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PROMOTE EDUCATION FOR INTEGRATION

STUDYPATH INFO AND GUIDANCE FOR IMMIGRANTS



ABSTRACT

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Promote education for integration:
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Promotion of education to immigrants as one way towards integration is the main goal of this development-oriented thesis. Its objective is to create workshops held in September 2021 that will deliver information about educational system and study path in Finland. The workshops were targeted to the migrants of Municipality of Tuusula, who have gone through three-year integration plan. These workshops help participants to identify their own competences and support them find the possible opportunities of study path which led them to better access to labour market as well as social integration.

This project has followed a development process from the planning phase until evaluation phase. The favourable evaluation results were based on the feedback of the participants, work life partner, translators and from the facilitators themselves. These results were analysed using evaluation tools. It can be said that this project is useful, helpful, and implemented successfully. The goal was realized, and the objectives were met within timeframe.

It is a relevant project that can be used and implemented not only in the Municipality of Tuusula but also to other service sectors and academia. While using this project to reach out the migrants, it can be used as a tool to help add their knowledge and awareness about furthering education in Finland as an immigrant. It can guide them to acquire any skills that can be used in life situations. This project is first step toward the education and integration that help to find the study path, but education journey still needs more steps and services.

Keywords: Integration, adult education and lifelong learning, guidance for integration of migrants

LIST OF ABBREVIATIONS

ELY centres	Centre for Economic Development Transport and the Environment
OECD	Organisation for Economic co-operation and Development
ILO	International Labor Organization
KeuSote	Keski-uudenmaansote
MIPEX	Migration Integration Policy index

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1 INTRODUCTION

The share of people with foreign background is increasing every year in Finland. There are several reasons for migration to Finland such as family reason, work, refugee status, studying and other reasons from different countries of the world. The diversity in culture, religion, value, language, education level, etc. are also different in different people (Statistics Finland 2021). The Ministry of Economic Affairs and Employment is responsible for integration of migrants who are registered as resident in Finland through different services channels. It means that unemployed migrants are entitled to get services on finding Finnish languages courses, finding a job or student position, and forming contacts with Finnish society helps immigrants to integrate and settle in Finland.

The Ministry of Economic Affairs and Employment stated that migrants who came to Finland are provided with integration services. The service process includes initial assessment, integration plan and integration training. During initial assessment, migrants educational background and work history will be checked (Ministry of Economic Affairs and Employment of Finland). Finnish government has classified education level of migrant's people based on the data of register of completed education. According to Register (2013) of completed education and degree 51%, upper secondary level 24% and tertiary level 25% of people aged 25 to 54 with foreign background hold education level as most basic level/ unknown (Statistics Finland, n.d.). There is great need for organizing basic education, after that upper secondary level qualification and further education to promote integration in people with foreign background. With this data, this thesis was viewed as relevant and needed in the Municipality of Tuusula, especially the unemployed immigrants ages 25-54, who has achieved low education from their country of origin.

This thesis is a development-oriented thesis. It is intended to develop two workshops as a venue to promote education for integration to the migrants who are currently living in Tuusula municipality. This project is a low- threshold activity

that offers guidance and support by giving concise information on study path and assist their career plans. This is also relevant and useful to many groups of migrants such as those who have been living in Finland for many years now, newly arrived migrants, and to those who have already finished their integration plan and are still left out after finishing the integration training. The target participants of this project are the migrants who have gone through three-year integration plan and are no longer registered in integration programme, but they are getting support from employment services of the said municipality.

The project is highly needed and can work with the employment services of the municipality. Through these workshops, it will allow the participants to know more about their opportunities and options about education. It can help them also identify and assess their educational needs or allow them to know the needed skills to become employed. The working-life partner has also benefited from this project since this is a first kind of activity to them. This can be used as one of their tools or supplements to enhance more their integration scheme.

2 KEY CONCEPTS

Good education can be seen as one of the important aspects of one's life. This section defines the major concepts used in developing project and thesis study. Integration, guidance of migrants to integration, lifelong learning and adult education are the main concepts of this project. Education, language, and work are among the 9 elements that defines integration in Finland. The promotion of education can be an important path to integration. When working with immigrants, it is therefore essential to promote education in these forms for them to be integrated in the Finnish society. This project which gives emphasis on education offers information and guidance to the unemployed immigrants in Tuusula who are still left- out after finishing the three-year integration plan.

2.1 Integration

The concept of integration was defined in the project as the inclusion of new populations into existing social structures of the immigration country. Four dimensions of the process are differentiated: structural, cultural, social and identification integration. Structural integration is the acquisition of rights and the access to membership, positions, and statuses in the core institutions of the settlement society (education system, training system, labour market, housing, citizenship (Heckmann and Schnapper 2016,10). The concept from OECD (Organization for Economic Cooperation and Development) that education and training system can play a key role to identifying the benefits of migration, possibilities to develop skill and knowledge, participate in labour markets, contribute to welfare arrangements, and feels of inclusion on host country (OECD 2021) is the main idea of this project of having education and skills that would enable the immigrants to be in employment to have that access as emphasized by above-mentioned structural integration.

In Finnish context, education, language skills, work, family, agency, participation, non-discrimination, health, and well-being are the defining elements of

integration. With the definition of integration by Heckmann and Schnapper's core institutions when compared to this context are education and language skills, work, agency, and well-being. The Ministry of Economic Affairs and Employment in Finland is responsible for the general development, planning, guidance, and anticipation related to the policies and legislation promoting immigrant integration, as well as integration services. And there is a latest information that it aims to connect labour migration more closely to education and training policies and that the government will allocate an additional of 11.4 million euros to immigrant integration and work permit procedures and will be used in identifying the skills of immigrants with the coordination municipal centres of expertise and other organisations in integrating immigrants (OECD 2021, 190).

Integration is an individual process for an immigrant that takes place in interaction with society and, during which, the immigrant's participation, equality and non-discrimination in society increase. "Successful integration requires an active immigrant, a receptive society and the development of receptiveness as cooperation between authorities and other operators" (Centre of Expertise in Immigrant Integration Finland, n.d.). For an immigrant to be active in this context they need to be in a social place as social spaces like this project, enable migrants to network with each other to affirm identities, develop relational capital and an enhanced sense of belonging (Jackson 2003, cited in Guo 2013).

The Migration Integration Policy Index is measuring eight areas of integration which includes labour market mobility, family reunion, education, health, political participation, permanent residence, access to nationality, and anti-discrimination (MIPEX 2020). As of 2019, Finland belongs to top 10 with good integration plan, has an overall score (with health) of 85 points over 100 (figure 1 below). On the other hand, based on the OECD report, the brief history of migration in Finland has led to number of integration challenges, and the labour market outcomes of certain groups – notably women, the children of immigrants and humanitarian migrants – are poor (OECD 2017). Though the findings of the report came from different years, it can still be interpreted that there is a gap or disparity in the field of research and the practical field. One of small indicator that we see in this project, was observed was the 17 participants as target group were still unemployed

after going through from three-year integration program. It can mean that there is really a gap and disparity. From the same report, there is a gap in service provision, for example, the gap between the language level provided under integration training and the level required in education and labour market. One of the ways to fill this gap is through project-based interventions. This project, promotion of education for integration is the best example. This project is focusing on education, from the ideas above, an immigrant can be fully integrated they will take part of the educational system, pursue lifelong learning through the training programs.



Figure 1: Finland's score in eight areas is favourable (MIPEX 2020)

The road of integration process involves supporting migrants in skill development, use of their own skills, different welfare arrangement and feeling of belongings in host communities are important but limited knowledge about the policies and strategies affect successful integration (OECD 2019, 3). The project's endeavour will increase the knowledge of the participants about the educational system, nonformal education, and other venues for them to be active and equipped for labour mobility. "Labour market integration is important for migrants because it

enables them to acquire economic resources, give them a sense of purpose and provides opportunities for social bonding” (OECD 2019).

2.2 Guidance for Integration of Migrants

The guidance is highly needed for the migrants prior to and after the integration plan. The project has seen the need for it as this guidance will assess them on what has they achieved. This guidance will benefit most to those still need skills or competency through education for them to move forward. The promotion of integration requires close cooperation between different administrative branches and levels including cooperation between different immigration operators. “The Centre for Economic Development, Transport and the Environment is responsible to provide advice and guidance to counties, municipalities, and other partners on immigration matters” (Digital and Population Data Services Agency Finland 2020). Municipalities develop flexible guidance and counselling services to guide customers to suitable education and labour market. In the context of this project guidance to immigrants to their career path is done in the second workshop.

In the Finnish Legislation, The Act on the Promotion of Immigrant Integration (1386/2010) Section 8 explains that municipalities, counties, employment and economic development offices and other authorities shall provide immigrants with appropriate guidance and advice concerning measures and services promoting integration and working life.

Guidance for integration is also emphasized on the same Act, Section 8 Guidance, and provision of advice. It states that municipalities, employment and economic development offices and other authorities shall provide immigrants with appropriate guidance and advice concerning measures and services promoting integration and working life (Finlex 2021). Under the same Act which entered into force in 2011, authorities must develop multi-sectoral cooperation as part of the integration process. The project Promotion of education for integration is part of this multi-sectoral cooperation, a small project that can fill the needs of the service-users while helping them towards the path of education in many forms.

Immigrants may need the continue guidance and schooling to integrate in Finnish society after the integration period is over. The cost spent by municipalities or counties for this extended integration can be reimbursement from the Centre for Economic Development, Transport, and the Environment up to 10 years which is dependent on initial assessment (Finlex 2021).

2.3 Lifelong learning and Adult Education

Education increases employment opportunities and reduces inequalities. At the same time, it promotes integration and prevents exclusion. The educational structure of those of foreign origin is significantly polarised: there are many highly educated people and many with little education. According to the 2014 Survey on work and well-being among people of foreign origin (UTH), 40% of immigrants aged between 25 and 54 were academic degree holders. On the other hand, close to 25% had not gone beyond comprehensive schooling.

Lifelong learning (LLL) was developed by Philip H. Coombs in 1969 as the international answer to a perceived global education crisis. It is a cognitive process which starts in early childhood and ends in old age. It includes formal or school education and non-formal learning and informal learning, such as in one's family, at one's workplace, or in the wider social environment (Ohidy cited in Harangi 2003, 225). The concept of LLL has evolved to be understood today as covering all education and training during a lifetime, including both initial education and training and adult learning. It is considered 'lifelong' but also 'life wide,' covering learning in institutions, families, communities, and workplaces. It is also considered 'life-deep' because it recognises the ongoing and active acquisition, development, and deployment of knowledge over a lifetime (Bélanger 2016, cited in ILO 2021).

Most of the first-generation migrants acquire their education and skills from their country of origin (Bonin 2017). Now that they live in Finland, they can go through a process such as assessment of their previous education from the country of origin. It needs to be aligned with the Finnish system and its educational structure

in the form of reacquiring of new set of skills and complementary knowledge by continuing education. In this way, their path to become fully integrated will be easier and realized. In the case of the participants of this project, they needed information about the educational system in Finland and guidance for their study path and other skills and trainings for them to be qualified for employment.

Adult education is provision of instructed learning events for adults who usually act or have acted in working life after earlier terminated or interrupted education within the regular education system. The project is intended and directed to the unemployed migrants of the Municipality of Tuusula. Based on the research, some of these adult immigrants are literate but came without educational certificates therefore, needing reassessment. Others who came were of low education and some are illiterate. In relation to this, humanity remains an unfinished project that requires all human beings unceasingly to continue learning throughout their lives (Jarvis 2006, cited in Guo 2013). Lifelong learning is more on initiated education that is focused on personal development. Before and during the covid-19 pandemic situation, for example, another skill arises and is much needed which is digital literacy and competence. When working with immigrants, it is therefore important to promote adult education and lifelong learning for them to be fully integrated in the society. Learning is the driving force for social change (Guo 2013). In the context of learning and integration, an unemployed immigrant who can learn the needed skill and knowledge to be able to join the labour market is a societal change.

There are many adult migrants who are highly skilled and highly educated who are working not commensurate to their education. Based on the report done by Organization for Economic Cooperation and Development, in Finland, as in many other OECD countries, employment disparities are largest among the highly educated, and labour force survey data suggests that employment rates among this group lag ten percentage points behind their native-born peers. Furthermore, among those who have found employment, many are in jobs requiring less than their formal education level (OECD 2017). There is a great need for the first-generation migrants to supplement their human capital in the form of skills and education if these capitals are not recognized to their host country (Paola and

Brunello 2016). These authors have elaborated further that the education of some of these migrants is less valuable in the host country labour market that is why there is a need for re-training, acquiring new skills, and complementary knowledge to realign to the standard and the current needs of skills and knowledge in the host country. "Many of Finland's migrants come from failing education systems and some lack even basic qualifications and skills, while others, with formal qualifications, face difficulties in getting these valued in the Finnish labour market" (OECD 2017).

3 THE PURPOSE AND OBJECTIVE OF THE THESIS

In this chapter, the goal and objective are discussed. As already mentioned in the previous chapter that the target group of this project are still unemployed after finishing the three-year integration training, the need for this project to be implemented will help foster the access of these participants to labour market. This project can still be developed and be implemented in different sectors such as municipalities, NGO's and multi-cultural organizations and can be promoted to any other sectors or entities that work with integration and can be included in their projects and activities such as advocacy and voluntary groups.

3.1 Goals and Objectives

The goal of this thesis is to promote education for integration to Finnish society. After the implementation, participants will discover more how the educational system in Finland work and be more encouraged to apply from the different schools. Following the concept of SMART goals (Horine,2019), providing information and guidance are specific goals that can be measured in terms of the number of workshops and the stakeholders' participation and feedback. It is an achievable project since it can be applied and implemented not only from the current target group but also to other groups of immigrants who are interested to adult education, lifelong learning, and enthusiasts of new skills. It can be rewarding when participants have discovered these study paths and are placing their application to schools and adult training centres.

The specific objective is to create and develop two interconnected workshops and be implemented in September 2021. It is targeted to the migrants of the municipality of Tuusula, who have gone through the three-year integration plan under the Office of the Immigration Affairs and Refugee Counsellors of the municipality of Tuusula.

3.2 Context of the project

The integration plan in Finland includes services and trainings. Among these services are initial assessment, orientation about living in Finland, counselling, among others. In integration training, adult immigrants are taught Finnish or Swedish, social, cultural, and life-management skills, also skills facilitating access to working life and training.

In Helsinki, there are existing institutions and services that are guiding the migrants for integration. Kotoutumisenuken.fi is a service website intended for those who work with integration. It is a community of actors supporting low-threshold integration activities for migrants, held events and training for workers and volunteers. In this website, people can find the list of sectors that offers low-threshold activities about education and the links for non-formal education and short, practical courses. This project differs in size and duration of implementation, compared to that on the website mentioned. This can be used and applied to many organizations or sectors. It is like an equipment that can be set up in a certain place or group and used for two sessions. After that, it can go to other places. It is more mobile. It is directed to all nationalities since there are always newly arrived migrants and to individuals who are finishing their integration plan. It is held in a social place where the approach is more direct and individual, intended for small number of participants so that each participant can be monitored closely. In addition to this, based on the project's research, it can be observed that there is a gap in service provisions when it comes to integration. Promotion of education is one of this, for example there are more than 100 multicultural associations in Finland and not so much is being done about the promotion of education for integration.

In the municipality of Tuusula, there is not any project that specifically promotes education to integration programme in the form of workshops for adult immigrants. In there, a project called Ohjaamo (guidance)Tuusula is providing advice, guidance, and support on people life situation such as career planning, employment, training, life management, well-being, social relation, housing, or financial management for tuusula residence underage of 30. Currently, they have a new

service called FOREAmmattiPlus, a digital job search tool that provides extensive and comprehensive information about professions, trainings, and future jobs (Municipality of Tuusula). It has also self-competence mapping to find suitable jobs for the service-users.

The kind of service this project can offer to them can be infused in Ohjaamo Tuusula and FOREAmmattiPlus, where immigrants looking for a job can take part of the info and guidance sessions first. These sessions can identify their self-competences and know what competences they will need to study and acquire first. After which, they can be assisted to be registered in that digital job search tool especially to those who are not yet familiar of online platforms like the participant who attended the workshops. This project is unique since it is a low-threshold, and the approach is more direct, personalized, and specified to small groups to ensure that satisfactory results are achieved.

3.3 Work-life partner – Municipality of Tuusula

Based on the municipal Integration programme 2020 –2022 of Tuusula (not official translation from Finnish texts), they define integration as the process by which immigrants participate in the economic, political, and social life of a society. They maintain and develop what they consider important about their own culture and ethnicity. Using the three-year integration period, it may be extended by two years in special circumstances. Over three years, immigrants' integration is supported by enhanced measures, such as initial close-up guidance, counselling, and guidance to Finnish studies. The municipality's immigration team plays a key role, especially in the integration of persons with refugee backgrounds. For the newcomers, training and employment will be done in close cooperation with employment services. The following are also emphasized:

- Immigrants in an equal footing: cooperation with local organisations and associations, each seeking to find their own place in the local community.
- Support for increased interaction, inclusion, and good relations with the and residents of foreign background.

Tuusula immigration services are responsible for the initial guidance of immigrants and refugees moving into the municipality. Tuusula municipality is working parallel with KeuSote kuntayhtymä (Social and Health Joint Municipal Authorities) according to new social and health care program. While keusote provides urgent and necessary social services for immigrants and municipalities' own immigration service department is more responsible to work in ground roots of social work like guidance and counselling services. (keusote.fi) The workshop conceptualization was further developed after knowing the background of immigrants in the municipality such as those who are using employment services and the available services to these immigrant residents. Tuusula has a population of 39,000, the migrants are 1,500, which is 3.8 % of the whole populace. After finding out that they do not offer any form of services that only focuses on education, the team has decided that this is the right place to implement the project. Promotion of education for integration is a suitable project that allow the service- users to reflect or ponder if they need to complement and align their education or to be able to identify what skills and trainings they would still need before employment.

The Coordinator of Immigration Affairs and Refugee Counsellors (Immigrant Services, Tuusula 2021) assist in matters related to immigration and integration. Immigration services are responsible for the initial guidance of refugees moving into the municipality. They also provide general information and advice on immigration. Employment services provide guidance and counselling to (over 29-year-old) adults searching for work or a new career path, and advise the employer or entrepreneur on, for example, employment subsidies or work try-outs.

4 PROJECT PLANNING

This section will describe how the project developed its structure in different steps such as ideation phase, selection of target group, planning the workshop, and risk management. The project planning process took place from April 2021 to June 2021.

This project is following a process. In planning stage, the project's different ideas, elements, tools, timeline, resources were considered and analysed. The whole project process is shown in below from planning, then implementation, and finally evaluation. This chapter will focus more on project planning.

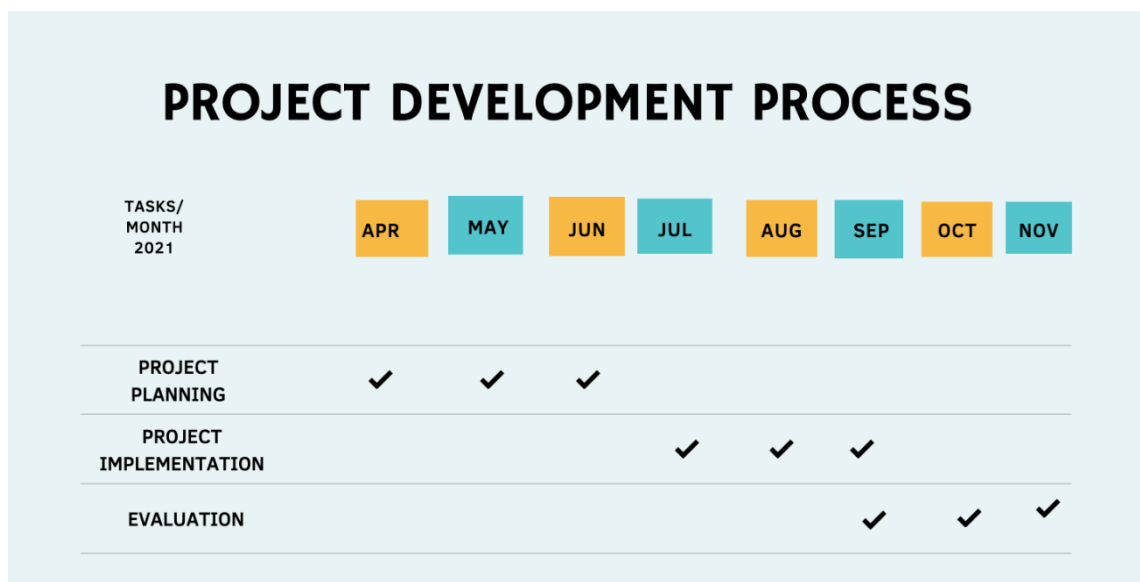


Figure 2. Project development process

4.1 Ideation Phase

The project idea was developed during thesis process. The project focuses on promotion of education for integration for the immigrant's background because education is key to social change and integration (Basha 2017). Required key-elements about integration, guidance for migrant integration, lifelong learning,

adult education, the legal frameworks, and legislation were researched from books and varied online resources. The practical ideas were derived and developed based on what are still needed by looking at the existing programs and services of the Tuusula municipality that works with integration of migrants.

The workshops' visual presentations were made using Microsoft power point. The aim was to provide information about all levels of educational path opportunities, the possibilities to finance education while studying, and individual guidance on study path information. General information such as educational system in Finland, language courses, application dates, and study path links were collected from opintopolku.fi (Studyinfo.fi) and other online sources. During information search, educational institute's locations were limited to Uusimaa district (Helsinki, Vantaa, and Espoo) of Finland.

4.2 Selection of target group

The target group were migrants from age group of 18-50 years old who were living in Tuusula municipality. Most of the participants' language background were Swahili and Arabic. One participant was from Dari language background. There were 17 adult migrants as the target participants, who are registered as service users in employment services unit of Tuusula municipality. They came to Finland from different countries with different language background and have undergone the three-year integration plan which is planned by the Employment and Economic Development Office (TE office). They were unemployed and not officially enrolled or connected to any educational institution at that time. They are looking for opportunities to work, study, and learn life skills. Some of them were in the work and learn trial program called *työkokeilua* in Finnish. On behalf of this project, they were invited to attend the workshops voluntarily by the Tuusula municipality employment service unit.

4.3 Planning the workshops

The aim of this study was to promote education that supports integration. The workshops were entitled “Löytää Omapolku” which means finding the way. In this stage, clear objectives were set up for each workshop. The plan was to organize two face-to-face workshops in a venue provided by work life partner. The contents were first prepared in English version and translated to Finnish and then the supervisor from work-life partner has helped editing the text in Finnish.

The theme of the first and second workshops were information session and career and study path guidance, respectively. The workshops were booked for 3 hours each. The dates of the of workshops were decided according to work-life partner’s representative availability. They were held on 1st and 8th of September from 13:00 to 16:00. Each workshop was divided into two parts: first half in Arabic and in Swahili language. Participants form Dari language background could join any one of workshop and will get interpreter.

While developing the objectives of the workshops, the SMART rule was followed, which stands for specific, measurable, attainable, realistic and time bound. The workshops were designed for specific population of migrants; can be measured based on the number of participants who attended the workshops. Most of the resources needed are available such as venue, materials and technical tools, and the access to the participants. Some of these resources were provided by the work-life partner. A realistic plan and goals can be accomplished and within the time frame.

4.3.1 Objectives of workshops

The first objective of the first workshop was to provide information about education system in Finland, knowledge about integration and the role and importance of educational in finding employment and enhancing career. In addition, it was also discussed how to obtain financial support while studying. The homework was given in this workshop that will help them identify and map-out their educational level, interests, and skills before choosing any educational path that will

supplement their educational status. The second objective of this workshop is to increase their knowledge on how the educational system in Finland works and let them discover the links about language courses and possibilities to continue or pursue their interest and hobbies.

The main objective of the second workshop was to provide individual guidance to participants based on the homework that was given in the first workshop. The guidance and additional information given was according to what the participant's needs and personal plan. It includes searching for a suitable learning path, checking application periods, applying for the courses with still open applications and contacting the responsible study counsellor for more information if needed. The second workshop is about one-on-one guidance sessions, providing information about application periods, useful links, and assistance in case they want to already place an application online.

4.3.2 Drafting the workshop

The project proposal and the design of the workshops were presented to and approved on 16 August 2021 by Tuusula Municipality's coordinator of immigration affairs. To make it an official collaboration, the thesis cooperation agreement was signed electronically which was represented by the coordinator of immigration affairs. The workshops were drafted in Microsoft PowerPoint presentation, first in English version and then translated into simple Finnish. They gave suggestions and corrections to the created workshops. In each workshop, written feedback will be collected through the form that is in the hand-outs. It can also be collected verbally if they prefer to do it this way. During the workshop planning, supervision and communication with work-life partner was taking place in Teams meetings and through online emails.

4.4 Risk Management

The occurrence of risk in projects may have caused changes in decision making in the whole project process. We have written one threat in the SWOT analysis table

which is not having enough participants, and it did happen. We have decided to record the workshops and publish it in YouTube as an alternative in order to reach-out the participants who has not attended. The understanding of risk involvement and using risk management tools will encourage in achieving project objectives. (Hillson & Simon 2020, 8). The possible risks involved in this project are the factors that affect the whole project process. To understand the nature of risk and its management, we have used a strategic tool, the SWOT analysis. The internal and external factors are elaborated in Table 1 in the preceding page. The SWOT analysis stands for Strengths, Weaknesses (SW) where the internal factors fall and Opportunities, Threats (OT) which cover the external factors. It helps to focus on strengths, to minimize weakness and to take the possible advantages of opportunities available (Pahl and Richter 2009, 2-5).

During the planning risk assessment and management were analysed through SWOT analysis. The SWOT analysis of this project (Table 1.) includes the factors that affect the whole project process. The internal sources such as facilitator competences and work-life partners support were the strengths. In this project Finnish language is the most challenging part for the facilitators. Other problems such as how to reach out the participants who did not attend the workshops were addressed with the help of the work-life partner.

External factors could be opportunities and threats both, that is outside of the project management's control and needs to decide how to mitigate (Pahl and Richter 2009, 2-5). The biggest external threat was covid situation. Second was and the absence of participants which was out of facilitators as well as the work-life partners' control because the participants can just come voluntarily to attend the workshops.

Table 1. SWOT Analysis

<p>Strengths: (Internal)</p> <ul style="list-style-type: none"> • Great interest on thesis topic and effort. • Motivation to help and empower clients. • Thesis partners competences. • Ethical knowledge. • Strong support from the Work-life partner - Tuusula Municipality. • Realistic time management. 	<p>Weakness: (Internal)</p> <ul style="list-style-type: none"> • Client's lack of ICT skills. • Poor connection to digital connection and tools. • Poor time management. • Conflict on own and work-life partner's time schedule • Life contingencies such as sickness, family, and work situations • The teams' lack of Finnish language skills
<p>Opportunities: (External)</p> <ul style="list-style-type: none"> • Available digital and live platform for communication. • Improved situation of Covid- 19 situation. • Possibility of venue base workshop • Professional skills 	<p>Threats: (External)</p> <ul style="list-style-type: none"> • Covid- 19 situation, participants' fear of attending • Not finding enough required participants (Project target number =17) • Time limitation (no more time for setting up new meetings in case of less participants • Cancellation of thesis project or workshop due to uncertain reasons.

5 PROJECT IMPLEMENTATION

During the implementation phase of actual plan, project organizer must coordinate all the project elements such as controlling work in progress, providing feedback, negotiating for resources, and resolving differences (Haynes 2009). A day before the workshops were implemented, the technical details of the venue were checked such as computer and projector. The workshop slides were also printed by the work-life partner as hand-outs for the participants. To observe the guidelines of safe distancing because of covid-19, it was later decided by the work-life partner to invite only 10 from 17 targeted participants. The Municipality had agreed to provide a venue, social counsellor from employment service department, service-users as the participants, 3 language translators and refreshments during the workshops. Based on the plan, the workshops were implemented; the first and second workshop were held in 1st and 8th of September 2021, respectively.

5.1 Live Workshop

The first workshop presentation was started with the questions such as “Why we are here?” and “What is integration?” Finnish education system was also introduced and the available opportunities of study path for the participants. During the session participants were allowed to ask questions with the help of an interpreter. The interpreter was arranged by work-life partner who helped to deliver the contents of the workshop. We, as the workshop facilitators and the translators were alternately speaking. The workshop was concluded by giving the self-evaluation homework to the participants where they can identify their needs and wishes related to education that can direct them to employment and self-fulfilment.

Only one participant was present on 1st of September and Dari language interpreter was present through phone. The participant was encouraged to do his

homework before coming to second workshop on 8th of September at 13:00. The structure of first workshop is shown below.

Löytää Omapolku – First workshop program

Time	Activities
12:30 – 13:00	Preparation of the venue
13:00 – 13:10	Getting acquainted, informal introduction
13:10 – 14:00	Goals and purpose were presented, the concept of integration was explained, educational system and financing of the students were elaborated.
14:00 - 14:30	Homework was given, feedback collection. Session was finished.
14:30 – 16:00	Short meeting about the outcome of the workshop. The idea of recording the workshop was discussed and approved by the work-life partner.

Figure 3: Structure of the first workshop

In the second workshop, only one participant came, the same person who attended the first workshop. A situation came up with the interpreter that is why she was not available on that day. To communicate, simple Finnish was used and the google live translator application using Dari and Finnish language was utilised. The objective was laid out that is, to provide individual guidance. The participant's study path interest is vocational study. It was looked from the website and the contents were explained carefully. Finally, the online application was placed. It was also explained to the participant to wait for the coming events such as the contact person of the school will reach to him. The work-life partner also suggested to be always in touch with the municipal employment service unit for assistance in the future. Figure (4) below shows the details of the second workshop.

Löytää Omapolku – Second workshop

Time	Activities
13:00 – 14:00	<ul style="list-style-type: none"> • Home work were discussed and needs were identified. • Information on study places, application period and deadline for application • Guidance on searching course and course application submission process • Links were given for language courses, schools in uusimaa region • Explained the possibility of working and studying
14:00 – 15:00	<ul style="list-style-type: none"> • One on one guidance session • Assisting the participant on course application submission.
15:00 – 16:00	<ul style="list-style-type: none"> • Short meeting of the outcome of the workshop • Agreed on recorded version of workshops with Arabic and Swahili language interpreter services.

Figure 4: Structure of the second workshop

5.2 Recorded Workshop

Recording the workshops was an alternative way to reach out the participants who did not attend. Due to the insufficient number of participants, it was decided to make workshops as recorded versions and published in YouTube.

The first recorded workshop was done separately in teams. It was in Finnish language and alternately translated in Arabic. The video was posted in YouTube (Appendix 3). The link of was then sent to the participants through work-life partner and were also requested to attend second workshops together with feedback on recorded workshop.

For the second recorded workshop, two videos were created separately in Teams. The first video in simple Finnish alternately translated in Arabic on same day and the second video in Swahili language. Videos were published in YouTube and links, were sent to target groups. The sending of the links and feedback collection were done by work-life partners' the employment service counsellor.

6 EVALUATION

In this chapter, the evaluation processes are described with evaluation tools used and methods during the project process. The evaluation measures whole project implementation process and feedback from the stakeholders. The project has conducted summative and formative evaluation approach. Summative evaluation determines the results and objectives relation to the resources and formative refers the developmental or implementation adjustments to improve the project (Thomas 2011, 19).

Evaluation is the process that proves and make judgement on work effort and supporting facts (Thomas 2011). The project evaluation appraises the progress and performance of a job and compares them to what was originally planned, the project process review is the primary tools for the evaluation (Heagney 2016, 140).

The project-workshop evaluation had been using tools and techniques as monitoring whole workshop process, observing participants, and collecting feedback from the participants and work-life partner at the end of project-works (Abraham 2013, 14) Feedback collection is another tool of evaluation. Every after-workshop feedback was solicited from the participant who was present, and from participant who has watched the uploaded video in YouTube and from work-life partner. Feedback was in both in oral and written form, which is given in Finnish. Figure (5) below illustrates the process of project evaluation (Saarlas et.al., 2007).

Evaluation Tools and Methods

Evaluation tools (What was evaluated)	Methods (how to evaluate)
SMART Evaluation	<ul style="list-style-type: none"> Review all the project inputs in implementation process with using check list of SMART objectives.
Participant's Evaluation	<ul style="list-style-type: none"> Feed back from the participants (verbal, written, YouTube viewers number, responses in YouTube (Appendix 3))
Work-life partner's Evaluation	<ul style="list-style-type: none"> Feed back from work life partner (written (Appendix 4)/verbal)
Self-evaluation	<ul style="list-style-type: none"> Own observation on whole workshop process

Figure 5. Project Evaluation tools and Methods

6.1 SMART evaluation

The basic logic of smart evaluation is goal-based evaluation which involves attainment of smart goals' criteria such as specific, measurable, achievable, relevant and timebound as already mentioned in the planning section (Patton 2012, 204). Workshop's planned SMART objectives was evaluated through standardized checklist (Table 2). This project workshop's evaluation process started with smart goals clarification and its assessment through the review of inputs, monitoring and observation by stakeholders during the workshop process.

Inputs are actions and efforts that were taken in account for reviewing each step during project process and ensure that the resources were used efficiently to fulfill the objective of the project. In this project process, it involves different resources such as effective project planning, gathering relevant information, ensuring effective timetable, project documentation, project schedule meetings, and arranging meeting location with technical accessibility. The project's inputs were already elaborated in the previous chapters.

The monitoring process was carried out in online platform. Work-life partner was also monitoring the entire process while we were making the workshops such as planning and designing each workshop, making questionnaires, participants homework, preparing presentation, and guidance on language proofing, etc.

Observing the participants during the workshop was particularly important, it helps us to understand how they feel about the workshop context. During the implementation process although only one participant was present, we have observed that he was clearly showing his interest on both workshops and hope of finding the study path that helps to join better labor market as well as social integration.

Table 2. Evaluation of SMART objectives for Löytää Omapolku workshop.

SMART	Evaluation
S - Specific	The workshops were targeted to the specific migrants as participants from Tuusula municipality who have already gone through the 3 years integration program.
M - Measurable	Number of participants were measurable and can be counted as actual workshop participants and recorded workshop participants (YouTube – Viewed responses).
A - Achievable	The workshops were designed and modified in a way that participants can attend the workshop live and virtually.
R - Relevant	Workshops were relevant to the topic of education and integration.
T - Timebound	All project process was completed within the time bound (April 2021 – November 2021)

SMART objectives were useful to clarify the whole project process and formulating evaluation design on established goals. During the project process pre-evaluation process helps to identify preplanned goal and realistic situation differences. It also gives opportunity to make amendments on realistic goal too.

6.2 Participant's evaluation

Only one and same participant from Dari language background was present on the first and second workshop. The participant was happy to be part of the workshops. Feedback was solicited in every workshop. The questionnaire for the feedback can be found in Appendix 1 and Appendix 2. The participant has chosen to give feedback verbally and gave a rate of 5 out of 5 for the workshop. The participant has also expressed good feelings and thankfulness towards the workshop. He has further mentioned that this workshop was informative. He had many questions and we tried to answer and made him understand through interpreter's help.

In the second workshop, the feedback form has three questions (Appendix 2), and the participant was given choices to give feedback written or verbal. The participant replied verbally and gave a rate of 5 out of 5. The participant again expressed his feelings of thankfulness for finding a way to go forward and study. He said that this workshop was very useful and helped him understand about education and integration. During the workshops, language interpreters were also happy to be part of it and shared their thoughts that it was very useful for the people with foreign background.

6.3 Virtual participants' evaluation

The first workshop in YouTube got 16 views and 2 likes. While the second workshop in Swahili language translation got 6 views and the one in Arabic language translation has 4 views as of 7th November 2021 (Table 3 below). After the workshop implemented, the work-life partner's employment unit continued to follow-up feedback and asked from the participants. According to the received results from the work-life partner's supervisor, some of the targeted participants verbally replied that the presentation was good and most of them gave a rating of 4.

Table 3: Summary of the feedback, 1 Sept- 7 November 2021

	First workshop	Second workshop
Participant	5/5 “very good”	5/5 “very good”
Virtual Participants	16 views 2 likes	10 views (Swahili) 6 views (Arabic)
Verbal (confirmed through the work-life partner)	4(average)	4(average)
Work-life partner	Favourable Written (see below and in appendices)	Favourable Written (see below and in appendices)

6.4 Tuusula municipality’s evaluation

Employment service unit’s staff from work-life partner was representing Tuusula Municipality. Verbal feedback was given after each workshop and received written feedback later via email. All comments and responses were positive and encouraging.

According to verbal and written feedback (Appendix 4) from first workshop, work life partner thinks the workshop is really needed for the adults with foreign background especially those who moved to Finland as asylum seekers. Some of them are literate but no certificates of level of education as official records from school or college and some of them are illiterate while moving to Finland. The integration program of three years is too short for them, and they lost their guidance track after that. Many social service workers provide assessment and the required documentation, and they do all the process of work on behalf of the service-users. Therefore, the service-user never learn to look closer on their own capabilities or test their own capabilities. During the project’s first workshop, where homework was given, it was a good idea according to our work-life partner because it makes the service-user active. It gave them an opportunity to identify, reflect, motivate about what their interests and to pursue these interests.

Work-life partner said that it was very good that the workshops were conducted and delivered in Finnish language even if the facilitators are from non-Finnish language background. In this way, it motivates and encourages service-user to speak and write in Finnish language. The work-life partner has also said that despite of not having enough participants, recorded workshops published in YouTube videos were good idea. It could bring wide range of audience. The links and tips were organized and useful to participants in finding various levels of education and different skills needed in life situations. It was also suggested that Finnish education diagram could be explained more clearly because it difficult to understand for some immigrants without interpreter.

In the second workshop, the work-life partner mused that non- appearance of the invited service-users can just happen without informing or without giving explanation despite their confirmation to attend the events. She has explained that it can be like this in work practice and sometimes it is hard to know why. Even in the work life situation, work-life partner shared that even social worker tries to maintain the contact, occasionally updates the coming events, and write the event update in client's calendars as reminder, but still absences do happen. This is one of the situations that the team has emphasized in the SWOT analysis as a threat to the project. It is good that the team had planned and prepared alternatives and implement it in a way that every people can still access to the information regardless of their absence.

6.5 Self-evaluation

The self-evaluation was based on how we prepare the materials, work on the contents of the workshops and readiness to address the problems that may incur. After giving the first workshop, we have evaluated it and looked on how we can improve it. The workshops were intended for Tuusula municipality's immigrant service-users and were invited as voluntary participation. Workshop implementation process went as planned but the working time was extended to the recordings of the workshops and publication to YouTube platform to make it accessible to the participants who were not able to join the live workshop. Time was

challenging to conduct workshops again since the schedule was tight. Due to covid situation 10 out of 17 target group were invited to participate in workshops but only one participant was participated in both workshops. While the absence of participants was unknown, and participation was voluntary for the invited target group. The recorded workshops were an alternative and an answer to one of the external threats written in the SWOT analysis which is non-attendance/ non-appearance. It was best choice to cover wide range of participants and the intention was more on to reach out the immigrants as the participants in line with one of the approaches used in this project: more direct and personalised (translating in their mother tongue).

7 ETHICAL PERSPECTIVES AND RELIABILITY

In this chapter, the ethical considerations are explained and described during the entire process of the project. This project is guided by the basic principles such as integrity, carefulness, and preciseness of the Community-Based Participatory Research (CBPR).

7.1 Permits and Agreement

This thesis was conducted with the permission from the school and the working life partners. An agreement was recognized electronically. The nature, purpose of the project, confidentiality, and not-binding clause was laid-out to the participants before asking their consent to be part of the project.

The work-life partner was informed of the nature, purpose, and process of the thesis. Before and after the implementation of the workshops, they are given briefings on what will happen and what has transpired. The number of invited participants were reduced to 10 from 17. Since it was only a free invitation, the team has realized that it was most probable that not all 17 are coming. It could have been better if all of them were invited anyway but because of the ethical considerations, the realizations of the team cannot really be imposed as the working life partner was the one who decides on the matter.

Their consent and opinions were also asked when asked about the alternative of recording the workshops. For the participants, the same steps were given in the beginning. It was explained to them that their participation is confidential. When they were asked to give their feedback, they were given options to put their names or anonymously. The workshops were also recorded via Teams. The translator present was oriented about the thesis. Her permission was also asked if we can put the link of the video to YouTube.

7.2 Values

Sensitivity to the needs of the participants were also considered. To cater these needs, the work-life partners has organized so that translators can attend and help. Translators in Dari and Swahili language were present. During the second workshop, the translator for the participant was not available. The team and the participant have resorted to use google live translator in Finnish and Dari languages. It may not be ethical since the translation may not be also that accurate. The situation has led to continue the guidance anyway since the parties were both willing to place an online application and to assist.

The project always adheres to these values: mutual respect, active learning, and commitment (CBPR). As this thesis is being conducted in pair, transparency and respect to each other's ideas and opinions is always be considered. An agreement for collaborative writing is laid out to reflect the ideas and knowledge of the authors to the wholeness of the thesis. The same applies to the opinions and feedback from the supervisors, working life partners, and participants, for the work to progress and achieve precision. Respect is also given to the authors in the literature by giving them credit and acknowledgement for the references of this study. Their work and ideas become more valuable because we learn from them.

8 DISCUSSIONS

In this chapter, our learnings and the reflections are shared. The factors that will make the project more successful are also discussed. Based on the findings and evaluation, the importance and the need for the project is elaborated and justified.

8.1 Literature Review

The long months of research on the literature has allowed us to have a grasp on how complex integration is. Its promotion and guidance are particularly important especially on the field of education and lifelong learning. With regards to the key concepts that we have studied, we can directly correlate on the role of lifelong learning and adult education to the immigrants integrating in the society. Learning the language will allow them to find what are the possibilities waiting for them. The guidance of immigrants to integration has another important role on how they can fully integrate. This guidance can be tailored, as what we have done during our workshops, to identify their needs according to their premise. It is also notable that the sole participant in the face-to face workshop was very keen to know more about us since we also came from immigrant background. Having this project in this kind of social space is important as a venue not only for the promotion of this advocacy but for cultural cohesion as well. We consider this work as another solution to the myriad of problems immigrants are facing in our society right now.

8.2 Professional Development

This project gave us an opportunity to discover and see how it is like to work with migrants and other professionals whom we have collaborated with. With regards to professional competences, it allowed us to discover the needed skills to implement a project: digital competences, communication skills, being abreast to relevant and current information from wide sources through different media. In addition, writing skills and the ability to collect, process, correlate and contextualize

information are useful. We can clearly say that based on the favourable results of the evaluation, this thesis has helped us to apply our knowledge and skills in an important endeavour to promote education for integration. Looking back from the initial stage of our thesis process until the implementation of the project, we can say that we have learned and has improved. This gave us confidence that we can regard ourselves now as social service professionals.

8.3 Recommendation

The covid-19 situation has caused people to be sceptical of going back to face-to-face interaction. This has been considered as the main reason for not having enough participants. The workshops were beneficial and interesting only that one participant has attended. It could have been much different if the situation is normal, that is without covid-19 pandemic. Interaction with more participants is important to see a good result. The success of the second workshop is dependent on the effectiveness of the first workshop. Direct and close interaction with the participants is important to establish rapport. With that rapport, they can then confidently and freely share what are their thoughts on education, trainings, skills, hobbies, and career plans. This kind of project will also allow the participants to be in a social space where they meet other people who are in the same situation as they are in. They can feel an informal and relaxed atmosphere to share these thoughts while they attend the workshops. It is highly recommended that the municipality of Tuusula and other neighbouring municipalities will use this project.

It has become a trend before and during covid-19 pandemic times to work with service-users through video conferencing platforms such as Teams and Zoom. People are becoming accustomed to online platforms. This project can further be developed by creating video materials such as workshops, video clips in different languages such as Finnish, Arabic, Swahili, among others. There are more than 100 multicultural, immigrant, and other associations supporting integration in Finland (Moniheli ry, 2021) As education as of one of the keys to integration, this project can be used and implemented by these associations to widen the reach.

Service-users are to be reached-out not wait for them to come to use and avail of the services integration has to offer. It can also be included in the short-term projects of non-government organizations. This project can also take part in courses in the Universities of Applied Sciences so that it can be developed and studied further by the students in Social Services or taking courses in migration. We can also take part in one of the programs of integration under the Employment office and the municipalities

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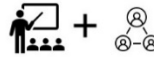
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APPENDIX 1. First workshop presentation document

Finding the way: Education and integration for immigrants



By: Cheryl and Roshani
Diakonia-ammattikorkeakoulu
Workshop 1



WHY – WE ARE HERE?



INFORMATION AND GUIDANCE

EDUCATION

NETWORK

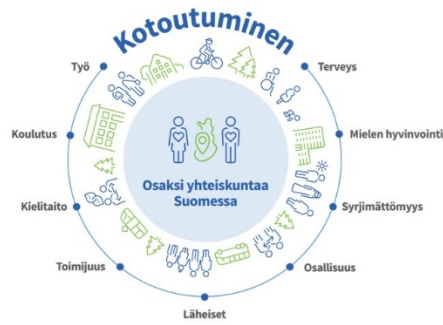
(AIM)

HOW STUDYING AND LEARNING HELPS TO INTEGRATE IN FINLAND?



WHAT IS INTEGRATION?

- You are full member of Finnish Society
- Olet yhteiskunnan täys.ivaltainen jäsen



Terveys ja hyvinvoinnin laitos

www.thl.fi/monet



OPISKELUPOLUT

- PERUSKOULUTUS
- VALMA-KURSSIT
- AMMATTIKOULU
- AMMATTIKORKEAKOULU
- YLIOPISTO
- MUUT LYHYT KURSSIT

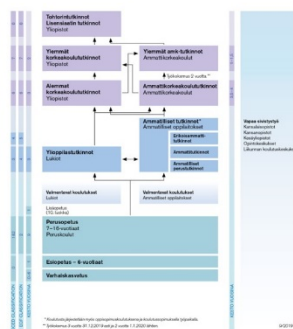
Varmista rahoitus asia - **Kela** TE-palvelut (services)

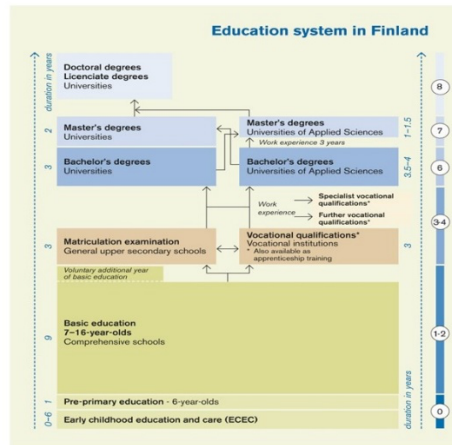
FINDING STUDY PATHS

- TRAINING AND LANGUAGE COURSES
- BASIC EDUCATION
- POST-BASIC EDUCATION PREPARATORY TRAINING
- GENERAL UPPER SECONDARY EDUCATION
- VOCATIONAL EDUCATION AND TRAINING
- HIGHER EDUCATION.
- OTHERS

PIN YOUR EDUCATIONAL POSITION

SUOMEN KOULUTUSJÄRJESTELMÄ





HOMWORK FOR YOU

- For next time, please think and reflect on the following:
- Challenges
 - Own skills and education you have acquired from your home country
 - Interest, hobbies
 - Career- mapping
 - Finding study path

THANK YOU



OSALLISTUJAN PALAUTE

- TEHTÄVÄ TEKIJÄN NIMI

- MITÄ TUNNET TÄSTÄ TIETOA JAKAMINEN TYÖPAJASTA ? (ASTE 1-5 TÄHTI VÄRITYS)



- KIRJALLINEN ☺ -

FEEDBACK

- PARTICIPANTS

- HOW DO YOU FEEL ABOUT THIS INFORMATION SESSION?

- TUUSULA MUNICIPALITY

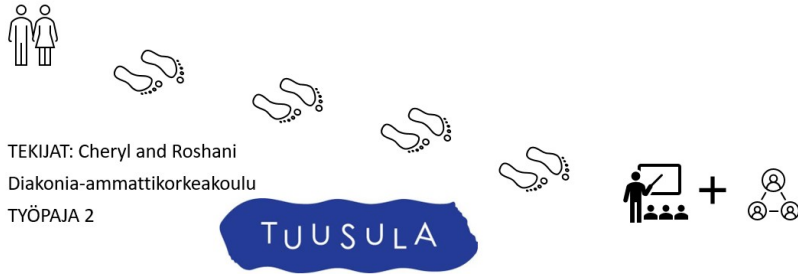
- HOW DO YOU SEE THIS FIRST WORKSHOP?
- IS THERE ANY SIMILAR WORKSHOP HAPPENED BEFORE?

REFERENCES

- <https://ec.europa.eu/migrant-integration/feature/integration-of-migrant-women>
- <https://studyinfo.fi/wp2/en/>
- <https://www.oecd.org/migration/mig/Finding-the-Way-Finland.pdf>
- <https://www.verve.fi/palvelut/kelan-asiakkaille/kelan-palvelut/ammattillinen-kuntoutuspalvelus-akse.html>
- <https://thl.fi/fi/web/maahanmuutto-ja-kulttuurinen-moninaisuus/kotoutuminen-ja-osallisuus>

APPENDIX 2. Second workshop presentation document

LÖYTÄÄ OMAPOLKU : Maahanmuuttajien koulutus ja kotouttaminen



Miksi olemme täällä?



URA JA OHJE

(TAVOITTE)



KOULUTUS



VERKOSTO

Mitä haluaisit opiskella?

• Katsotaan teidän koti tehtävä...

- Haasteita
- Koulutus historia
- Oma taidot
- Oma kiinnostuksia...

• **Opiskelu alue -**

- <https://opintopolku.fi/wp/ammattillinen-koulutus/mita-ammattillisessa-voi-opiskella/>



Aikuisten perusopetus

- <http://www.eira.fi/fi/tule-opiskelemaan/hae-opiskelemaan-peruskouluun/>
- Kurban – olemme hakeneet Valma koulutus (Stadin ammatti koulu)

Kieli Kurssit tai lyhyt Kurssit

- [Esimirkki](#)
 - <https://opistopalvelut.fi/tuusula/>
 - <https://opistopalvelut.fi/jarvenpaa/>
 - <https://www.opistopalvelut.fi/hyvinkaa/>
 - <https://campusonline.fi>
- Digitaalinen taidot – Tuusula kunta
https://www.tuusula.fi/sivu.tmpl?sivu_id=9871
 Työkokeilu – Tuusula Kunta

MAVA tai VALMA KOULUTUS

Yhteishakuaja:

2.7.2021 klo 08.00 - 31.10.2021 klo 23.59

Esimerkki-

- www.opintopolku.fi
- <https://www.omnia.fi/koulutukset/ammattilliseen-koulutukseen-valmentava-koulutus-valma>
- <https://www.studentum.fi/koulutushaku/maahanmuuttajakoulutus>
- <https://stadinao.fi/valma-opinnot/> Haku alkaa 6.9.2021 ja haku päättyy 12.9.2021

Ammatillinen koulutus

Yhteishakuaja 23.2.–7.4.2021

- Esimerkki- :
 - Keuda, TUUSULA
 - Seuraakunta opisto/ STEP Koulu, järvenpää
 - VARIA, Vantaa

<https://opintopolku.fi/wp/fi/>

Mahdollisuus tutkinto ja työ samassa paketissa "Oppisopimus"

AMK (ammattikorkeakoulut) ja Yliopistot koulutukset

• Yhteishaku 1.09.21 –15.9.2021.

- Helsinki
- Vantaa
- Espoo
- <https://opintopolku.fi/wp/fi/>
- <https://www.studentum.fi/koulutushaku/oppilaitos/yliopistot-uusimaa/a46-d87067?flagId=14>



Linkejä

Väestöliitto: linkejä maahan muuttaneille ja ammattilaisille (mukana myös eri kielille käännettynä materiaaleja). Materiaalit koottu osana TEM:n rahoittamaa hanketta ja ne on kaikki vertaisarvioitu.


<https://www.vaestoliitto.fi/maahanmuuttajat/>
<https://www.vaestoliitto.fi/ammattilaiset/xt>

Käytännön opas Suomessa asumisesta, kotouttaminen, koulutus, työllisyys)

- <https://yhteiskuntaorientaatio.fi/wp-content/uploads/2020/02/Suomi-Yhteiskuntaorientaation-oppikirja-Final-17.12.2018-a.pdf>

Tuusula kunnan You tube -

https://www.youtube.com/channel/UCrp93Hu9Hw_IrqDLv6x9Sjg



Käytännön opas Suomessa asumisesta, kotouttaminen, koulutus, työllisyys)

- <https://yhteiskuntaorientaatio.fi/wp-content/uploads/2020/02/Suomi-Yhteiskuntaorientaation-oppikirja-Final-17.12.2018-a.pdf>
- **Ely-keskus:** Kotoutumisen tukena -sivusto, josta löytyy matalan kynnyksen toimintaa (mm. harrastuksia, kielikursseja jne) maahan muuttaneille sekä koulutuksia ja muuta infoa ammattilaisille. <https://kotoutumisentukena.fi/>

Vinkeja

- Viimen vinkki on, etsi koulu Googlesta, löydä kiinnostunut ala ja ota yhteyttä kouluun saadaksesi lisätietoja.



Kiitos ja Kysymykset

OSALLISTUJAN PALAUTE

- TEHTÄVÄ TEKIJÄN NIMI

- MITÄ TUNNET TÄSTÄ TIETOA JAKAMINEN TYÖPAJASTA ? Arvioida (1-5)

- 1= Huono..... 5 = Erinomainen

- Auttaako tämä työpaja oikean koulutuksen löytämisessä?

- Auttaako tämä työpaja yhdistämään koulutuksen ja integraation?

- KIRJALLINEN ☺ sanat -

TYÖKUMPPANIN PALAUTE

- TUUSULA MUNICIPALITY

- MITÄ NÄET TÄMÄN ENSIMMÄISEN TYÖPAJAN? (KIRJALLINEN ☺)

REFERENCES

- <https://ec.europa.eu/migrant-integration/feature/integration-of-migrant-women>
- <https://studyinfo.fi/wp2/en/>
- <https://www.oecd.org/migration/mig/Finding-the-Way-Finland.pdf>
- <https://www.verve.fi/palvelut/kelan-asiakkaille/kelan-palvelut/ammattillinen-kuntoutuspalvelus-akse.html>

APPENDIX 3. Recorded workshop links

First workshop –

<https://www.youtube.com/watch?v=96MSd0I7x-4>

Second workshop Swahili language –

<https://www.youtube.com/watch?v=35PR7o5H6M8>

Second workshop Arabic language –

<https://www.youtube.com/watch?v=AGtxZebhmKw>

APPENDIX 4. Work life partners feed back

6.9.2021

Palaute 1. työpajasta:

Työpajan aihevalinta:” Kotoutuminen ja kouluttautuminen” on erittäin hyvä ja ajankohtainen. Monille maahanmuuttajataustaisille suomalainen koulutusjärjestelmä saattaa olla vieras jopa silloinkin, jos ovat jonkun verran Suomessa opiskelleet.

Suomen koulutusjärjestelmä-kaaviota olisi ehkä voinut avata helpommin tulkittavaksi ja luettavaksi kaavion viereen. Myös kotoutumisen osalta se olisi voinut toimia. Jos asiakkaalla haasteita suomen kielessä, voi olla vaikea lukea kaavioita. Työtehtävä asiakkaille on hyvä lisä. On tärkeää, että he saavat/joutuvat itsekin pohtimaan tulevaisuuden mahdollisuuksia sekä miten niitä voi lähteä tavoittelemaan.

Hienoa, että rohkaistuitte sekä puhumaan että kirjoittamaan suomeksi. Jos opinäytetyö lähtee asiakaskäyttöön, se kannattaa oikoluettuttaa vielä. Lisäksi sisältöä voisi selkokielistää helpommaksi. YouTube-videot olivat hyvä idea ja mahdollistavat laajemman asiakaskunnan löytymisen.

Palaute 2. työpajasta:

Valitettavasti toisen työpajan anti jäi vajaaksi teistä riippumattomista syistä. Harmi, etteivät asiakkaat tulleet paikalle. Hyvä oli kuitenkin, että teillä oli toinen suunnitelma valmiina ja sitä päästiin toteuttamaan.

Toiseen osioon olitte hyvin löytäneet linkkejä ja vinkkejä koulutuksiin liittyen. Niitä näytti olevan monen eri tasoisia, taidoltaan erilaisissa tilanteissa oleville opiskelijoille.

Tuusulan maahanmuutto- ja työllisyyspalvelut