as a dignified and equal human being with needs just like everyone.

Finding 4: Racism Encountered by Immigrant Youth

There is research that manifest discrimination and racism are detrimental for young people's growth. From these studies about youth immigrants, it has been found that experiences of discrimination have a negative impact on the well-being of immigrant youth in many ways (Rogler, Cortes & Malgady 1991; Gil, Vega & Dimas, 1994; Vega, Khoury, Zimmerman, Gil & Warheit, 1995; Phinney & Chavira 1995). In Finnish youth research, it has been also argued that the racism children and young people go through rarely reaches adults, because it is not easy for young people to speak it out openly (Rastas, 2007). Moreover, it seems that specific cultural traits and closures contribute to the difficulties in forming relationships with peers (Kivijärvi & Harinen, 2009, 76-94). In align with this finding, it has been noted that racism and peer relationships are the themes that affect young people in many ways more concretely than the Finnish adult population, due to the fact that a significant number of people coming from multicultural backgrounds are under 30 years-of-age (Martikainen & Haikkola, 2010).

During the dialogue-styled interview, the author found out a new fact that there are discrimination and racism related to the word "immigrant". The author asked the definition of immigrant to each young people and they connected the term with racism. They expressed that the word itself does not feel negative but when it is used by people with discriminatory intentions, they showed their frustration towards the term. Young people clearly demonstrated their wish to be accepted in the Finnish society as who they are, by their names rather than being called as an immigrant;

For me, being an immigrant, it's like communicating with people from other countries. ... Umm, like we can't really avoid racism. My friends already experienced that. If you're searching for a job, they won't take you because of something about you being an immigrant. I think it's rude to say something like racism because we're just people. Just the colors are

different, but we're still persons. Not all Finnish people are like that. Most of them are so good, good people. All countries have these.

-Josefiina

We, in other words, we are immigrants, the foreigners. When people say "immigrant", it feels that we look different. Some people do not like racism and some do not like immigrants. The word itself is a neutral term, normal. Sometimes it limits my potentials, but not always. It would be great if people call me as "Minttu" as who I am, and the word "immigrant" would not be necessary to use any longer because we all are humans.

-Minttu

That someone moved into another country. The word "immigrant" sounds pretty okay, but sometimes it is offensive when people can be racists.

-Herkules

Well, people who are not Finnish and they come to live in Finland. Different nationals. ... Sometimes, when I asked the address of a place that I wish to go, people don't answer me and I don't know why. Seriously, it happened. I said, "I'm sorry, could you help me?" but nope. It was rude. ... At school, there was a teacher. When I asked her which classroom I need to go to, she didn't answer although she knew. Then, I sat downstairs for 15 minutes and asked my classmates about the classroom and they knew because the teacher replied to them. ... At times, buss doesn't stop for me at the bus stop. I did like this (moving her hands) but it didn't stop. It happened to my sister as well.

-Inkareina

Immigrant means refugees. In Finland, there are lots of racism. I've seen two demonstrations in Eastern Helsinki saying, "immigrants, get lost from our country". Finnish people were doing that and its purpose was that immigrants can't remain in Finland. This can be little political thing but it was nonetheless wrong to say that because everyone in Finland is equal. For instance, if an immigrant does a problematic thing, he goes to the jail and if a Finn does a bad thing, he also goes to the jail. Not all countries have this equality, but in Finland it exists. However, it needs to be developed further.

-Luukas

Other than the word “immigrant”, one of the young people found another element that felt to be discriminatory, which is separated classes for immigrant youth and Finnish students;

My class is known as “immigrant class” at school. Some Finnish students say “look at that immigrant class”. In my opinion, it is a bit funny. People say that we are Finnish and you are immigrants, that we’re different. When my friend was in a combined class with Finns, one Finnish student said “oh joke, we’ll be immigrant class with you all!”. I felt bad about this kind of incident earlier but now it feels normal because this is normal in a culture. ... People are different. ... I think I can improve my Finnish language skill better in a combined class with Finnish students.

11 Evaluation

In this chapter, the author manifests evaluation of both products; the Light-Joy-Feeling-Work Cards and Dialogue-Styled Interview, which are addressed separately.

11.1 Light-Joy-Feeling-Work Cards

After the demonstration of how to use the cards, the author distributed short feedback questionnaire forms to each participant for the feedback of the cards (refer to Appendix 2). The reason why the feedback form is consisted of only three questions is that, the young can easily get tired of answering long questionnaires. This has been taken into account after an intensive discussion with a Plan’s immigrant youth project coordinator. These feedback forms were filled out anonymously with no time limit.

As a result of the card game session, to the author’s surprise, she obtained an outstanding result from the feedbacks. The most surprising element was that all the participants gave very high grades for the cards (six times of grade 5 & one time of grade 10) and the card game session (one time of grade 4, three times of grade 5 & three times of grade 10), including non-existent but highest grade 10. The following are the written feedbacks of seven participants that the author translated from Finnish to English;

It felt good. ... In my opinion, the cards are good because working life is important.

It felt pretty extremely important, because you can find a variety of essential things in the cards. I am able to use the cards as I learned how to use them earlier. ... Everything was great, I think.

Indeed, one can find plenty of crucial information. ... I would use it by myself.

The cards are good and help find jobs easily. ... Yes, it is easy to use. I can use them with friends or my family. ... It's the best because it helps a lot.

Everything one needs to know is there. ... It is interesting because everything what you need for job applications, you can know via cards. ... The card game has been explained well.

Yes, the cards help find numerous jobs on internet websites and through the cards, you can learn what is expected in a job interview. ... I will discuss with friends about the cards.

One can learn new information. ... Yes, I will use the cards with my mother and father. It's the best because it helps.

Interview results are transcribed separately with a different file name such as 'Interview Replies_1_Josefiina', 'Interview Replies_2_Herkules' and the like. In total, five transcription files have been made and in the end, the author created a unified transcription file by combining all the replies according to questions. Direct quotes was translated from Finnish and broken English to proper English language. All participants' names are changed.

First, after analyzing the young people's preferred elements of the cards through the dialogue-styled interview, the author found out that 'Fun card game activity', which signifies playing the card game, has ranked as their most favorite factor. The second most popular one is 'Cooperation' in finding answers with other participants. The third feature

is found out to be 'Participation', fourth one is 'Clear Language' of the cards, and the last fifth one is 'Listening/humorous/active instructor', which indicates the author.

Second, as a result of the interview questions regarding the cards, everyone said that the cards and playing card game as a demonstration was beneficial as they learned something about working life. They felt confident in being able to use the cards at home by oneself, with friends, siblings, and parents. One of the immigrant youths' caretaker representative mentioned;

This is pretty amazing. I had time to get to read the cards and I liked it very much. This can support young people a lot in understanding working life principles and information.

Similarly, immigrant youths explained why the cards are useful and showed positive interests towards the cards;

Excellent. ... For instance, since everything you need for applying for a job is there, it can make your life easy looking for work. And then, these cards, all of these can help you.

-Josefiina

It felt amazing because it is so good. This is useful for immigrants who start their work for the first time. ... It helps because if you don't know about working life, you can look at the 'Contents' and learn what to do in different phases. This made it easier for me to be able to use the cards.

-Luukas

Because there are a lot of websites where I can find work and I can plan how to apply for work. Here's 'Job Interview' section where I can read how to do the interview and its fundamental rules. Job applications and many others. I read them all at home!

-Inkareina

Yep, I am capable of using the cards because you have well explained how to make use of the cards.

-Minttu

Although 'Colors' did not rank within five most favorite elements, one immigrant youth made a significant remark on the importance of colors on the capability of finding necessary and specific information;

You can find it by the colors. This, for example, the red category belongs to the same stage. Colors are important ones, because when we were discussing about the card contents, some distracted were like asking 'where where where' to look at, and I told them to just look at the colors.

-Josefiina

Thirdly, when the author inquired what the biggest differences in learning about working life with the Plan and the author's cards, all five interviewees unanimously answered that they have never received any materials for them to take home like the card materials;

I haven't received any materials to take home at Makalla project. It's a big difference. It's the first time to receive something.

-Inkareina

Nope, this was the first time to receive something. If I forget specific information about working life, I can always get back to these cards.

-Luukas

The same thing? No. I remember that it was normal papers that I didn't feel like reading. But these cards are better because it is much easier to read. ... It can be kept for a long time. Even if the water spills on them, it does not go into the cards because it is laminated.

-Minttu

Fourthly, when the interviewees were asked if they have creative ideas on how to learn working life skills in different measures, they suggested that; having fun games would facilitate their learning motivation, and doing a learning café in which everyone can discuss different themes of working life in groups and present the findings for other groups. These two ideas have the common ground of 'cooperation' where young people can learn from each other from their peers.

11.2 Dialogue-Styled Interview

After pondering upon the Plan's request of how to motivate immigrant youth and observing the working methods of the Plan's Immigrant Youth Work team, the author developed the dialogue-styled interview. In comparison to the Plan's interview methods in which project organizers asked the immigrant youth to come to the Plan's office or school area, dialogue-styled interview is personalized interview where the author herself went to meet the immigrant youth at their houses and school, in which they felt most comfortable. There, the author was able to engage with young people as a subject to subject on a deeper level with more involvement.

A critical appraisal for the dialogue-styled interview is consisted of two parts, advantage and disadvantage. On one hand, advantage of this interview model is that during the dialogue-styled interviews, young people were relaxed and comfortable in freely talking about their life stories, financial situations, and family history to the author. They opened up their heart to the author to an astonishingly high level in which the author felt interpersonal contact with the youth, which rarely occurs with normal interviews at the Plan. Many of the immigrant youth made comments that they were surprised at themselves when they were sharing their personal life stories to the author. According to them, the author was successful in creating comfortable environment for the young people in which the pastries and stories were shared in a person-to-person dialogue. The author noticed that young people were genuinely engaged with the dialogue-styled interview. This was interesting to notice from the observation that they did not write text messages to their friends, did not watch random videos in the Internet, and did not look disoriented during the dialogue-styled interviews. They were enthusiastic when they were talking about their achievements in daily lives.

On the other hand, disadvantage is that dialogue-styled interviews are time-consuming and expensive since the professional has to; tailor one's schedule to the young person, plan one-on-one meetings, arrange environmental elements for the youth, travel to where the young person is, pay genuine attention and listen closely to what the youth has to say.

The following three factors contributed positively opening up the immigrant youth's hearts for the interview. With the mindset of a case manager, the author treated them

as who they are and as a unique and interesting individual. By doing so, interviews did not feel like interviews, rather a natural flow of dialogue, which became a common third.

First, creating comfortable interview environments, welcoming the youth by warm prep talk, and eating something together before starting the interview functioned as an indispensable element for facilitating a dialogue. They were not informed beforehand that the author is bringing some snacks as the purpose was not rewards. Rather, these have been used as a means to make a comfortable, low-threshold, and relaxed atmosphere for the immigrant youth, from the perspective of a case manager. The rationale for making the interview settings more of an amicable and welcoming environment, was to let the immigrant youth feel more open-minded and easy towards the interview, so that an interview would not feel like an authoritative and strict session. As a result, honest and frank dialogues were born, in which the upcoming case manager would be listening whole-heartedly in a genuinely curious manner.

Second, genuine interest, curiosity, and respect towards the client functioned as the strong backbone of the dialogue-styled interview. These factors helped build a special person-to-person rapport as equal beings. The author was aware of the fact that giving unwelcoming or stereotypical labels to the clients not only makes the clients feel disinterested in interviews, but also, make them feel underappreciated and discriminated even, which can affect the interviews negatively.

Third, knowing when to ask adequate questions is important to remember, as the client answered certain questions all together.

12 Conclusion

Plan International Finland's Immigrant Youth Work Team asked the author to create working life materials for immigrant youths and a measure to motivate them in their various projects. As solutions for these inquiries, the author devised two products: the working life card materials and dialogue-styled interview model.

First, printed material such as Light-Joy-Feeling-Work Cards are proved to be an effective measure to support immigrant youths' working life skills in Finland. It is proven to be efficient because of the positive feedbacks and interview answers gathered from the immigrant youth, in which they found the cards to be beneficial. Following factors are essential parts of the card materials the immigrant youth favored the most; fun card game activity, cooperation, participation, clear language, and listening/humorous/active instructor (which indicates the author).

Second, the dialogue-styled interview with case manager's strengths-finding perspective can assist Plan International Finland's project organizers in finding young people's strengths, needs and difficulties that will serve as the basis of project designs. To this end, Plan International Finland would be able to design client-oriented projects that can strengthen immigrant youth's positive features and can address their needs effectively. Moreover, it has been proven this kind of client-oriented project can contribute to the flowering of bringing out the best in every individual which should no longer be wasted through weakness and problem-oriented perspectives. Rather, bringing out the best in people and focusing on positive traits can contribute to achieving full human potentials of immigrant youth.

To conclude, the concept of flow is not necessarily a goal Plan International Finland should be aiming for with its projects. However, it could contribute to such a state with immigrant youth. By incorporating the concept of flow in the thesis, the author strives to create awareness within the organization of the Plan of realizing immigrant youth's human potentials that this is the highest ideal goal to strive for in the days to come.

13 Discussion

I came to Finland all the way from South Korea to study social services with a goal of learning how understand various people in order to design international projects for them at international organizations like Plan International, United Nations, UNHCR, UNICEF, and the like. My dream is to contribute to world peace by founding a global organization that will support realization of children's human potentials around the world.

Through writing this thesis, I learned a valuable lesson that cannot be bought with money: case managers can function as facilitators for change in international organizations when designing international projects that concern people's lives. When people's lives are at stake in the center of the projects, international project organizers should be aware of the target group's strengths, needs, difficulties and their environmental elements that affect their lives. Dialogue and case management has taught me how to approach people in order to assist and create meaningful projects from the client-oriented perspective.

Similarly, I realized the importance of professionals working in social field with clients are required to possess a high level of professional, personal, social and ethical competences, as well as to update their knowledge. One needs to be capable of balancing empathetic skills, and managing the dualities of closeness and distance while engaged in professional relationship with clients. These professionals often work in complicated and conflicting situations where there are different expectations arising from a variety of levels; clients, clients' family, team members, work place, and society. Moreover, it is crucial for them to examine their capabilities, prejudices, stereotypes, world views and so on as social professionals are also members of a society, in which their thinking process and decisions can be influenced by certain societal values, especially when working with immigrant youth and other multicultural client groups.

To sum up, I hope that client-oriented perspective spreads to not only health care and social services fields in Finland, but also to different parts of the world in which international projects wish to realize human potentials.

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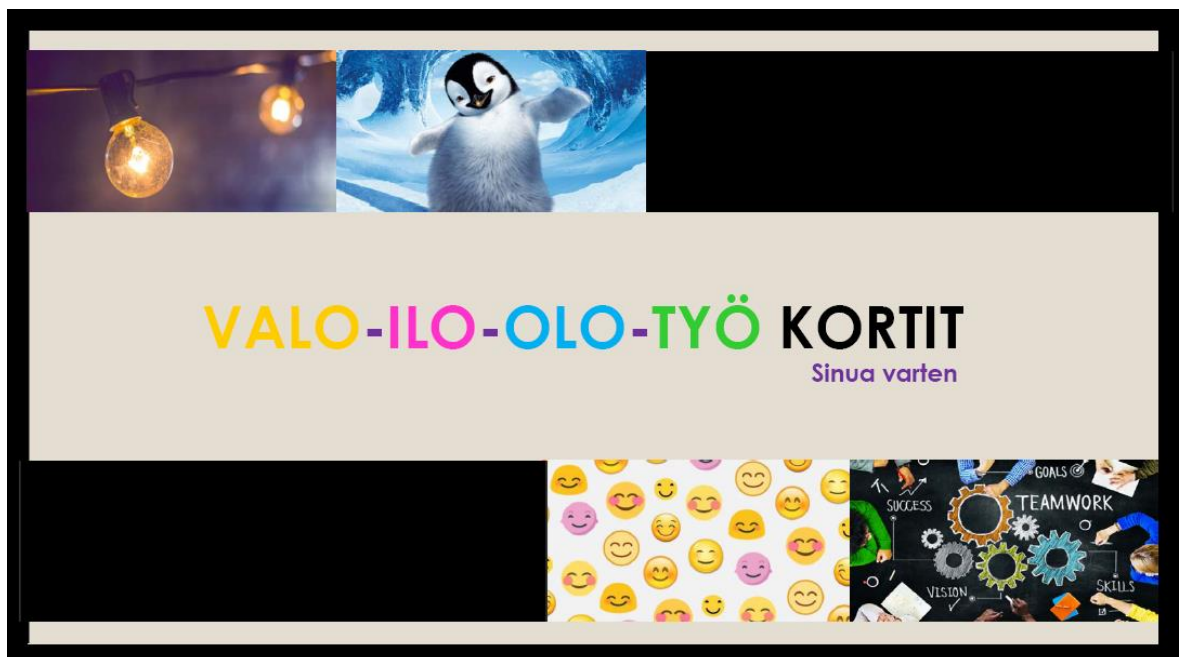
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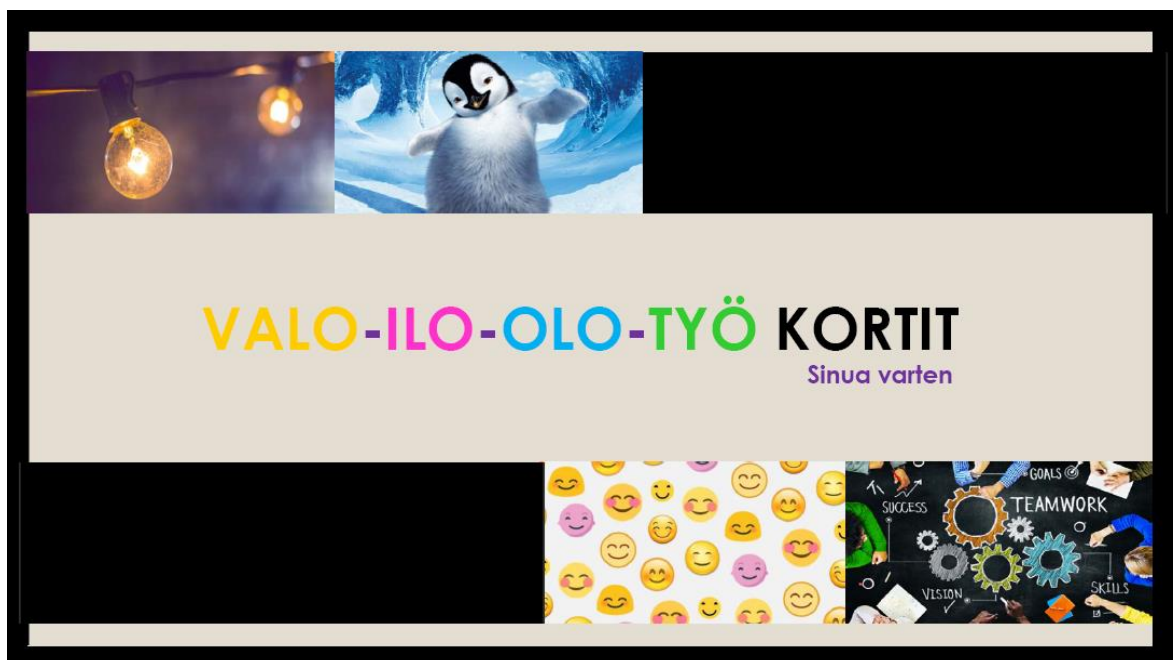
Appendix 1: Designed Card Materials



Sisältö

Mitkä ovat 'Valo-Ilo-Olo-Työ Kortit'?

Kun haet töitä	1
◦ Työhakemus ja CV	2-4
Ennen työhaastattelua	5
◦ Työhaastattelussa	6-7
◦ Muistettavat asiat työhaastattelussa	8-9
Kun saat työpaikan	10
◦ Työsopimus, verokortti ja pankkitili	11-13
Kun aloitat työt	14
◦ Työpaikalla muistettavat asiat	15
Työjakson päättymisen jälkeen	
◦ Työtodistus ja suosittelijat	16
Linkejä työnhakua varten	17-24



MITKÄ OVAT VALO-ILO-OLO-TYÖ KORTIT?

- Nämä kortit luotiin työelämää aloittaville maahanmuuttajataustaisille nuorille sekä kantasuomalaisille nuorille, jotka käsittelevät yksinkertaisia ja selkeitä selityksiä tärkeimmistä työelämään liittyvistä elementeistä ja vinkeistä.
- Korttien tarkoituksena on se, että korttien kautta tuetaan nuoria hakemaan töitä Suomessa parantamalla heidän käsitystään työelämän perusteiden konseptista käyttämällä hauskaa ja helppoa menetelmää, josta syntyi VALO-ILO-OLO-TYÖ KORTIT.
- Nuoret voivat käyttää näitä kortteja, kun he hakevat töitä lähitulevaisuudessa tai haluavat tutustua töidenhakuprosessiin ja sen sisältöön.
- Värikkäät kortit ovat käytännöllinen, hauska ja kestävä tapa matalalla kynnyksellä oppia työelämästä. Lisäksi kortteja käyttämällä voi pelata työelämän peliä ystävien kanssa.
- Tulevaisuuden tavoite on ehkäistä maahanmuuttajanuorten syrjäytymistä Suomen yhteiskunnassa tukemalla heidän työelämän taitoja, jotta he voisivat saavuttaa omia merkittäviä tavoitteita elämässään.



VALO-ILO-OLO-TYÖ KORTIT

Sinua varten



1

KUN HÄET TÖITÄ

- **Tee CV ja työhakemus**, joissa kerrot rehellisesti ja positiivisesti omasta koulutuksestasi, harrastuksistasi ja työkokemuksestasi jos sitä on. Tarkista, että näissä papereissa on oikeat yhteystiedot esim. puhelinnumero, osoite, sähköpostiosoite, jne.
- **Lähetä työhakemuksia mahdollisimman moneen paikkaan**. Kesätyön hakeminen kannattaa aloittaa jo heti tammikuussa. Kerro tutuille, että etsit kesätyötä. Kannattaa myös etsiä avotyöpaikkoja verkkosivustojen kautta, tai mennä CV:n ja hakemuksen kanssa esim. edelliseen työnantajalle kysymään, onko kesätyötä tarjolla ja miten paikkaa voi hakea.
- Kun olet hakenut töitä, **vastaa puhelimeen** tai soita takaisin jos et tiedä, kuka sinulle on soittanut. Se voi olla työnantaja, joka pyytää sinut haastatteluun! :D



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



2

TYÖHAKEMUS

- Työhakemus on vastaus työpaikkailmoitukseen. Työhakemuksessa kirjoitat omaavasi työpaikkailmoituksessa vaaditut ominaisuudet ja kapasiteetit. Työhakemuksen tavoitteena on, että pääset työhaastatteluun. Tavallaan hakemuksen suosituspituus on yksi A4-kokoinen paperiarkki.

Kirjoita hakemuksessasi:

- Omat yhteystiedot (+henkilö, jolle hakemuksen osoittaa)
- Kiinnostava aloitus ja persoonallinen esittely
- Yhteenveto osaamisesta ja kiinnostuksen kohteista
- Vastaus, miksi haluaa kyseisen paikan ja miksi olet sopiva siihen
- Tiedot suosittelijoista
- Muita tärkeitä liitteitä, jos tarpeellista



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



CV_1

- CV (Curriculum Vitae) eli ansioluettelo täydentää työhakemustasi.
- CV:n tiedot esitetään uusimmasta vanhimpaan, joten järjestyksessä tuorein tieto näkyy ensin.
- Hyvä CV on virheetön, selkeä ja ytimekäs. Se korostaa haettavan tehtävän kannalta olennaisia asioita. CV:n suosituspituus on enintään kaksi A4-paperiarkkia.
- Jos sinulla ei ole vielä pitkää työhistoriaa, mainitse CV:ssä kaikki mahdollinen työkokemus. Listaa esimerkiksi luottamustehtäväsi, kuten toiminta oppilas- tai opiskelijakunnassa sekä vapaaehtoistyö tai osallistuminen kielikursseille.
- Suosittelemiseksi voit nimetä entisen työnantajan, esimiehen, työkollegan, opettajan tai harrastusohjaajan. Muista aina pyytää lupaa etukäteen kyseiseltä henkilöltä mainitsemaan hänet suosittelijanas.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



CV_2

4

Kirjoita CV:ssäsi:

- Omat yhteystiedot
- Koulutus
- TET-kokemukset ja aiemmat työkokemukset
- Vahvuudet ja osaamiset
- Harrastukset
- Kielitaidot
- Vapaaehtoistyöt ja tiedot osallistumisesta tiettyihin tapahtumiin (anna todistukset todisteeksi liitteenä)
- IT-taidot (mitä tietokoneohjelmia osaat käyttää)
- SoMe-taidot (mitä sosiaalisen median kanavia osaat käyttää)
- Tiedot suosittelijoista



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



5

ENNEN TYÖHAASTattelua

- **Lue työpaikan nettisivuilta tietoa työpaikasta ennen työhaastattelua.**
- **Ota mukaan todistukset** koulutuksesta, TET-paikoista, aikaisemmista työpaikoista ja muista harjoiteluista.
- Pue siistit ja **puhtaat vaatteet päälle** hyvää ensivaikutelmaa varten, joissa sinun on silti mukava olla.
- **Ole ajoissa** paikalla. Varmista edellisenä päivänä miten oikeaan paikkaan mennään ja katso reitti valmiiksi. Mene mieluummin liian aikaisin kuin liian myöhään. Jos jostain syystä olet myöhässä, soita pomolle heti ilmoittaaksesi myöhästymisestä ja pyydä anteeksi.
- **Laita puhelin pois** päältä tai laita se äänettömälle ennen haastattelua.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



TYÖHAASTATELUSSA_1

6

- Kun menet sisään haastattelun huoneeseen, **tervehdi** haastattelijaa, kätele häntä ja esittely itsesi hänelle. Ole kohtelias ja hymyile. ☺ Kun puhut itsestäsi, yritä säilyttää katsekontakti haastattelijaan.
- Jos et voi ymmärtää, mitä haastattelija kysyy, voit pyytää häntä toistamaan kysymyksen uudelleen tai selkeämmin.
- **Vastaa jokaiseen kysymykseen rehellisesti.**
- **Kerro itsestäsi positiivista puolia.** Tämän vuoksi on hyvä miettiä etukäteen näitä; mitkä ovat sinun vahvuksiasi, missä sinä olet hyvä, miksi haluat juuri tämän työpaikan ja mitä harrastat. Näitä asioita kysytään työhaastattelussa, jotka voivat kiinnostaa työnantajaa.
- Jos et voi heti muista jotakin sanoja/lauseita tai haluat miettiä vastaustasi, niin voit miettiä hetken rauhassa ja sitten vastata kysymykseen, kun olet pohtinut selkeän vastauksen päässäsi.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



TYÖHAASTATELUSSA_2

7

- Lisäksi, **sanaton viestintä** kuten ilmeet ja eleet **vaikuttavat** siihen millaisen mielikuvan haastattelija sinusta saa.
- Työhaastattelun lopussa voit itse myös kysyä haastattelijalta jotain. Mieti jo valmiiksi, mitä haluaisit tietää työpaikasta. Osoita kiinnostustasi työpaikkaa kohtaan.
- Haastattelija kertoo, kun työhaastattelu on loppunut. Sinun ei tarvitse huolehtia milloin se päättyy. Haastattelija kertoo myös tässä vaiheessa, milloin he tekevät päätöksen siitä ja kenet he valitsevat työtehtävään.
- Kun haastattelu on tehty, **muista sanoa "kiitos** antamastanne mahdollisuudesta työhaastatteluun, arvostan teidän aikaanne. Tekisin parhaani, jos saisin työpaikan. Antoisaa päivän jatkoa! Näkemiin". On hyvä tapa kätellä haastattelijaa ennen lähtöäsi huoneesta. Jos et voi kätellä, tee jotain kohteliasta esim. kevyt kumarrus.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



MUISTETTAVAT ASIAT TYÖHAASTATELUSSA_1

8

- Muista, että puhelimesi näprääminen, tekstaileminen ystäville ja musiikin kuunteleminen ovat kiellettyjä työhaastattelussa.
- Muista ottaa pois pipo, lippalakki tai huppu haastattelun aikana.
- Muista, että purukumin jauhaminen on epäkohteliasta käytöstä.
- Muista, että työhaastattelussa voit pärjätä hyvin monella tavalla, joten ole reippaasti oma itsesi.
- Muista, että liika liikkuminen tai elehtiminen haastattelussa voi häiritä haastattelijan keskittymistä sinun vastauksiesi kuunteluun.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



MUISTETTAVAT ASIAT TYÖHAASTATELUSSA_2

9

- Muista, että on suositeltavaa harjoitella haastattelutilannetta etukäteen ja miettiä vastauksia kysymyksiin.
- Muista, että haastattelussa esitettävien kysymysten pitää liittyä haettavaan työtehtävään. On myös asioita, joista työhaastattelutilanteessa ei tarvitse kertoa, kuten kysymyksiin perhefilanteestasi ja -suunnitelmistasi, uskonnosta tai poliittisesta vakaumuksestasi ei ole pakko vastata.
- Muista, että kysyminen milloin saat lähteä haastattelusta ei ole suositeltavaa.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



10

KUN SAAT TYÖPAIKAN

- Onneksi olkoon! Työpaikka on aina iso saavutus. Loistavaa! Yksi askel kerrallaan. 😊
- Ennen kuin aloitat töitä työpaikalla, sinun pitää muistaa 3 asiaa; **työsopimus, verokortti ja pankkitili**. Työsopimusta kirjoitetaan yhdessä sinun ja työnantajan välillä. Sinun pitää ottaa verokortti ja pankkitilin tiedot mukaan, kun kirjoitat työsopimuksen.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



TYÖSOPIMUS

11

- Työsopimus on työelämän perussopimus, jossa on **sinun ja pomon allekirjoitusta**. Työsopimus kannattaa **tehdä aina kirjallisesti** varmuuden vuoksi, mutta myös suullinen työsopimus on pätevä. Niitä tehdään **kaksi**; toinen jää pomolle ja sinä saat toisen kappaleen. Se on tärkeää muistaa, että sinun on pakko säilyttää työsopimusta koko työsuhteen ajan.

Kirjoita työsopimuksessasi:

- Työnantajan ja työntekijän tiedot
- Töiden aloituspäivä ja määräaikaisen työsopimuksen osalta myös päättymispäivä
- Työntekopaikka, pääasialliset työtehtävät, sovitut työaika ja työajan kesto
- Kuinka paljon sinun pitäisi saada palkkaa, minä päivänä palkka maksetaan
- Vuosiloman ja sairausloman määräytyminen (jos tarvitsee)



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



VEROKORTTI

12

- Verokortti **tulee kotiin postin kautta**. Ota sinun verokorttia mukaan työnantajalle samana päivänä kun kirjoitetaan työsopimusta. Jos et ole saanut verokorttia tai se on kadonnut tai jos sinulla ei ole verokorttia, sitten voisit tilata puhelimella uusi verokortti soittamalla verotoimiston numeroon 029497000, joka palvella ma-pe kello 9.00–16.15. Voit myös tilata verokorttia seuraavan verkkosivuston kautta, jossa on myös video joka kertoo miten tilataan:

<https://www.vero.fi/henkiloasiakkaat/verokortti-ja-veroilmoitus/verokortti/>

Kun tilaat verokorttia, tarvitset:

- Sosiaaliturvatunnus (=henkilötunnus)
- Tiedon siitä, kuinka paljon palkkaa olet saanut tämän vuoden tai viime vuoden aikana
- Tiedon siitä, kuinka paljon tulet saamaan palkkaa yhteensä koko vuoden aikana. Sinun pitää osata kertoa verotoimiston viranomaisille, teetkö muita töitä kuin kesätyön ja paljonko luulet, että saat palkkaa koko vuoden aikana yhteensä. Lisäksi, tiedot mahdollisista vähennyksistä (jos on).



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



PANKKITILI

- Ennen kuin menet töihin, **sinulla pitää olla oma pankkitili**, johon palkka maksetaan. Pankkitilin avaamista varten pankilta pitää varata tapaamisaika soittamalla pankille. Huoltajan on hyvä olla mukana kun avaat pankkitiliä. Jos et saa avattua pankkitiliä, voit kokeilla vielä toisesta pankista. Yleensä pankkitilin saa avattua vasta sitten, kun on jo jokin työpaikka tiedossa ja voit näyttää, että sinulle on tulossa palkkaa, jota varten tarvitset pankkitilin. Muista, että **työnantajalle pitää toimittaa tilinumeroa**. Mutta, **pankkikortin PIN-koodia tai verkkopankkitunnuksia ei saa koskaan kertoa kenellekään**.

Kun avaat pankkitilin, tarvitset:

- Henkilötodistus
- Todistus siitä, mistä rahaa on tulossa (esim. työsopimus)



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



KUN ALOITAT TYÖT

14

- Tallenna pomon numeroa sinun puhelimeen etukätehen tai heti kun työ alkaa ensimmäisenä päivänä.
- Pomolle ilmoitetaan sairastumisesta aina ennen sinun työvuoron alkamista.
- Ole aina ajoissa töissä ja lähde sovittuna aikana tai vasta kun pomo sanoo että työpäivä on päättynyt.
- Tervehdi kaikkia muita työntekijöitä ja kaikkia muitakin työpaikalle tulevia ihmisiä.
- Ole ahkera, reipas ja tee pomon antamat tehtävät huolellisesti. Jos et voi ymmärtää mitä tarkasti tehdään, kysy pomolta lisää ohjetta.
- Kun olet valmis, kysy, mitä voisit seuraavaksi tehdä.
- Jos keksit jonkin tehtävän, jonka voisit tehdä, voit ehdottaa sitä pomolle.
- Nouda aina työpaikan sääntöjä.
- Muista oma roolisi ja vastuusi töissä.
- Laita työvaatteet päälle, jos sellaisia tarvitaan.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



TYÖPAIKALLA MUISTETTAVAT ASIAT 15

- Muista, että sinulla on oikeus saada perehdytys työstä ja työssä tarvittavista välineistä työn alussa.
- Muista, että sinulla on oikeus pitää taukoja, jotka sovitaan työnantajan kanssa.
- Muista, että sinulla on oikeus asianmukaiseen, työsopimuksessa kuvattuun palkkaan.
- Muista, että sinulla on oikeus saada työsuhteen päätyttyä työtodistus.
- Muista, että jokaisella työpaikalla on omat säännöt, joita pitää noudattaa. Sinun kaverien työpaikoiden säännöt voi olla eri säännöt kuin sinun työpaikka.
- Muista, että tekstaileminen kavereille, kuunteleminen musiikkia ja käyttäminen omaa puhelinta ovat epäkohtelias käytös kun olet töissä. Käytä puhelinta kun sinulla on tauko tai kun työpäivä loppuu.
- Muista, että kirosana ei hyötyisi sinua töissä, joten käytä kohteliaita sanoja.
- Muista, että laiskotteleminen töissä ei ole odotettu.
- Muista, että kaverit eivät saa käydä työpaikalla hengaillemaan sinun kanssa.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



TYÖJAKSON PÄÄTTYMISEN JÄLKEEN

16

◦ Työtodistus:

Kun sovittu työjakso päättyy, sinun työnantajalla on velvollisuus kirjoittaa työtodistuksen työsuhteen loppuksi ja antaa sen sinulle. Työtodistus sisältää seuraavia tietoja; työpaikan nimi, työtehtävät ja työsuhteen kokonaiskesto. Työnantaja voi myös kirjoittaa työtodistukseen arvolauselman sinusta, eli arvio sinun työtaidosta ja käytöksestä. Lisäksi hän voisi auttaa sinua saamaan seuraavana kesänä uuden kesätyön jos pyytäisit kohteliaasti. Työtodistus on **tärkeä todiste paperi joten se pitää säilyttää.**

◦ Suosittelijat:

Jos se on mahdollista, voit pyytää työnantajaa suosittelijaksi. Tämä tarkoittaa sitä, että kun haet uutta työtä, uusi pomo voi soittaa vanhalle pomolle kysymään millainen työntekijä sinä olet. Muista, että voit laittaa suosittelijaksi vain sellaisia ihmisiä, joilta olet kysynyt luvan.



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



LINKKEJÄ TYÖHAKUA VARTEN_1

17

1) Yleistä tietoa työn aloittaville nuorille ihmisille

- 'Opas koulutuksesta ja työelämästä monikulttuurisille nuorille'

Tämä opas on saatavilla eri kielillä; suomeksi, englanniksi, ruotsiksi, viroksi, venäjäksi ja somaliksi. Täältä lukee perustietoja Suomen korkea koulutusjärjestelmästä (lukiosta, ammattiopistosta, ammattikorkeakoulusta, yliopistosta) sekä työn aloittamisesta.

<https://www.tat.fi/samalla-viivalle/>

- Vinkit työnhakuun

Täältä verkkosivulta löytyy yksinkertaisesti kirjoitettu työhakemuksesta, CV:stä, yhteydenotosta työnantajaan, työhaastattelusta, kesätyön Q&A:stä. Lisäksi, se sisältää videot, jotka voisi auttaa nuoria ihmisiä ymmärtämään vinkkiä selkeämmin.

<https://www.kunkoululoppuu.fi/kesatyo/ohjeita-tyonhakuun/>



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



LINKKEJÄ TYÖHAKUA VARTEN_2

18

◦ *Opinto-ohjaajan opas – Nuoret kesätöihin*

Tämä verkkosivu koostuu yleistä tietoa miten ja missä hakea kesätöitä. Täältä löytyy monta verkkosivustoa josta nuoret ihmiset voisivat löytää paljon työpaikkoja. Sen lisäksi, mitä työhakemus sisältää, mitä ansioluettelo sisältää, mitkä ovat tärkeitä elementtejä työhaastattelussa (sopiva pukukoodi, oleminen ajoissa paikalla, ottaminen hattu pois, esitteleminen itseä, jne.), mitkä ovat kesätyöntekijän periaatteita ja muita tärkeitä kysymyksiä nuorilla ihmisillä on heidän mielissä kun he hakevat kesätöitä.

<https://www.opetin.fi/materiaalit/opinto-ohjaajan-opas-nuoret-kesatoihin/>

◦ *TAT Vastuullinen Kesäduuni 2017*

Tämäkin on tavallinen verkkosivu josta nuoret ihmiset voivat löytää perus tietoja nuorten ihmisten kesätyö hakemuksesta.

<http://kesaduuni.org/miten-saan-kesatyota/>



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



LINKKEJÄ TYÖHAKUA VARTEN_3

- *Hyvää työtä - työelämäopas nuorille*

Tämäkin on tavallinen verkkosivu josta nuoret ihmiset voivat löytää perus tietoja nuorten ihmisten työhakemuksesta. Tämä materiaali koostuu työnhaku, tärkeitä muistettavia asioita työpaikasta ja ohjeita ongelmatilanteisiin.

http://www.hammaslaakariliitto.fi/sites/default/files/mediafiles/hyvaatyota_tyoeelamaopasnuorille.pdf

- *Työelämän ABC*

Tämä on tavallinen materiaali josta nuoret ihmiset voivat löytää perus tietoja nuorten ihmisten työhakemuksesta. Tämä materiaali koostuu työnhakemus, ansioluettelo, työhaastattelu, oikeudet ja velvollisuudet, työsopimus, työn eri muodot, työaika, palkka, eläke, vuosiloma, sairausloma, tasa-arvo ja muuta.

https://www.sttk.fi/wp-content/uploads/2014/01/STTK_TYO_ABC_OPAS.pdf



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Sinua varten



LINKKEJÄ TYÖHAKUA VARTEN_4

◦ Nuoret työntekijät

Tämä on Suomen Työ- ja Elinkeinministeriön verkkosivu, josta lukee suomen laista niin kuin nuorien työntekijöiden työedut, nuorille sopivat kevyet työt, nuorilta kielletyt ja nuorille vaaralliset työt, työaika ja vuosiloma.

<http://tem.fi/nuoret-tyontekijat>

◦ Nuorten elämä

Tästä voi löytyä tietoja jotka ovat lakisäännöllisesti tarkeitä alaikäisille nuorille ihmisille. Se kertoo perus tietoja kesätyötä, ilta- ja viikonlopputyötä, miten saada taskurahaa, työskentely opiskelun ohessa, ulkomaille töihin ja niin edelleen.

<https://www.nuortanelama.fi/tyonhaku>



VALO-ILO-OLO-TYÖ KORTIT
Sinua varten



LINKKEJÄ TYÖHAKUA VARTEN_5

2) Hakeminen avoimet työpaikat

◦ Monster

Täältä verkkosivulta voi löytää paljon työpaikkoja koko Suomen alueella (kesätyöt ja yleiset ammatillaiset työt), uraneuvonnan palveluja ansioluettelusta, haastattelusta, palkasta, edusta, strategiasta työpaikkahakuun ja urakehityksestä.

<https://www.monster.fi/>

◦ TE-Palvelut

Täältä verkkosivulta voi löytää paljon työpaikkoja koko Suomen alueella (kesätyöt ja yleiset ammatillaiset työt).

<http://www.te-palvelut.fi/te/fi/>



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22

◦ Rekrytointi

Täältä verkkosivulta voi löytyä paljon työpaikkoja koko Suomen alueella (kesätyöt ja yleiset ammatillaiset työt).

<https://rekrytointi.com/>

◦ Duunitorit

Täältä verkkosivulta voi löytyä paljon työpaikkoja koko Suomen alueella (kesätyöt ja yleiset ammatillaiset työt).

<https://duunitori.fi/>

◦ Oikotie työpaikat

Täältä verkkosivulta voi löytyä paljon työpaikkoja koko Suomen alueella (kesätyöt ja yleiset ammatillaiset työt).

https://tyopaikat.oikotie.fi/haku?sort_by=publication_time



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LINKKEJÄ TYÖHAKUA VARTEN_7

3) Tietoa tiettyisistä työalueista

◦ Ammattinetti

Tämä verkkosivulta löytyy yksinkertaista ja tiivistä kaikenlaisten ammattikuvauksia josta nuoret ihmiset voisivat tutustua erilaisiin ammatteihin, millaisia koulutuksia pitää saada pääsemään tiettyihin töihin, mitkä ovat erilaisia vaatimuksia ja mikä odottaa tiettyisissä työalueissa. Ammatit jotka ovat selitetty ovat; elintarviketeollisuus, energia-ala, finanssiala, hallinnollinen työ, henkilöpalvelut, kaupallinen työ, kiinteistöpalvelut, kirkollinen työ, kuljetus- ja liikenneala, kulttuuri ja viestintä, käsityöala, lakiala, luonnontieteellinen työ, maa- ja metsätaloustyö, matkailu- ja ravitsemisala, opetusala, rakennusala, sosiaalipalvelut, suojele- ja soittosala, teknologiateollisuus, teollinen työ, terveydenhuolto, ja ympäristöala.

<http://www.ammattinetti.fi/amatit>



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24

4) Työhakuun voi pyytää apua nuorten suunnatuista Ohjaamosta

◦ Helsinki Ohjaamo (Kampissa)

Osoite: Fredrikinkatu 48, 00101 Helsinki

Puhelin: 09 31025861

Verkkosivu: <http://ohjaamo.hel.fi/>

◦ Espoo Ohjaamo (Ison Omenan palvelutorissa)

Osoite: Suomenlahdentie 1, 3. krs. 02230 Espoo

Puhelin: 040 126 7513

Verkkosivu: <http://www.ohjaamoespoo.fi/>

◦ Vantaa Ohjaamo (Tikkurilassa)

Osoite: Vernissakatu 1, 4. kerros. Vantaa

Puhelin: 043 826 7466

Verkkosivu: <http://www.vantaa.fi/ohjaamo>



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Sinun VALOsi kautta syntyisi ILOa ja niiden vahvuuksien kanssa sinun OLOa omasta elämästä vahvistetaan voimaantumiseksi ja positiiviseksi tekemällä unelma TYÖ kokemusta! :D

**Menestys ei ole sattuma.
Sinä voit vaikuttaa omaan elämään ja saavuttaa oman haluamasi unelman!!**



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Sinua varten



Appendix 2: Feedback Form of the Cards and Card Game

1. How did learning working life skills by using cards feel?

2. Do you feel that you are able to use the cards in the future? How and when would you use them? With whom? If not, why not?

3. Can you give separate grades ranging from 1 (worst) to 5 (best) for both;

-Grade for cards and why:

-Grade for card game and why:

Appendix 3: Interview Permission Form for Parents/Caretakers



Lupa haastatteluun kuuntelemaan nuorten ääntä paremman

Terve, ihanat Matkalla-hankkeessa mukana olleiden nuorten vanhemmat! 😊

Olen Ye Seong Shin (Ainoa).

Olen ollut Planilla töissä harjoittelijana maahanmuuttajatyön tiimissä teidän lasten kanssa tämä vuoden aikana. Opiskelen sosionomia Helsinki Metropolia Ammattikorkeakoulussa. Olen kirjoittamassa minun opintinäytetyötä tällä hetkellä. Aiheeni on; miten tukea maahanmuuttajataustaisten nuoria Matkalla-projektissa sekä kuunnella Suomessa nuorten ääntä.

Tämän vuoksi haluaisin haastatella lapsenne.

Haastatteluun ei ole pakko osallistua, mutta se on suureksi avuksi tiedon keräämiselle. Kerätyt tiedot tulevat opinnäytetyöhön nimettöminä ja muutettuina, eli **ketään nuorta ei voida tutkimuksesta tunnistaa.**

Seuraavalla sivulla on lomake, jossa kysytään haastatteluun osallistumisesta. Teidän lasten täytyy ottaa tämä lupalappu mukaan haastatteluun. Paljon kiitoksia lukemisesta ja kiitos etukäteen.

Aurinkoista päivän jatkoa! 😊

Ystävällisin terveisin,

Ye Seong Shin (Ainoa)

Jos teillä on kysyttävää, ottakaa yhteyttä Ye Seong Shin:in kanssa suoraan sähköpostilla tai puhelimella (artshinys@hanmail.net & +358 45 224 7796).

Nuoren kokonimi ja puhelinnumero:

Huoltajan kokonimi ja puhelinnumero:

Lapseni/huollettavani saa osallistua haastatteluun.

___ Kyllä

___ Ei

Päivämäärä ja paikka:

Huoltajan allekirjoitus:

Appendix 4: Semi-Structured Dialogue-Styled Interview Questions

Dialogue-Styled Interview Questions

Questions related to the cards

1. Did the cards help you to learn about working life? How did the card game assist you in understanding working life skills better? What elements were good? Choose five best elements from the list;

 Pragmatic and long-lasting cards
 Peer group
 Clear language
 Listening/humorous/active facilitator
 Cooperation
 Listening
 Togetherness
 Fun card game activity
 Participation
 Art
 Pictures
 Colors
 Others
2. How did learning working life skills by using cards feel? Do you feel that you are able to use the cards in the future? How would you use them and with whom? If not, why not?
3. What were the differences of learning working life skills between Plan's project and the card materials?
4. What other ways or methods could be used to understand working life related information? Do you have any creative ideas?

Questions related to case management to find out young people's needs and strengths

5. A case manager is a client-oriented professional, with whom you would have individual one-on-one meetings where the professional listens to your in-depth stories and where you discuss your life-concerning matters on a deeper level. Through this process, he/she can design service plans tailored to your needs and strengths. Would this person be helpful in expressing your needs, strengths, opinions and so on? Do you think you would benefit from having one?

6. When was the last time you tried something meaningful or memorable? What was it? What was the purpose and goals of it? Why is it an important part of your life?
7. How do you see yourself as a person? What kind of a person are you? What kinds of strengths do you think you have? Do you have had people telling you that you are good at something? Did you find some repeated positive comments from them? What was it? (Recognizing one's own unique strengths)
8. What things make you happy or laugh? When was the last time that you truly enjoyed something? With whom? Are you happier with people or by yourself?
9. Do you have a dream, which you have been thinking or planning for a long time that you would achieve it someday? What is it? Why you were not able to make progress with the dream although it is important for you? What were the barriers that kept you from achieving it? In which field are you proud of yourself and are able to do better than other people?
10. What does 'hope' mean to you? In what situations is it relatively easy to maintain hope? Where else is it more difficult? What measures or things would help you to maintain hope for the important things in your life? (Taking care of one's hope and using opportunities)
11. When was the last time that you celebrated something? Parties? Achievements? Activities?
12. Do you have thinking barriers that limit you from trying something new? What are they? How would your life be changed if you those obstacles disappear?
13. Have you been a part/member/participant of a group/activity/gatherings? Are there any groups that you would like to participate in the future?

Questions related to young people's social life in Finland

14. What does the word 'immigrant' mean to you? How does that word sound when people say the word? In which situations does it sound offensive? What would be a neutral term, if you have an idea? Are there other Finnish words that you are not fond of hearing?
15. In which situations or with what things in life do you need support?
16. Do you have something to say to the instructor (=YeSeong Shin)?

Appendix 5: Certificate of Internship at Plan International Finland



Plan International
Suomi
Kumpulantie 3, 6. krs,
00520 Helsinki, Finland

Tel: +358 (0)9 68 69 800
Email: info@plan.fi
plan.fi
twitter.com/plansuomi
facebook.com/plansuomi

HARJOITTELUTODISTUS

Yeseung Shin on suorittanut harjoittelun Plan International Suomen maahanmuuttajahankkeissa 9.9. – 8.12.2017.

Shinin tehtäviin ovat kuuluneet mm seuraavat tehtävät:

- Matkalla-hankkeen vuoden 2016-2017 nuorten loppuhaastatteluihin osallistuminen, Matkalla-hankkeen vuoden 2017-2018 nuorten alkuhaastatteluihin osallistuminen, Matkalla-vertaisryhmiin osallistuminen apuohjaajana ja nuorten voimaantumishjaajana, jolloin Shin on erityisesti pyrkinyt löytämään nuorten vahvuuksia dialogin kautta sosiaalityöntekijän näkökulmasta
- Matkalla-materiaalin suunnittelu ja toteutus: erityisesti visuaalinen ilme
- Muuttajat! -demokratiakasvatushankkeen Nuoret toimijat –ryhmän kokouksiin osallistuminen ja nuorten työskentelyn fasilitoiminen, Muuttajat!-nuorten alku- ja loppuhaastatteluihin osallistuminen sekä nuorten ryhmien fasilitointiin osallistuminen apuohjaajana
- Slush-tapahtumaan osallistuminen: Planin ständillä esittely- ja edustustehtävät: esittelyssä Sheboard ja Solar Media Backpack
- Planin eri tiimien käännöstehtävät (suomi-englanti)
- CRM-järjestelmään vastauspohjien toteutus ja tietojen syöttäminen
- muut maahanmuuttajatiimin avustavat tehtävät

Yeseung Shin on hoitanut kaikki työtehtävänsä erittäin hyvin. Hänen työotteensa on ollut aktiivinen ja positiivinen. Hänen tapansa kohdata projektien kohderyhmiin kuuluvia nuoria on rohkaiseva ja hänellä on kyky kannustaa nuoria löytämään itsestään uusia puolia. Shin on tiimin jäsenenä rakentava ja työtoverit huomioon ottava.

Voimme suositella Yeseung Shiniä kaikkiin vastaaviin ja vaativampiinkin tehtäviin.

Helsingissä 8.12.2017

Ossi Heinänen
pääsihteeri

Hanna Nurmi
Maahanmuuttajatyön päällikkö