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Pasila Community Center

# Evaluation of the Available Means of Support for Integration of 2nd Generation Immigrants

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<p>Ohjaajat</p>	<p>Lehtori Mervi Nyman Lehtori Riikka Konttinen</p>
<p>Tämän opinnäytetyön päämääränä oli arvioida toisen polven maahanmuuttajien kotoutumista tukevia toimia Pasilan Asukastalossa. Tavoitteena oli tarkastella työntekijöiden ja nuorten asiakkaiden kokemuksia, sekä kerätä tietoa siitä miten eri toiminnat tukevat nuoria asiakkaita.</p> <p>Tutkimuksessamme selvitimme mitä maahanmuutto tarkoittaa suomalaisessa kontekstissa. Määrittelimme lisäksi mikä toisen polven maahanmuuttaja on, sekä selvitimme mitä kotouttaminen tarkoittaa ja mikä sen merkitys on yhteiskunnalle.</p> <p>Tiedonkeruu toteutettiin pääosin haastattelemalla työntekijöitä ja asiakkaita. Ennen asiakashaastatteluja toteutimme asiakkaiden kanssa fokusryhmähaastattelun jossa käsitelimme tutkielmamme aihepiiriä. Haastatteluihin osallistui 17 henkilöä, 15 asiakasta ja 2 työntekijää. Kyselyyn vastanneista 15 asiakkaasta 10 osallistui myös fokusryhmähaastatteluun.</p> <p>Haastattelujen pohjalta tehdyt löydökset määrittävät asiakaskunnan koostumuksen, asiakkaiden palvelun käytön motiivit, sekä työntekijöiden käyttämät työmenetelmät. Osana hyviä käytäntöjä esittelemme asiakkaiden ja työntekijöiden ehdotuksia toiminnan kehittämiseen. Työntekijöiden haastattelun kautta tunnistimme toimintamalleja jotka sopivat tämän asiakasryhmän kanssa työskentelyyn.</p>	
<p>Avainsanat</p>	<p>toisen polven maahanmuuttaja, kotoutuminen, monikulttuurinen nuorisotyö</p>

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<p>The objective of this Bachelor's thesis was to evaluate the available means of support for the integration of second generation immigrants at the Pasila Community Center. The aim was to establish the experiences of the workers and young clients who frequent the community center while at the same time gaining insight at how the various activities support the young clients.</p> <p>In this study, we have detailed what immigration is and shown the historical trend and demographics in Finland. We have also defined what a Second Generation Immigrant is, what integration means and examined its importance to society.</p> <p>Data collection was done through interviews with different questionnaires for the clients and workers respectively. Prior to the client interviews, focus group sessions were held to ensure their conversance with the topic and also to discuss the importance of privacy. In total, 17 individuals took part in the interviews; 2 workers and 15 clients. Out of the 15 clients who filled the questionnaires 10 had participated in the focus group sessions.</p> <p>The findings detail the composition of the clientele, motives for participation in the community center's activities from the clients' point of view and the working methods employed by the workers. The suggestions made by the clients and workers in relation to possible areas of development and good practices identified are indicated in the findings. From the workers, we identified working methods that are suitable and are applied while working with this client group.</p>	
Keywords	2 <sup>nd</sup> Generation Immigrant, Integration, Multicultural Youth Work

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## 1 Introduction

At the end of 2011, the population of Finland stood at 5,401,267 and nearly 6 % of the total population was of a foreign background. Out of the 6%, 38,000 were second generation immigrants born in Finland. Out of the 38,000, 80 % were under the age of 15 (Nieminen and Ruotsalainen 2012). The number of immigrants and subsequently the number of second generation immigrants is expected to increase, unless there is a change in the current trend of immigration, as is evident in a report published by the Ministry of Interior (2010, 3-4).

In a publication by the Ministry of Employment and the Economy, Pekka Myrskylä the Development Manager for Statistics Finland discusses the school dropout after elementary education and unemployment rate of young individuals aged between 18 to 29 years in relation to their background. According to Myrskylä, young individuals of foreign background constitute 23 % of all individuals in that age group who are either excluded from the academic institutions and labor market (Ministry of Employment and the Economy 2011).

Competitiveness in the Finnish labor market requires a relatively high level of education. In 2009, 71% of immigrants living in Finland were of the ages 20 to 60. In the same year the unemployment rate of immigrants in Finland was 23% as compared to the general unemployment level of 8,2 % (Railo 2012: 430). According to Elina Kilpi-Jakonen, a postdoctoral research fellow at the University of Oxford, the lower the socio-economic status of the family the lower the child academic performance of the child (Kilpi-Jakonen 2010).

In light of the above mentioned facts it can be stated that the typical second generation immigrant in Finland is an elementary school aged child. Therefore, it can be argued that measures aimed at the support of the integration of second generation immigrants into the Finnish society should be centered on the needs of school aged children. This is a wide bracket extending from elementary, to upper secondary school and beyond to institutions of higher education. This should ideally apply to both, governmental services as well as undertakings by third sector operators.

## 2 Aim of the study

The purpose of this thesis is to evaluate the available means of support at the Pasila Community Center which aim to support the integration of Second Generation Immigrant children. We seek to explore the experiences and aspirations of the clients and members of the staff at the community center in regards to supporting the integration of second generation immigrant children. We aim to get the views of the children who are the main consumers of the services offered. Additionally we aim to establish the views of the staff members in regards to the effectiveness of the existing means of support to the clients in the process of integration into the Finnish Society.

Supporting the integration of young second generation immigrants entails within itself supporting the integration of their parents whom by definition of the term second generation immigrant are of immigrant background (Maria Riala 2009: 7). However for the purpose of this thesis, the evaluation of the means of support available for the integration of the second generation immigrants will be limited to school aged children who frequent the Pasila community center.

The end product of this study will be a collection of good practices observed, recommendations for improvement and possible areas of development in the operations of the Community Center. The objective behind identifying the good practices is to package them in a form that can be exported to and applied by other operators in the same field.

## 3 Recent Studies

After an extensive search for Finnish studies conducted focussing on the support of the Integration of Second Generation Immigrants, we have come to the conclusion that there is hardly any recent study available that could shed light on this topic. Searches through libraries and additional contact made to the Family Federation of Finland (*Väestöliitto*) revealed that a majority of the studies conducted in the area of immigrant integration focus on the adults. This is in line with the Integration Act which is primarily implemented by the municipalities and the Employment and Economic Development Office (TE Office) in collaboration with the Finnish Social Security Institution (*Kela*). The application forms provided and requirements laid down therein by these two organizations for eligibility to the integration support indicate a focus on adults. The third sector

which includes Non-Governmental Organizations and Religious Based Organizations tend to align their activities with the mainstream operations but have a lower threshold meaning that they have structures within them accommodating the younger immigrant population.

As will be demonstrated later in this study, Finland began receiving immigrants in large numbers in the 1990's. The children born in Finland to these immigrants constitute the second generation immigrants who are either in their late teens or are young adults. The country has a relatively short history of being an immigrant destination which explains the lack of studies focussing on supporting Integration of Second Generation Immigrants. The recognition of the lack of studies focussing on the generational aspect of immigrant integration has also been stated in a collection of articles edited by Haikola and Martikainen (*Maahanmuutto ja Sukupolvet*). They explore in collaboration with a number of other researchers the integration of second generation immigrants and the challenges they face academically, socially and economically.

This however does not imply a lack of studies conducted on the topic of immigrant integration as this is a widely acknowledged area of public interest. In a recent study focussing on the plight of second generation immigrants and their entrance into the Finnish labour market, Maria Riala explores the future prospects for today's second generation immigrant. She argues that their future success or failure in the Finnish labour market will be determined by the intervening actions taken today. (Riala, M. 2009).

Sauli Hyvärinen focussed his study on the impact of the family background on successful integration into the Finnish society. His key finding is that for a second generation immigrant to participate equally in all spheres of socio-economic life, supportive measures have to be taken by the society. (Hyvärinen 2011).

In the conclusion of her study on the Education of Immigrants in Finland, Elina Kilpi states that the education of children of immigrants is vital for success in the labour market. This success she notes is an indicator on the long-term integration of the immigrants as more emphasis is laid on academic credentials rather than on job training. The socio-economic status of the immigrant parents determines the amount of and access to resources that the parents have to support the education of their children. Thus, it can be deduced that the successful entry and performance of second immi-



grant children depends heavily on the support accorded to them in their academic development. (Kilpi 2010).

## 4 Immigration

### 4.1 Historical background

Traditionally Finland has been a country of emigration as the natives moved out of the country in search of a better life. The high point of this phenomenon was in the 1960's and the 1970's with Sweden being the primary destination for Finnish emigrants. (Heikkinen and Peltonen 2002: 2). The primary motive for emigration of Finns in the 1960s and 1970s was the pursuit of employment opportunities and a higher standard of living (Korkiasaari 2001: 6). **The figure below** Figure 1 illustrates the historical trend of migration between Finland and Sweden.

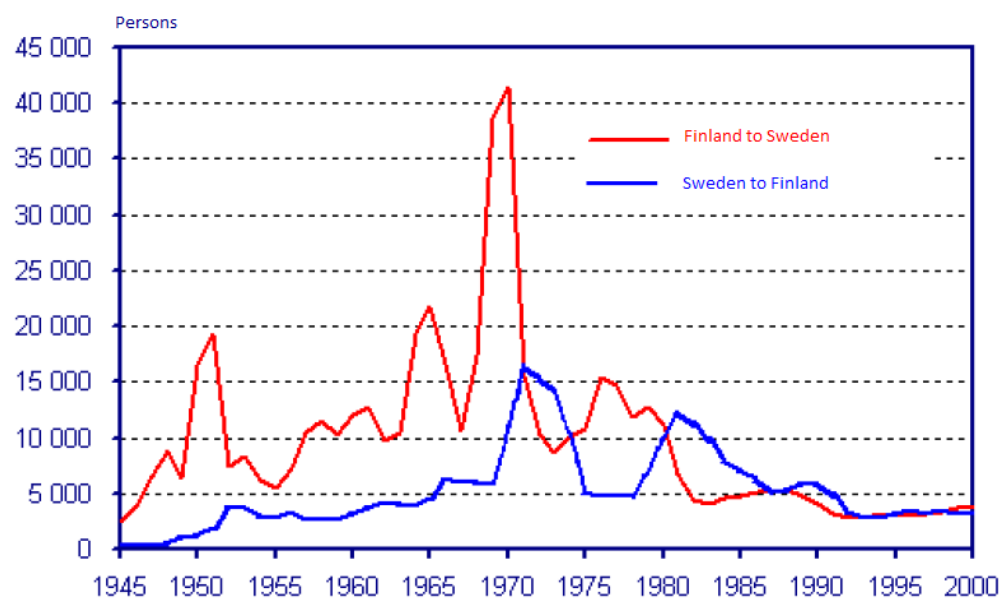


Figure 1. Migration trend between Finland and Sweden 1945 – 2000 (Korkiasaari 2001: 2).

The wave of migration in the 1960s and the 1970s was not the first one of its kind. In the years between the 1870s and the 1920s there was a sharp increase in the number of emigrants heading for North-America, particularly the United States of America. In his study Reino Kero estimates the total number of Finns having emigrated to the United States to have been roughly around 350 000 - 380 000 persons (Kero 1996: 54-55). Industrialization resulted in immense numbers of people dependent on farming as a way of life having to seek alternate means of income. Often this translated to emigra-

tion as there were simply not enough labor opportunities in Finland to cater for the ever increasing demand for employment.

The first major inflow of immigrants to Finland occurred in the early 1970s. As a result of the oppressive policies by Augusto Pinochet large numbers of Chilean citizens fled the country with the hope of finding asylum abroad. Roughly 200 individuals ended up in Finland (Myyryläinen 1998). The latter part of the decade as well the early 1980s witnessed another wave of immigration into the country by Vietnamese and Cambodian refugees.

The end of the Vietnam War in April 1975 brought grave peril on the population of the Republic of South Vietnam. An estimated 250,000 people left the country fleeing persecution by the communist regime of the now unified Socialist Republic of Vietnam. This phenomenon constituted as the first wave of Vietnamese refugees. These individuals sought refuge predominately in the United States and none of them wound up in Finland (Ministry of Social Affairs and Health Research Department 1986: 9).

The second wave of Vietnamese and Cambodian refugees began with the Vietnamese invasion of Cambodia and the Sino – Vietnamese War that followed it. This time around Finland would receive its share of the refugees. The first group of the so called boat refugees arrived in the fall of 1979. This group was made of Vietnamese people as well as ethnic Sino - Vietnamese and Sino - Cambodians. This group was followed by a steady inflow of refugees and by the end of 1985 the number of Vietnamese and Cambodians living in Finland had reached 400 people (Ministry of Social Affairs and Health Research Department 1986: 17).

The number of immigrants arriving to Finland in the 1970s and the 1980s was not enough to turn the tide of emigration. As is evident in figure 2, the shift towards immigration overtaking emigration did not occur until the 1990s as a result of the inflow of refugees following the breakup of Yugoslavia, the Soviet Union and the civil unrest in Somalia. These three events have since then contributed to the steady increase of immigrants in Finland. Ongoing conflicts in the Middle East coupled with the Arab Spring which is the political unrest in North Africa dating from December 2010 have also had their share in the increase of people seeking refuge in Finland. (Novotny 2010).

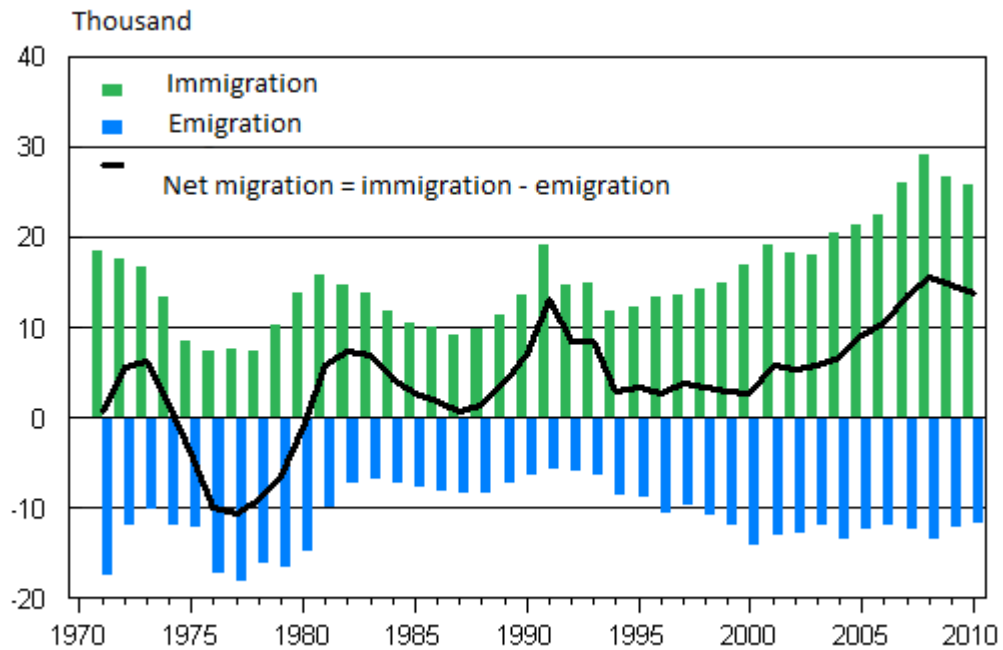


Figure 2. Immigration, Emigration and Net Migration 1971 – 2010 (Statistics Finland : 2010).

#### 4.2 Current trends in immigration

Since the 1980s, refugees and individuals arriving to the country through the family reunification program have constituted the main part of Finnish immigrant population (Maahanmuuttajien määrä: 2013). In the 1990s on average 13,000 foreigners moved to the country annually. The number of immigrants moving to Finland rose steadily as we approached the new millennium and by the latter part of its first decade the number of immigrants arriving to the country annually had increased to some 25,000 – 29,000 as demonstrated in the below graph.

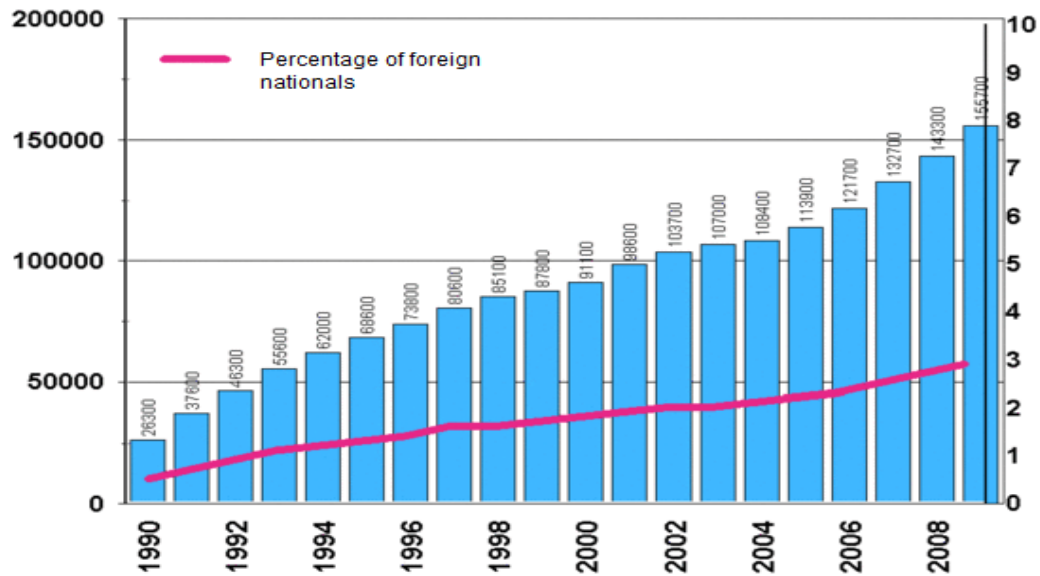


Figure 3. The number and percentage of foreigners in Finland 1990 – 2009 (Väestöliitto: 2009).

The age structure of individuals of foreign background living in Finland differs greatly from the age structure of the general population. According to Statistics Finland (Ulko-maista syntyperää olevat: 2012), at the end of 2011 the average of age of the population as whole was 41,6 years of age and the average age of people of Finnish origin was 42. The average age of the first generation immigrants on the other hand, was 37.7 years and the average age of second generation immigrants was 11.8 years.

#### 4.3 Second Generation Immigrants

According to Tuomas Martikainen (2007: 39), an immigrant is a person who was born outside of Finland and whose mother tongue is a language other than Finnish, Swedish or Same. Statistics Finland gives a definition for an immigrant as person who moves to Finland with an intention stay in the country for a period longer than 12 months, emphasizing the intent on permanent stay (Statistics Finland: 2009), Martikainen defines a second generation immigrant as an individual born in Finland whose parents, or at least, one of their parent, was born outside of Finland.

For the purpose of this study the term second generation immigrant refers to those individuals born in Finland whose parents were born abroad. According to Statistics Finland there were approximately 38,000 second generation immigrants, as abiding to the afore mentioned definition, living in the country (Statistics Finland: 2012). This

number is estimated to increase rapidly due to the fact that immigration is on the rise as demonstrated by the graph below.

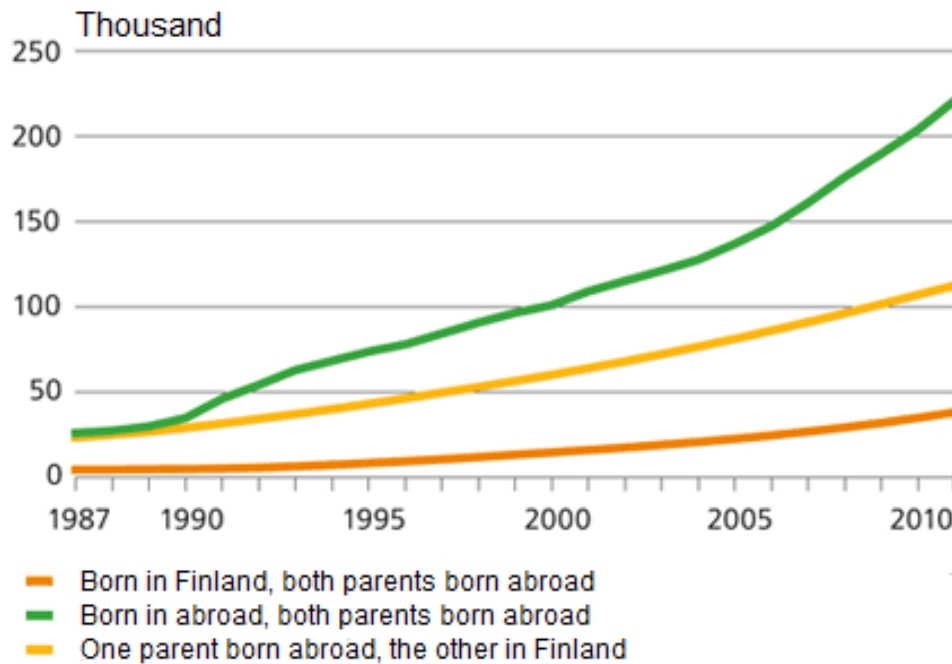


Figure 4. Number of individuals whose parent or parents were born abroad 1987 – 2011 (Nieminen and Ruotsalainen : 2012).

Roughly 90% of the children who frequent the Pasila Community Center are of immigrant background and out of this number, 70% are second generation immigrants. Despite the community center not keeping a register of clients, the majority of the children who frequently participate in the center's activities are of Somali background. (Wikberg).

## 5 Context of the Study

### 5.1 The Role of the Third Sector in Immigrant Integration

The Finnish integration act is essentially designed and charged with the responsibility of ensuring that immigrants settle in respective municipalities and are offered the necessary services and support to successful entry the labor market. According to the description on the Social Insurance Institution of Finland (*Kela 2010*) on eligibility to the integration program and the application form, it can concluded that the integration plan

is primarily for adults who at least have the basic level of education and or vocational training coupled with work experience.

However as noted by Heikkilä and Susi (2011: 53), the efforts employed by the official channels are not always suitable for the successful integration of immigrants. The official channels fall short in their efforts to integrate immigrant due to a variety of reasons including but not limited to budgets cuts and lack of specialized services to cater for an individual's needs as opposed to the standardized integration plan. Due to the variety of reasons precipitating an immigrant's move into Finland, there is a multiplicity of individual needs depending on the individual's background.

The integration needs of professionals who move into the country to work or as a result of marriage are different from for example an illiterate refugee who has trauma from torture. Thus the importance of civic organizations such as NGOs, and Community based associations which can in a less official manner work with a client as an individual according to their unique needs. The third sector organizations also offer friendly interaction atmospheres which are more welcoming to the immigrants who tend to look at authorities with suspicion as a result of their past experiences. The Third Sector plays a supplementary role to the employment authority and municipalities by working with the immigrants at their level of deficiency which could either be in but not limited to Finnish language skills or comprehension of how the Finnish society works

## 5.2 The District of Pasila

Historically, the district of Pasila dates back to the year 1918 and the plan for a Greater Helsinki by Eliel Saarinen. He envisioned the central railway station being relocated to Pasila where it would have been surrounded by densely build urban areas (Helsinki alueittain 2011: 92). Although his ideas on the development of Pasila were not implemented at the time, the district continued growing and its importance as a transport hub increased over time.

The 1970s saw Pasila transformed into its current form. The Eastern part of the district, *Itä-Pasila* was built in the mid-70s according to the ideals of urban planning of the 1960s. Grand concrete apartment buildings and elaborate pedestrian zones catered for families and the area's proximity to the city center, as well as the Pasila railway station attracted businesses to the district. The western part of the District, *Länsi-Pasila*, expe-

rienced a dramatic transformation in the latter part of the decade. The old building stock consisting of primarily wooden structures was razed to give way to a more modern residential area.

The Eastern and Western parts of Pasila have been separate entities for the as long as the district has been in existence. Divided initially by a lake and more recently the main railroad line, West Pasila and Itä-Pasila developed independently. Currently, there are plans to unite the Eastern and Western parts of the district through the development of the Central part of the District (*Keski-Pasila*). The implementation of the plan for the new Keski-Pasila will commence in 2015 and will see the area evolve into a modern residential and business center.

The population of the district of Pasila stood at 8484 at the beginning of the year 2010 (Helsinki alueittain 2011: 94). Of these individuals, 4630 resided in West Pasila and 3816 in East Pasila with the remainder living in central Pasila. The population of Pasila is expected to rise considerably in the coming decade (Helsinki Alueittain 2012: 94). The development of Central Pasila will increase the number of employment opportunities in the district.

In 2008 the number of people of foreign background living in the Pasila District stood at 848, 7.4% of the entire population. The number of foreigners living in Pasila accounted for 4.6% (521) of the population of Pasila (Helsinki alueittain 2009: 96). By 2010 these numbers had risen to 1093 (12.9 %) and 743 (8.8%) respectively (Helsinki alueittain 2011: 92). The number of individuals of foreign background and number of foreigners continues to rise as demonstrated by the following graph.

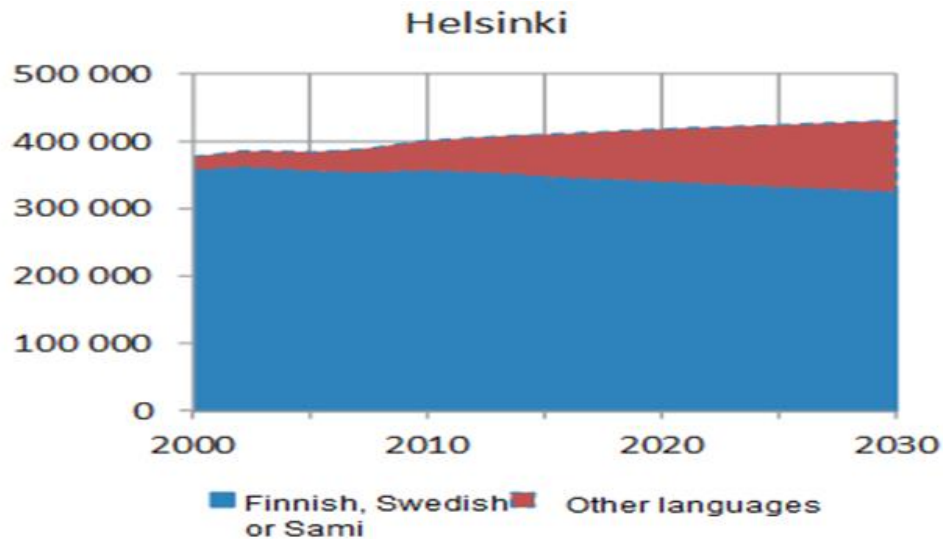


Figure 5. The working age population, ages 16 – 64, of Helsinki according to mother tongue 2000 – 2012 and an estimate for the years 2013 -2030 (Helsingin Tietokeskus: 2011).

### 5.3 Pasila Community Center

The community center in East-Pasila began as a project in March of 2008. The project was financed by the Finnish Slot-machine Association (RAY) whilst the city of Helsinki covered the costs of the office space. The Kalliola settlement was responsible for the implementation of the project (Immonen, Ojaksela and Väisänen 2011: 3). The project phase of the community center concluded at the end of December 2012 and the center continues to operate with the support of the Finnish Slot Machine Association and the city of Helsinki.

The community center was conceived following years of discussion on the needs of the area and its inhabitants. Residents and local stakeholders saw a need for the creation of a structure which would enable and promote interaction between different population groups. In particular need for a physical space for activities were, as Immonen, Ojaksela and Väisänen (2011: 5) point out, the elderly, children and young people, immigrants as well as individuals with limited social contacts.

The community center commenced its operations in a space shared with the Kalliola Youth association and the play park Lehdokki. The plan of operations was drafted by the local co-operation group East team. The city of Helsinki granted the Kalliola settlement the responsibility of running the community center due to the fact that the settle-



ment was well recognized and had no political or religious affiliations and does not lobby for any specific group (Immonen, Ojaksela & Väisänen 2011: 5).

### 5.3.1 Operating Principles

The center operates according to the values of the Kalliola Settlement. These values are confidence in the ability of people and communities to independently solve problems, equality, respecting people as individuals and diversity. The operations are modelled from the initial methodology of the settlement movement in which the workers would work from within the community. (Immonen, Ojaksela & Väisänen 2011: 5).

In its operations, the community center appreciates the client as the expert of their own circumstance. In an effort to offer support to a client, the worker is present to work with the client in finding the suitable solution to a certain situation. The worker offers no solutions but can empower a client to make a choice which is best applicable to their situation. The assistance offered may be practical or concrete e.g. translation of documents, filling of forms, Finnish language lessons, explanation of how the Finnish education, health or National Insurance systems work.

Everyone who visits the community center is treated equally regardless of his or her ethnicity, religious belief, political affiliation, age, gender etc. The quality of the service rendered is similar to all clients regardless of how well acquainted a client is to the worker(s) or to the operations of the center. This implies that a client who frequents the center will not be received or treated in a superior manner than a client who makes spaced out visits to the center.

Embracing diversity entails openness to a possibility of various outcomes in the working relationship with a client. The end result is not predetermined despite the working relationship being governed by guidelines provided by the center. This empowering practice enables the client to find the most suitable solution to their situation undeterred by the ideals of others. Upholding an atmosphere that promotes diversity attracts a diverse clientele and facilitates dialogue between individuals of different backgrounds. Learning at the center is not restricted to the workers pouring out information to the clients but it is continuous and reciprocal. The workers gain more information and experience from the interaction with clients of different backgrounds as the clients increase their knowledge of the Finnish society.

### 5.3.2 Day To Day Operations

The Pasila Community Center functions as a low threshold meeting place for people of all ages and backgrounds. This means that no appointments are required and all services are free of charge. In addition to the existing activities at the center, individuals are encouraged and supported in their own initiatives. Some of the initiatives from the clients include cooking lessons, excursions, book reading circle etc.

At the core of the day to day operations of the community center is the facilitation of interaction between individuals. In addition to professional assistance and organized activities, the center offers an accessible physical environment i.e. a communal living room where individuals can meet others or spend time alone if they so choose. Refreshments are available at a nominal price and the kitchen, as well as other facilities such as the computer room are open for use by the clients.

From the viewpoint of the immigrant clients, perhaps the most important service available to them is the Finnish language lessons and guidance offered in native languages e.g. Somali, Arabic, French and English. This is made possible by the presence of multi-lingual members of staff. The assistance offered to clients includes but is not limited to housing, the Finnish education system, the National Social Insurance system and knowledge concerning the Finnish culture.

Typically, there are 2 Finnish language lessons weekly held for the adult immigrant clientele. The language lessons serve as a point of exposure to the immigrants for the other services available at the community center. By virtue of the language lessons being ran by volunteer native Finns, it is an avenue for intercultural learning. Such interactions go a long way in facilitating the building of trust between the clients and the community center as an institution. The trust built by the parents is a predetermining factor on the frequency of their children's visit to the community center.

The importance of cooperation and functioning networks in community work cannot be overstated. Working relationships and contacts established with academic institutions spanning from day care centers to institutions of higher learning, representatives of the community and other organizations e.g. the police and the local health care center etc. are of crucial importance to the successful operation of the community center. This is illustrated by the figure below.

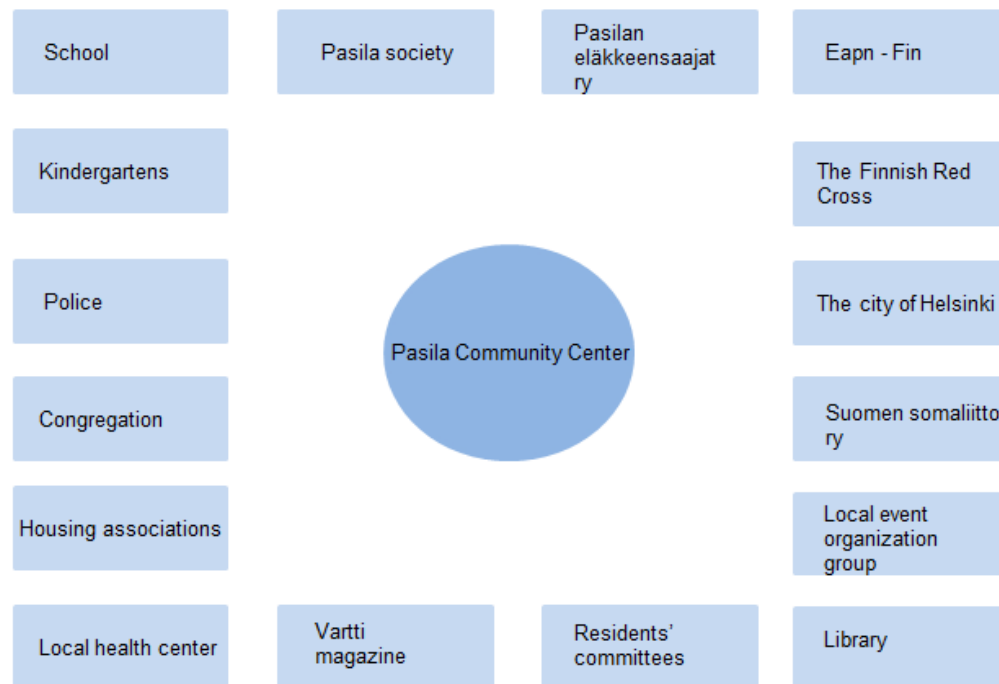


Figure 6. A partial representation of the cooperation networks of the Pasila community Center

#### 5.4 Youth Work at the Pasila Community Center

The Kalliola Settlement Youth Association (*Kalliolan Nuoret ry*) which is part of the Kalliola Youth Settlement organizes the youth work at the community center. The operations in the Eastern part of Pasila cater for area's children, youth and families. The interaction with clients is both individual and communal where a group of clients in a similar circumstance meets with a worker.

According to the 2012 end year report, the Kalliola Settlement Youth Association had 2 full time members of staff working at the Community Center. Additionally there were 10 hourly employees, 4 interns and 6 volunteer workers. During the same year, a total of 2,387 contacts were made to clients. 95 clients were contacted individually or in a group setting and 369 young people were attended to through an online service. (2012 Vuosikertomus: 11).

The Kalliola Youth Association operates under a similar set of core values as the Kalliola Settlement and the Pasila Community Center. The basis for the work carried out at

the Community Center is social youth work. This is personalized according to the needs of a client aimed at overcoming the challenges faced by a particular client. The emphasis is on preventive multi-disciplinary action which employs empowering and supportive methods.

The target group is children and young people from the surrounding area. The youth work carried out at the Pasila Community Center aims at building the social skills of the clients through group activities. Gender and culturally sensitive approaches are important tools employed at the community center and this is informed by the demographics of the area and the background of the clients who frequent the community center.

Cultural sensitivity recognizes that differences exist between different cultures. However, value is not ascribed to any of the various differing aspects between the cultures. This is to say that there are different ways of viewing different situations as opposed to right or wrong. Cultural sensitivity on the worker's part encompasses recognizing and understanding differences in the various cultures one comes into contact with.

Gender sensitivity recognizes of the effects of gender on the life choices of a person. The basis for this approach is embracing the notion that gender extends beyond biology. The society at large, cultural, historical and interpersonal relations are important in defining gender. The worker's role at the community center is to provide a male and female adult role model. The worker facilitates a young client's process of defining his or her own gender role.

## **6 Theoretical framework**

After a review of available literature on the topic of the integration of second generation immigrants into the Finnish society, the following theories were chosen as the basis for the evaluation of the available means of support for the integration of second generation children at the Pasila community Center. The theories chosen facilitate the examination of the cultural and the social factors that play a role in the integration process of the second generation immigrants.

## 6.1 Acculturation and Identity

The young clients of immigrant background are at a crucial point in their holistic individual development. They fall within the age group of the adolescents who are at the same time going through a process of personal identity formation as described by Erik Erikson's writings concerning the psychosocial development of an individual (e.g. *Childhood and Society*). One aspect of this is the acculturation of their parents and its influence of the children's integration in the Finnish society.

Horenczyk et al describe acculturation as process that entails a range of behaviours, attitudes and values that change when cultures come into contact (Horenczyk et al 2001: 495). According to the authors, the modern understanding of the term acculturation encompasses a reciprocal process that engages both the minority group and the host group. This means that acculturation affects both parties as opposed to viewing acculturation as solely a process of assimilating to the new host society on the part of the immigrants.

In line with the above described view on acculturation, the individual undergoes a process of examining the behaviours, attitudes and values they possess and those prevalent in the host society. In order to integrate successfully into the Finnish society, which in this study concerns mainly social interaction, academic performance and subsequent entry into the labour market; the individual has to adopt behaviours and attitudes that fit to their surroundings. The host society also needs to adapt its attitudes and behaviours to facilitate cultural plurality.

John W. Berry describes a two-dimensional model of acculturation which encompasses the ethnic identity and the identity of the individual (Berry 1990). In the context of this study the ethnic identity of an individual refers to the second generation immigrant identifying themselves as a member of their ethnic group e.g. Somali or Russian and their identity describes them as a member of the Finnish society at large. An ideal end-result of this model of acculturation is an integrated or bicultural identity which is an individual who has a strong ethnic identity whilst identifying with the new society. In the case where the individual abandons their ethnic identity whilst identifying with the society at large, they are considered to possess an assimilated identity. On the other hand, when a person develops a strong ethnic identity whilst not identifying with the host society, a marginalized identity is formed. (Horenczyk et al 2001:496).

In his doctoral thesis, David A. Cort argues that acculturation can be viewed as familial process where the acculturation of the parents has a profound effect on the acculturation of the children. He refers to the theory of segmented acculturation (Portes and Rumbaut 1993) in describing the three possible outcomes of the familial acculturation process. Firstly, Generational Consonance which occurs when parents and their children acculturate at the same rate or when the second generation is encouraged to identify with the host culture whilst retaining cultural harmony with their parents' i.e. bicultural identity. Secondly, Cultural Dissonance occurs when the second generation is neither guided nor accompanied by changes in the first generation. Thirdly, Consonant Resistance to acculturation which occurs when an individual is oriented towards remaining culturally separated from the host society. (Portes&Rumbaut1997).

## 6.2 Integration

Integration is the process through which an immigrant and the receiving community mutually work together towards the settlement and active participation of the newcomers in societal life. In order for the receiving society to remain strong and productive, it has to ensure the involvement of the stakeholders in mapping out the integration strategies in order to cultivate the knowledge and skills required for successful participation in society (IOM 2013). The stakeholders in society include the Government, Labor market, Community and Faith-based institutions, NGOs including immigrant and ethnic organizations and mainstream service providers i.e. of education, health etc.

Integration in itself is not a goal rather it is a process as both the newcomers and the receiving societies continue in diversification as the immigrants find their permanent place in the society and new generations are born. There is constant metamorphosis in the manner in which the receiving and settlement of immigrants is carried out. Service provision continues to develop and the already settled immigrants have influence the service development and settlement of newcomers (Biles and Frideres, 2012:7).

According to the Finnish immigration act, integration refers to the promotion of the personal development of an immigrant aimed at participating in society and working life while at the same time preserving their own language and culture (Integration Act 1999). It is a process that encompasses the measures taken, resources and services

provided by various authorities to support the integration process and also consideration of the needs of the immigrants in the planning and provision of services.

Equality, freedom of choice and the promotion of personal development of the individual are major themes in the long-term objective of ensuring the immigrant integrates into the labor market and society at large. (Martikainen T. et al 2012:132). It is thus the primary duty of the municipality in which an immigrant resides and the employment authority to integrate the individual into the Finnish society.

The importance of the social inclusion of an immigrant into the Finnish society is underlined by the emphasis laid in the integration act on the promotion of acquisition of technical and language skills to facilitate entry into the labor market while retaining their own cultural identity. This aims at ensuring that welfare is available across the cultural divide present in the Finnish society. Learning either the Finnish or Swedish language is viewed the most important aspect in this dynamic process of integration as observed by the Ministry of Social Affairs and Health (2006).

### 6.3 Empowerment

As discussed earlier in in this study, confidence in the ability of people and communities to independently solve problems is a core principle of the operations carried out the community center. In social pedagogical terms, this principle is in line with the concept of empowerment as described by Robert Adams. "Empowerment: the capacity of individuals, groups and or communities to take control of their circumstances..." (Adams 2008).

The historical and ideological roots of empowerment can be found in Paulo Freire's theory on consciousness-raising among the underprivileged, as well as the grass-roots level community based actions carried out in the United States in the 1960s and 1970s (Hage and Lorensen 2005: 237).

The open activities carried out at the center and the one on one interaction sessions held by the workers with the clients are all aimed at facilitating, equipping and enabling the clients' self-actualization process. Self-actualization ranges from the ability to communicate in both oral and written Finnish to gaining tools useful in intercultural interaction and practical knowledge for navigating through daily life in the Finnish society.

The workers are actively involved in some of the activities e.g. one on one guidance, planning of excursions and collaboration with other stakeholders in the society. While in other activities, the clients play a leading role after having been inducted and supported by the workers at the initiation of an activity e.g. the cooking club and the Finnish language lessons that are mainly ran by the volunteers and the clients. The peer support available for clients from clients who are at an advanced stage in the integration process is an indicator of a practice that has a spiral effect empowering the life of an individual, the community and the society at large.

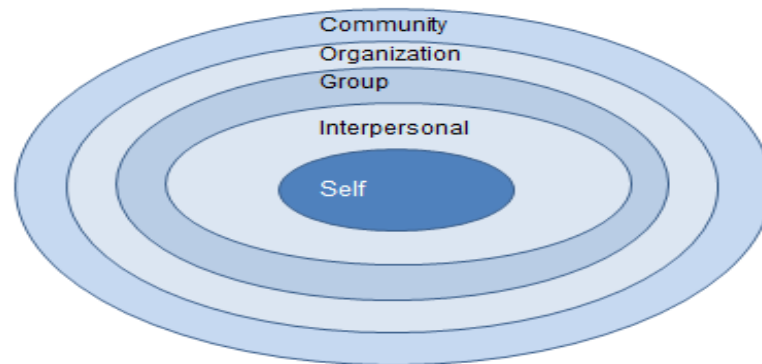


Figure 7. Domains of empowerment (Adams 2008: 76),

## 7 Data Collection and Analysis

Exposure to data on immigration trends and previous studies focussing on the integration of immigrants assisted us in laying the foundation for the study. Background information on the Kalliola Settlement and the Pasila Community Center also proved vital in narrowing down to a specific focus group. After settling down on the topic for the study, the next step was to determine how the data collection would be carried out. We chose the following methods as means of collecting the intended data: interviews, focus group and participant observation.



## 7.1 Focus Groups

As described by Carpenter and Suto, a focus group is either a formal or an informal discussion session that relies on questioning a group of people simultaneously. The objective is to allow the respondents time and the opportunity to discuss their views and share their accounts in their own wording. This has the potential to create a deeper understanding of the topic; an understanding shared by the participants. For the observer, a focus group offers a unique opportunity to gain insight on the social and cultural norms prevailing in the group. (Carpenter and Suto 2008: 85-87).

We held focus group sessions in order to gain a deeper understanding on the views of the clients and establish how well versed they were on the subject matter. This was done in 2 sessions; one with the boys and another with the girls at the community center. The decision to hold the sessions separately was arrived at in consultation with workers who highlighted the need for gender sensitivity. On a practical note, the sessions were organized to run in conjunction with the planned activities taking place to ensure a sufficient number of participants for each session.

The practical implementation of the focus group began with a verbal introduction to the topic followed by questions that sought to establish their understanding of such terms as second generation immigrant, integration, majority and minority groups etc. After establishing that the participants were conversant with the topics, we executed the focus group session. Rothery and Tutty summarize the process that a focus group typically follows; "Initially, the members hear a general statement of the purpose of the session and are given a question related to this purpose designed to elicit perceptions about important needs". (Rothery and Tutty 2001: 169).

## 7.2 Interviews

Interviews are useful in gaining in-depth qualitative data and facilitate the clarification of any further issues that may arise as a result of the answer provided by the respondent. (Maltby J. et al. 2010:56). Interviews were conducted as a means of gaining qualitative data concerning the experiences of the second generation immigrants as well as the workers.

For the clients, a structured interview was conducted which enabled the specific areas of interest to be covered with each interviewee. This approach also assisted in limiting the influence of the interviewer on the responses from the interviewee as no additional questions or clarifications were sought. (Maltby J. et al. 2010:56).

As observed by Maltby et al., semi-structured interviews assist in diminishing the distance and assist in establishing a more genuine interaction between the interviewer and the interviewee. This mode of interview was applied with the workers; with the questions covering the areas of interest whilst leaving room for clarification and expansion of the responses by the interviewee. This proved to be liberating as an opportunity to relate to a previous response for further expounding was available to the interviewee. Through this approach, more information became available; information that was not directly linked to the questions presented. (Maltby J. et al. 2010:56)

Practical issues played a major role in selecting which clients to interview. The Kalliola Youth workers from the community center relayed our invitation to partake in our interview to their clients. The rationale behind utilizing the workers as means to convey our invitation to the clients stemmed from the fact the workers know each one of their clients and are familiar with their schedules. Through the workers we were able to arrange two dates for the client interviews based on when a suitable number of clients would be present at the community center.

In addition to inquiring whether the clients were interested in taking part in the study, the workers also explained the motive of the interviews, what it was part of and how it would be executed. Additionally, the workers assisted us in gaining permission to interview the clients via a representative of the Somali speaking community as all of the clients available for the interviews were underage and of Somali background. Utilizing a representative as means to contact the parents stems from a practice at the community center based on cultural sensitivity and reduction of linguistic barriers.

The client interviews were carried out *in situ*, at the community center on separate dates with a controlled environment was prepared for the interviews. Before the interview took place, the participant was again reminded on the purpose of the interview. Furthermore, we were available to clarify any questions that would arise relating to the questionnaire. For the clients, a separate room was provided in which each interviewee had privacy and enough time to respond to the questionnaire.

The workers were also interviewed at the community center. The semi-structured interview was executed as a group interview for the two respondents at the same time. Again, this was a question practicality. There were a limited number of dates available where both workers would be present and would have time take part in the interview. An additional motive for conducting a group interview with the workers was to facilitate reciprocal reflection amongst them and thus enrich the responses and potentially access data that would otherwise remain undiscovered.

### 7.3 Analysis

Following the focus group sessions and the interviews, we set out to compile and analyse the data collected. Compilation of the data involved word by word transcription of the data collected from the focus group sessions, client questionnaires and workers interviews. While this was aided by Pertti Kähärä being a native Finnish speaker, we also took care not to lose any meaning in translating the data from Finnish to English. We chose to utilize the exploratory approach as a means to comprehend the data which entailed reading through the transcribed data several times paying while paying attention to key words, themes and ideas before any analysis was done. The exploratory approach allows the interviewer to understand the data without predetermined analytic categories. (Guest G. et al. 2012:7)

<b>Exploratory</b> (“content-driven”)	<b>Confirmatory</b> (“hypothesis-driven”)
For example, asks: what “do X people think of Y?”	For example, hypothesises: X people think Z about Y
Specific codes/analytic categories not predetermined	Specific codes/analytic categories predetermined
Codes derived from data	Codes generated from hypothesis
Data usually generated	Typically uses existing data
Most often uses purposive sampling	Generally employs random sampling
More common approach	Less common approach

Figure 8. Summary of differences between exploratory and confirmatory approaches to qualitative data analysis (Guest G. et al 2012: 7).

The key words, ideas and themes that we identified as appearing consistently in the responses from the interviewees guided our choice in utilizing the thematic method to

analyse the data. Mabry indicates that thematic analysis identifies emerging patterns and categories from repeated reviews of the dataset, a process that collects evidence for developing and justifying findings. (Mabry L. 2008:218).

The tables below present the main themes that arose from the thematic analysis of the data gathered through the focus group sessions, client interviews as well the interview conducted with the workers. Further analysis of the data led to the identification of sub themes that were categorized under the main themes.

<b>Focus groups and Client interviews</b>	
Main themes	Sub themes
Client background	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Ethnic background</li> </ul>
Service use	<ul style="list-style-type: none"> <li>• Frequency of visits</li> <li>• Duration of service use</li> </ul>
Motivation behind service use	<ul style="list-style-type: none"> <li>• Participating in activities</li> <li>• Assistance relating to education and employment options</li> </ul>
Development of the services available	<ul style="list-style-type: none"> <li>• Existing services</li> </ul>

Figure 9. Themes derived from the focus groups and the client interviews

<b>Workers' interview</b>	
Main themes	Sub themes
Composition of clientele	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Ethnic background</li> </ul>
Multicultural work	<ul style="list-style-type: none"> <li>• Language &amp; communication</li> <li>• Customs</li> <li>• Culturally sensitive work</li> <li>• Gender sensitive work</li> </ul>
Factors influencing the integration process of the clients	<ul style="list-style-type: none"> <li>• Level of integration of parents</li> <li>• Socio- economic status</li> </ul>

Figure 10. Themes derived from the workers' interview

## 8 Ethical Considerations

### 8.1 Research permission

Among the first steps we took in our study was to seek a research permission which would permit us to interview the workers and the clients of the community center. The permission was gained via the Kalliola Youth Association workers who are in a position of authority and responsibility in terms of the work carried out with the young clients at the community center. In addition, the head of the community center was informed of our intentions. We made a conscious effort to be as overt as possible in describing our motives and the application of the data gathered.

### 8.2 Consent

We applied a similar level of overtness that as we did in seeking the research permission to the process of enlisting individuals to partake in the interviews. With our motives, aims and methods clearly and candidly presented, we sought to obtain informed consent from the participants. Berg (1998 cited in David and Sutton, 2011: 43) describes informed consent as the knowing consent of individuals based on their choice and uninfluenced by deceit, duress or similar manipulation.

Capitalizing on the expertise and experience of the workers, we sought alternative means of reaching the parents of the children in order to obtain their consent for our interviewing of their children. Due to the fact that a large portion of the parents have a limited or a non-existent mastery of the Finnish language, we made a judgement call to contact the parents through a representative of the Somali community via the Kalliola Youth Association workers. This was not a precedent, but an established practice.

### 8.3 Privacy, anonymity and confidentiality

Central considerations in terms of the interviews that were carried out with the workers and the clients were privacy, confidentiality and anonymity. Our motive for the interviews was to gain insight on the subjective experiences of the workers and the clients. This did not necessitate disclosing the name, age, gender or any other such detail that

could render the individual participant identifiable in the study. This was fact was clearly and repeatedly presented to the prospective interviewees.

### 8.3.1 Focus Group Session

David and Sutton (2011: 48) discuss the difficulty of protecting the confidentiality of the participant and their input during the focus groups proceedings. However, what can be done is to ask the participants to respect and maintain the content of the proceedings within the focus group session. This factor was of elevated importance in the focus groups we conducted, as the participants all knew each other and as such one participant's contribution to the topic under discussion was known to all the other participants. We conveyed to the participants the importance of ensuring that the content discussed during the session was not disclosed to any third party.

### 8.3.2 Client Interview

In the questionnaires, we sought no personal information that could directly identify the client e.g. name, address etc. The secondary personal data collected e.g. age, gender, place of residence etc. was not disclosed in the study report. We also made a conscious effort to assure the respondents that no one else apart from us would have access to the questionnaires. Furthermore, the clients had privacy while filling out the questionnaires.

### 8.3.3 The Workers

In keeping with the principals applied during the client interviews, the interview with the workers was carried out emphasizing confidentiality, privacy and anonymity. Personal details of the workers were not included in the study. An additional consideration in terms of anonymity stemmed from the fact that as the occupation of the interviewees was disclosed - a factor that could be used to deduce their identity. This factor was discussed with the interviewees. We guaranteed that transcription of the interviews would be done in private, with only the two of us having access to the recorded material and the transcribed data.

## 9 Reliability and Limitations

Upon initiating the study we agreed upon pursuing all the phases of the process in unison. We decided to move step by step sharing the workload equally. In practice this meant e.g. visiting different libraries together, gathering data concurrently. This approach guaranteed seamless cooperation and a continuous shared understanding on every stage of the study. On the other hand, this approach to completing the study was slow, a factor compounded by the fact that both us were working for the whole duration of the study.

### 9.1 Prior involvement

An ethical consideration that presented itself well in advance of the actualization of the study was Pertti's prior involvement as a volunteer and his four month internship at the community center. As a volunteer in the homework club (läksykerho), Pertti is familiar with a number of the young clients who participated in the interview. This was the rationale behind the decision to execute the client interviews through privately answered and anonymously completed questionnaires. A further consideration is Simon's involvement which began at the planning stage of this study and which consisted of regular visits to the community center. As a result of these visits, he too was recognized by the clients.

### 9.2 Scope of the study

There were three of us at the beginning of this thesis process. Our colleague; Taina Moisander moved to Brussels in July 2012 to work for the European Student Union. Her contract was to last for a year and this hindered her active participation in the actual study. Her departure, along with feedback received from the supervisors on our original idea paper caused us to re-examine our focus. Originally it was our intention to study the integration of second generation immigrants in the city of Helsinki which was a large area of study for two people. Since our aspiration was to gain access to the subjective experiences of the individuals who are involved in this area, we had to narrow down our study to a specific operator in the field. Furthermore in an effort to narrow down the focus of the study, we decided to concentrate on 2<sup>nd</sup> generation immigrants of ages 12 - 17.

### 9.3 Sample size

The two workers we interviewed are responsible for and are directly involved in the day to day operations and activities catering for the needs of the young clients who frequent the community center. This was the basis for selecting these two individuals to represent the professional's point of view. The sample size for our client interviews was arrived at in consultation with the before mentioned professionals. Having presented the workers with the aim, as well as the focus age group of our study, they assisted us in identifying suitable clients for our interview. The final sample size was dictated practicalities, in terms of presence on the day of the interview. The clients who were present on the set dates and time were the only ones who were interviewed.

## 10 Findings

This discussion of our findings on the situation at the Pasila Community Center is in regards to human resources, services available and the structures that support them, the client's experiences and expectations. Utilizing data collected from a report marking the end of the project face of the community center and the interviews we conducted, we aim to establish a basis upon which our recommendations emerge from.

The interviews both with the clients and the workers established for us that the clientele under study i.e. the children and young people who frequent the community center are predominantly of immigrant background. The interview with the workers provided us with an estimate of the number of clients with immigrant background.

*Noin 90 % asukastalossa käyvistä lapsista on maahanmuuttajataustaisia. Eli yhdeksälläkymmenellä prosentilla lapsista on ainakin yksi maahanmuuttajataustainen vanhempi.*

*Roughly 90 % of the children that participate in the activities of the community center are of immigrant background. That is to say that 90 % of the children have at least one parent who is of foreign background. (Translation)*



The workers specified that roughly 70% of the clients of immigrant background were 2<sup>nd</sup> generation immigrants as per the definition referred to earlier in this study. The workers discussed further the ages and gender of the clients.

*lät vaihtelevat 8 ja 17 vuoden välillä. Tyttöjä ja poikia osallistuu yhtä paljon. Lapsista ei erota mitään tiettyjä ryhmiä, niin sanottuja nuorisokulttuurien edustajia.*

*The ages vary from 8 to 17 years. There are in attendance as many girls as there are boys. There are no distinct groups of children participating in the center's activities i.e. belonging to different youth sub-cultures.*  
(Translation)

The clients exhibit homogeneity in that a majority of the participants in both the focus group sessions and the structured interview were predominantly of Somali background. Further to this, all the clients who participate in the activities reside in the vicinity of the community center and attend a nearby school which is part of the greater cooperation network (figure 6). Noticeably absent were representatives of different youth sub-cultures e.g. Emo, punk, hip-hop etc. This was also pointed out by the workers in the interview.

There is a notable absence of disabled clients, a factor we observed and was mentioned by the workers during the interview. In addition, the workers noted a lack of sexual minorities among the clients.

*Kehitysvammaiset lapset loistavat poissaolollaan, kuten tekevät myös seksuaalisten vähemmistöjen edustajat.*

*There is a notable absence of disabled children as well as representatives of sexual minorities.*

The absence of disabled clients could be attributed to the presence of an activity center for disabled people operated by the city of Helsinki. The workers went on to mention options through which the community center could potentially attract more young clients with disabilities.

*Kehitysvammaisten lasten osalta, yhteistyöverkostojen luominen vammaistyöhön erikoistuneiden toimijoiden kanssa voisi toimia lähtökohtana jonka pohjalta voisi kehittää vammaisille räätälöityjä aktiviteetteja jotka vastaisivat heidän erityistarpeisiinsa.*

*As far as the participation of disabled children is concerned, networking with institutions working in the various areas of disability could be a starting point which would lead to development of specialized activities catering for the diverse needs of the clients. (Translation)*

As for sexual minorities, the workers commented that keeping in line with the gender sensitive approach; the children and young people are given room and support to construct their own individual gender identities.

*Seksuaalivähemmistöjen edustajien osalta on tärkeää ylläpitää avointa ja tukevaa, luottamuksellista ja luottavaa ilmapiiriä, joka houkuttelee osallistumaan asukastalon toimintaan.*

*As for the sexual minorities, maintaining an open and supportive atmosphere of trust and confidentiality is the key to attracting such clients to participate in the Center's activities. (Translation)*

From the questionnaire conducted with the clients, it was possible to explore the motives for their usage of the services available in the community center. A clear majority of the clients list the various clubs i.e. homework, drama, sports clubs as the primary motive for frequenting the community center.

*Mul on englannintunti ja tuun läksykerhoon ja draamakerhoon.*

*I attend an English language lesson and the homework and drama clubs. (Translation)*

*Minulla on kerhoja.*

*I attend the clubs. (Translation)*

*Siellä saa apua esim. läxäri, poikakerho, myrsky.*

*You receive help there e.g. the homework club, the boys club and the Myrsky-project. (Translation)*

The clients presented their suggestions for service development as well as ways in which more participants could be attracted to participate in the community center's activities. The suggestions concerning the development of the services available revolved around an increase in activities e.g. camps, activity clubs and organized community events. The majority of the clients interviewed appeared content with the current services available.

*Leirejä ja suuria tapahtumia.*

*Camps and large events. (Translation)*

Multicultural work is discussed in the worker's interview where they site networking, customs, language and communication as important aspects of working with the clients.

*Eri kulttuurien erilaiset tavat ovat asioita jotka tulee ottaa päivittäin huomioon. Tämä lähtee perusasioista, kuten ruoasta; "halal" - lihaa on aina tarjolla.*

*Differing customs in the different cultures are aspects that have to be considered carefully on a daily basis. From the very basics such as food; there is always Halal meat available. (Translation)*

*Somaliyhteisön tunteminen ja kontaktien ylläpitäminen yhteisön sisällä on kriittisen tärkeää asukastalon toiminnan kannalta.*

*Being acquainted with the Somali community and having contacts within that community plays a pivotal role in the center's work. (Translator)*

The workers underlined the importance of contact with the parents of the young clients. There are additional challenges involved when working with parent of immigrant background.

*Jotkin maahanmuuttajataustan omaavat vanhemmat puhuvat vähän tai eivät puhu lainkaan suomea, ruotsia tai englantia. Yksi tapa navigoida tämän haasteen ohi on asioida vanhempien kanssa lapsen välityksellä. Toinen tapa on kommunikoida vanhemman kanssa kasvokkain elektronisen kanssakäymisen sijaan. Asukastalon toimintatapa mahdollistaa asiakkaan kanssa tapaamisen kasvotusten.*

*Some of the parents of immigrant background speak a little or no Finnish, Swedish or English. One way to navigate around this challenge is to communicate with the parents through their children. Another way is to hold one on one meeting as opposed to other forms of electronic communication. The manner in which the community center operates enables the workers to work face to face with the client. (Translation)*

The multicultural environment present in the community center is a result of the active participation on the part of representatives of the community with differing backgrounds. Maintaining the multicultural environment goes on to attract more individuals from various cultural backgrounds. On a further note the workers went on to speculate that some prospective clients might not find a multicultural environment appealing.

*Ilmapiiri houkuttelee maahanmuuttajataustaisia asiakkaita. Suurin osa vanhemmista osallistuu asukastalossa pidettäville suomen kielen kursseille. Kolikon kääntöpuoli on se, että monikulttuurinen ilmapiiri saattaa vähentää kantasuomalaisten osallistumista asukastalon toimintaan.*

*The atmosphere attracts individuals of immigrant background. Most of the parents attend Finish language lessons at the Community Center. The flipside of the coin is that the multicultural environment might reduce the number of native Finns who frequent the Center. (Translation)*

## 11 Conclusions and Good Practices

This segment presents an evaluation of the means available to support the integration of the second generation immigrants at the Pasila Community Center based on the findings of this study. Formal education is the main activity that occupies the large portion of a day in the life of a young client of the community center. As noted earlier on in this study, academic success of the young immigrant holds an important key in entering the labour market which in turn is a strong indicator of successful integration into the Finnish society. (Kilpi 2010).

### 11.1 Values

The values of the Kalliola settlement which guide the operations of the Pasila Community Center were discussed earlier in this study. It is these values that lay the foundation for the structures that support the integration of the 2<sup>nd</sup> generation clients. Without these values in place, the community center would lack the guiding principles that have helped shape the community center's operations to what they are today. Would the community center be catering for the needs of the immigrant clients as effectively if embracing diversity and equality were not some of their core values?

Respecting people as individuals and having faith in one's ability to overcome challenges in their life are values that clearly assist the community center in working with a diverse clientele. Being empowered and relatively self-sufficient are prerequisites for a successful integration in to the Finnish society. The community center thrives in supporting and guiding its clients towards self-sufficiency. In terms of the focus group of our study, this translates to supporting the holistic development of the young client.

The values that guide the operations of the community center may not be exported to another operator as such. However, the operating principles of the community center can be employed by another operator working with an ethnically diverse clientele.

### 11.2 Atmosphere

According to our observations as well as our experiences in working with immigrants, maintaining an atmosphere that embraces diversity is a prerequisite for attracting indi-

viduals of immigrant background. This is especially evident with individuals with limited communication skills in languages other than their own. Upholding cultural diversity in the activities carried out and interaction enriches the atmosphere at the community center.

This diverse environment attracts facilitates interaction between native Finns and individuals of immigrant background which subsequently supports the integration process. This is evident in both adult and young clients. However as noted by the workers during the interview, this ethnically diverse environment has the potential to repel prospective clients from participating in the community center's activities. (See findings).

### 11.3 Cooperation Network

The operations of the community center are enhanced by presence of an established working relationship with other institutions in the locality. A similar approach can be used by similar operators elsewhere even though the members of the network may not be exactly similar to the ones the Pasila Community Center has. This network facilitates the sharing of information, experiences and expertise between different actors who are involved with the same clientele.

In terms of the focus of this study, the academic institutions are perhaps the most important members of the cooperation network. This is because the young clients spend the better part of the day in school; they need assistance with homework and guidance when making suitable choices for higher education. The presence of an active representative of the Somali community at the center acts as a go between in the case where a parent of a young client lacks adequate language skills to communicate with the school.

### 11.4 Working Methods

The empowering approach of the community center has been sufficiently discussed earlier in the study. Other specific working methods of pivotal importance in terms of the work carried with the focus group include the culturally sensitive and gender sensitive approaches. These approaches are prerequisites for the work carried out with the second generation immigrants at the community center.

Both a gender and culturally sensitive approach ensures that the execution of the planned activities at the community center takes into consideration the aspects of different cultural background. Keeping in mind that a majority of the young clients focussed on in this study are of a Somali background, measures have been taken in planning the activities in manner that is not in conflict with their cultural norms.

The workers pointed out in the interview that some of the young clients at the community center would not participate in some activities if they were not separated along gender lines. This is a working approach that can be employed by other operators dealing with a client group of diverse ethnicity. However implementation of this practice requires care, expertise and proper argumentation on a case to case basis as the gender separation may be counter-productive and potentially viewed as discriminatory

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## Kysely Pasilan Asukastalossa asiointiin liittyen

Tämä kysely on osa kahden Metropolia Ammattikorkeakoulun sosionomiopiskelijan opinnäytetyötä. Opinnäytetyö tarkastelee asukastalon toiminnassa esiintyviä toisen polven maahanmuuttajien kotoutumista edistäviä tekijöitä. Vastauksia käsitellään luotamuksellisesti ja siten, ettei vastaaja ole tunnistettavissa valmiista opinnäytetyöstä.

Voit vastata kysymyksiin tälle lomakkeelle tai liitteenä olevalle tyhjälle paperille.

Kiitos osallistumisestasi!

1. Sukupuoli (tyttö vai poika)
2. Ikä
3. Syntymäpaikka
4. Asuinpaikka
5. Vanhempien syntymämaa
6. Oppilaitos
7. Kotikieli/kotikielet
8. Kuinka usein käyt Pasilan asukastalossa?
9. Kuinka kauan olet käynyt asukastalolla?
10. Miksi käyt asukastalolla?
11. Minkälaista apua olet saanut asukastalolla?

12. Käykö asukastalolla maahanmuuttajataustaisia nuoria?

13. Käykö asukastalolla kantasuomalaisia nuoria?

14. Miten enemmän maahanmuuttajataustaisia nuoria saisi käymään asukastalolla?

15. Miten enemmän kantasuomalaisia nuoria saisi käymään asukastalolla?

16. Minkälaiseen toimintaan osallistut asukastalolla?

- Osallistuuko tähän/näihin toimintaan/toimintoihin maahanmuuttajataustaisia lapsia ja nuoria?
- Osallistuuko tähän/näihin toimintaan/toimintoihin kantasuomalaisia lapsia ja nuoria?

17. Miten eri taustan omaavat lapset ja nuoret tulevat toimeen keskenään asukastalolla?

18. Minkälaista toimintaa haluaisit asukastalolle?

## Työntekijöiden haastattelu

1. Kuinka iso osa asukastalolla käyvistä lapsista ja nuorista on maahanmuuttajataustaisia?
2. Kuinka iso osa maahanmuuttajataustaisista nuorista on ns. toisen polven maahanmuuttajia (käyttämämme määritelmän mukaan)?
3. Minkälaisia lapsille ja nuorille suunnattuja toimintoja asukastalolla on?
4. Sukupuolisensitiivisyys on keskeisessä asemassa Kalliolan Nuorten toiminnassa. Voisitteko kuvailla miten sukupuolisensitiivisyys ilmenee työssänne Pasilan asukastalossa?
5. Miten kulttuurisensitiivisyys esiintyy työssänne asukastalossa?
6. Kertoisitteko muista keskeisistä toimintatavoistanne?
7. Miten kuvailisitte asukastalon yleistä ilmapiiriä?
8. Miten yhteydenpito maahanmuuttajataustaisten lasten ja nuorten vanhempiin toteutuu?
9. Kuvailisitteko yhteistyötahojanne ja yhteistoimintaa näiden tahojen kanssa?

## **Fokusryhmä**

1. Mitä tarkoittaa kantasuomalainen?
2. Mitä tarkoittaa kotikieli?
3. Mitä tarkoittaa maahanmuuttaja?
4. Mitä tarkoittaa toisen polven maahanmuuttaja?
5. Mitä tarkoittaa kotoutuminen?
6. Mitä tarkoittaa kulttuuri?
7. Mitä tarkoittaa monikulttuurisuus?