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# **A GUIDEBOOK FOR VIETNAMESE IMMIGRANTS TO INTEGRATE INTO FINNISH SOCIETY**

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## ABSTRACT

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A Guidebook for Vietnamese Immigrants to Integrate into Finnish Society

35 pages. Two Appendix

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The purpose of this product-based thesis was to write a guidebook in Vietnamese language to support Vietnamese new immigrants by providing all necessary information covering integrating services and many aspects of life that a new immigrant will encounter in Finland. This was done in cooperation with the Vietnamese Association in Finland (Suomen Vietnamilaisten Yhteisö Ry) and the focus is on Vietnamese immigrants as a target group.

The guidebook was written after the process of spreading surveys to examine the needs of the guidebook's target group, and collecting relevant data regarding integrating services from Finnish authorities' websites. The writer's tasks were searching, sorting, translating or re-writing the data for the guidebook's purpose. The writer of the thesis also wrote the report to describe the process of producing the guidebook as well as evaluation and future recommendation.

The guidebook is a 15-20 pages brochure which is divided into three parts. Part one contains information regarding "moving to Finland", part two is about "living in Finland" and part three provides "facts about Finland". The guidebook's content is supposed to be as comprehensive as possible and is able to offer all the crucial information to support Vietnamese immigrants with their integration progresses. On the other hand, in the report, I wrote about the process of writing the guidebook, which are, for example, aims and goals, product timeline, product content, product ethics, risk management, documentation, evaluation.

Keywords: guidebook, Vietnamese immigrant, integration services, Finnish society.

## CONTENTS

1 INTRODUCTION .....	3
2 BACKGROUND AND KEY CONCEPTS .....	5
2.1 Background studies of immigration in Finland .....	5
2.2 Studies on the Vietnamese in Finland .....	8
2.3 Integration services in Finland.....	10
3 PRODUCT DESIGN .....	14
3.1 Product time frame and process.....	14
3.2 Methods .....	15
3.2.1 Qualitative and quantitative methods .....	15
3.2.2 Survey results .....	17
3.3 Target group and stakeholders .....	18
4 PRODUCT ETHICS .....	19
5 PROCESS DESCRIPTION .....	20
5.1 The guidebook content .....	20
5.2 Risk management.....	21
5.3 Documentation.....	22
5.3.1 Why to document .....	22
5.3.2 What and how to document.....	23
6 EVALUATION OF THE PRODUCT .....	25
7 CONCLUSION .....	28
REFERENCES.....	30
APPENDIX 1: SURVEY QUESTIONS.....	33
APPENDIX 2: THE GUIDEBOOK CONTENT.....	34

## 1 INTRODUCTION

My thesis was a product-based thesis with the title "A Guidebook for Vietnamese Immigrants to Integrate into Finnish Society" (In Vietnamese: Cẩm nang hội nhập xã hội Phần Lan). The idea of the thesis was originated from autumn 2017 when I participated in some events organized by the Vietnamese Association in Finland (Suomen Vietnamilaisten Yhteisö Ry), where I had a chance to meet different groups of Vietnamese immigrants who just came to Finland and heard about their struggles with integration progresses to the new country. I then talked to the Association's board members and they were excited with my idea of writing the guidebook. Therefore, the guidebook was done in collaboration with the Vietnamese Association in Finland. The guidebook was written in Vietnamese language as it is served to new Vietnamese immigrants who are not yet capable of using Finnish or English languages. On the other hand, the report was written in English, at which I elaborated the background and process of producing the guidebook as well as objectives and challenges along the way.

The Vietnamese Association in Finland is a NGO established in 2006, then 2007 becoming the official association of Vietnamese people, legitimated by Finnish Government. Until 2017, The Vietnamese Association in Finland has over 1000 official members and nearly 5000 members registered at the association's forum and Facebook pages. Over the last years since establishment, the Vietnamese Association in Finland has received repeated questions about registration steps for a family member when they first arrive Finland, Kela services (The Social Insurance Institution of Finland - Kansaneläkelaitos), Finnish language courses, Finnish resident permit, Finnish citizenship or everyday life experiences, and so on. Therefore, the aims and purposes of the guidebook were to collect all necessary information regarding the norms regulating legal immigration and the services available to help those new immigrants to deal with those integrating matters.

According to Richman (2002) a project manager should first get a clear definition of the need for the project from the client or service user. The project can be directed at a problem that needs to be solved or at an opportunity that can be used. The need of

the project should be defined clearly in cooperation with the service. In the process it is important to make a difference between the needs and the wishes the client or service user, since the wishes might be sacrificed to fulfil the needs. (Richman 2002, 60.) When the needs are identified, the project manager will be enabled to continue by formulating the goals and objectives.

For that, the guidebook's goals were to be acting as a great reference, useful tool where Vietnamese newcomers can get all assistances needed for their moving and better integration into the Finnish society. By providing the guidebook, I also wished to establish a supporting channel to assist new Vietnamese immigrants in starting their new lives and be successful in Finland. I also expected that the guidebook would act as a bridge in connecting Vietnamese people living in Finland, by giving them information such as history and facts of Vietnamese immigrants, or other practical information regarding maintaining Vietnamese cultures and norms.

## 2 BACKGROUND AND KEY CONCEPTS

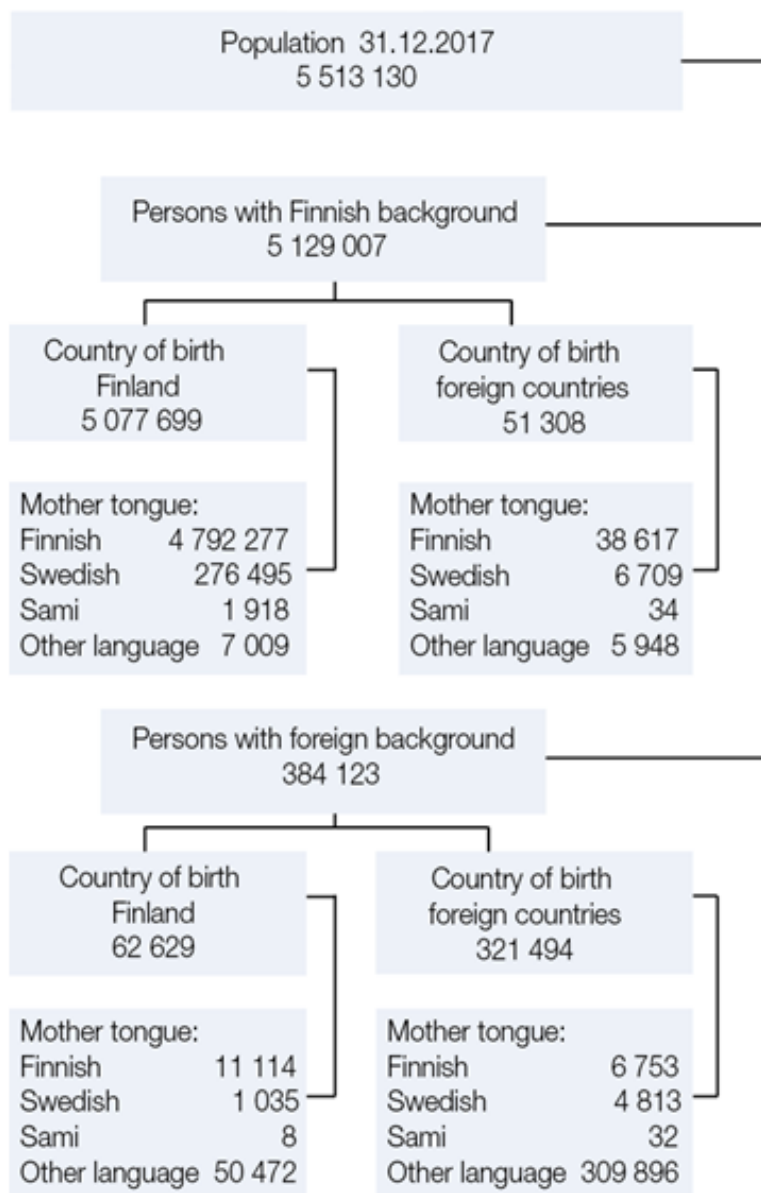
In this chapter, I will elaborate the background and key concepts of the guidebook. Those are studies of immigration in Finland, studies on the Vietnamese in Finland, and integration services in Finland.

### 2.1 Background studies of immigration in Finland

Immigration is a process in which a person changes his country of residence and relocate to another country. He is considered emigrant relative to his country of origin and immigrant relative to the country of relocation (Peters & Larkin, 1999).

Finland is a North European country that shares border with Russia, Sweden and Norway. According to Statistics Finland's preliminary data, its population was 5,521,236 by the end of January 2019. The population of Finland is reported to be ethnically homogenous compared to other European countries which is mainly because of it regarded as a country of emigrants. About 1.3 million Finns have emigrated since 1860s. The II World War resulted in about 755 000 Finns emigrated.

## Population by origin, country of birth and language, 2017



Source: *Statistics Finland, Population structure*

Chart 1. Population of Finland based on origin, country of birth and language (Statistics Finland, 2017). The data from statistics Finland shows the population of Finland to be 55,13,130 in 2017. The large portion of the population is having Finnish background with 3,84,123 with foreign background.

Historically, Finland has been a country with low number of immigrants as shown in chart 1. According to 2017 data, Finland has 3,84,123 people with foreign nationality compared to 5,12,9007 with Finnish nationality. Most people with foreign background have their own language and are thus quite low in number compared to people with Finnish language as their mother tongue. In comparison to other countries in Europe,

Finland was a very mono-cultural country due to its geographical location and had a history of a non-colonialist country. Before the 1980s, there were few minorities existing such as Roma people from the 1500s, Tartars, Jews and Russian from the late 1800s and early 1900s (Forsander & Ekholm, 2001). Since 1970s, the number of emigrants were more than immigrants but in 1990s the trend shifted towards more immigrants than emigrants. There were 21000 foreigners living in Finland in 1990s which increased to 100 000 in 2002 (Statistics Finland 2018). Global changes have played a pivotal role in affecting the labour market and hence opening the channel for spike in immigration. Most of the immigrants in Finland come from Russia, Sweden, Estonia, Somalia, former Yugoslavia, Iraq, Somalia and Vietnam. Vietnamese make the most established immigrant group since their immigration back in 1970s (Heikkilä & Peltonen, 2002).

The proportion of immigrants in Finland has gradually increased in 2000s. Immigrant population was 1.3% of total population in 1990s which increased to 2.6% in 2000s and 4.4% in 2009 (Dhalmann & Yousfi, 2010). The first group of 182 political refugees from Chile came in 1973 following by the first few hundreds of Vietnamese refugees arrived in several waves in 1979-1986 from refugee camps of South-East Asia (Nguyen 2001). At that time the number of immigrants was still small due to restrictive Finnish immigration policy, account for about 0.3% of the population (Nieminen, 2003).

The number of 10,000 foreign citizens since the 1950s had slowly risen to over 20,000 by 1989. After that, immigration increased rapidly during the 1990s when Finland began to adopt more receptive policies. In the end of 1999, there were 87,000 foreign citizens in Finland which comprised 1.7% of the whole population. By the end of 2017, the number of foreign origin people increased to 384.123 which equalled 6.8% of the total Finnish population. (Statistics Finland 2017).



## 2.2 Studies on the Vietnamese in Finland

According to Statistics Finland, there were 5,603 Vietnamese residing in Finland. Vietnamese were one of the first immigrants' group in Finland. From first groups of 100 Vietnamese "boat people" arrived in Finland in 1979, their population increased to 2,300 by 1994 (Valtonen, 1999). By 2004, the number of people with Vietnamese mother tongue totaled 4,034. By 2007, this number increased to 4,645 and by the end of 2017 they totaled 5,603 (Statistics Finland 2017). As shown in Table 1. Vietnamese is one of the ten largest nationality living in Finland.

<b>Country of citizenship</b>	<b>Population in 2016</b>	<b>Percentage of population</b>	<b>Population in 2017</b>	<b>Percentage of population</b>
Estonia	51 499	21.1	51 539	20.7
Russia	30 970	12.7	29 183	11.7
Iraq	9 813	4.0	11 729	4.7
China	8 480	3.5	8 742	3.5
Sweden	8 040	3.3	8 018	3.2
Thailand	7 487	3.1	7 533	3.0
Somalia	7 018	2.9	6 677	2.7
Afghanistan	5 294	2.2	5 792	2.3
Viet Nam	5 253	2.2	5 603	2.2
Syrian Arab Republic	3 355	1.4	5 290	2.1
Others	106 430	43.7	109 346	43.8
Total	243 639	100	249 452	100

Table 1. The population of foreigners in Finland (Statistics Finland 2017). It shows the population of different countries in Finland among which Vietnamese is one of the ten largest.

When Vietnam War broke out between North Vietnam and South Vietnam in 1955, it resulted in the migration of many Vietnamese for shelter and better life. First Vietnamese immigrants came to Finland after fleeing their country. Because of political persecution, Vietnamese refugees left the country on humanitarian grounds through the office of United Nations High Commissioner for Refugees (UNHCR) in several waves starting from 1975. The circumstances led to the official status of refugee and an agreement between UNHCR and Finland opened the Finnish borders for the arrival of Vietnamese immigrants. In 1979, the first group of 100 Vietnamese from Southern Vietnam came to Finland via a refugee camp in Malaysia. The next bigger group, from a refugee camp in Thailand, arrived in 1983 followed by other groups, basically from North Vietnam, from refugee camps in Hong Kong in the late 1980s and early 1990s. Further, family members of refugees came directly from Vietnam through the UNHCR family reunification program. Some of the newest members of the community arrived as brides or grooms of young Vietnamese who have grown up in Finland. Many people also moved to Finland for better education (Nguyen, 2001). The Vietnamese dispersed in over 30-40 municipalities. They formed an ethnically heterogeneous group (North, South and Sino-Vietnamese) but socially were homogeneous (Liebkind, 1996). In the early 1990s, Vietnamese were still living divided by political lines and with the memories of Vietnam War (Ekholm, 1994). However, in the late 1990s, by staying distant from the conflict zone, this grudge settled and most of the Vietnamese started to overcome their differences (Valtonen, 1999). They live interspersed among the rest of the population rather than in ethnic enclaves (Pohjanpää, Paananen, & Nieminen, 2003). They were largely settled in the metropolitan areas around Helsinki and Turku. These cities were the first two areas where Vietnamese refugees resettled in the 1970s and 1980s (Joronen, 2005).

Vietnamese refugees have integrated quite well into the majority society when measured by workforce participation. Vietnamese are considered as 'model minority' in the United States. Their achievements and active workforce participations has been key in the integration and resettlement (Zhou & Bankston, 1998). President Halonen of Finland in her speech to the Vietnamese President in February 2008, stated that the Vietnamese in Finland is one of the best integrated immigrant communities in Finland, based on the value of hard work and competence. Vietnamese have a good employment rate after resettlement. Of the adult refugees arriving in 1979- 1986, 93% found work soon after the basic language and trade training. According to Statistics

Finland, 58 % of working-age Vietnamese were on job in 2001 compared to the 87.5% in the total workforce. They have been highly praised and got several accolades for their contributions and achievements in Finland (Kosonen, 2008).

### 2.3 Integration services in Finland

The promotion of integration is a key policy area that concerns several sectors which mainly include labor, education, housing, employment, health care, social and cultural activities. Finland has ambitious integration plans. Although Finland has low migrant's population by international standards, but it has been seen gradual increase recently. In 2015, more than 30,000 people applied for asylum in Finland which is ten-fold compared to previous years. Such a spike in immigrants pose a challenge to their reception and integration. Integration is the stepping stone towards the settlement of immigrants in a country of residence. The priorities of integration policies are based in support for immigrant families, support for their employment, support for immigrants to reside smoothly in their municipality, to ensure good cooperation between central and local government and to involve civil society in the integration process (Ministry of Economic Affairs and Employment).

The utmost requirements of integration are to learn language and acquire knowledge and practical skills to mingle in the society. The integration work is guided by The Act on the Promotion of Immigrant Integration (Integration Act) which entered in to force on 1 September 2011. It aims to achieve equality between immigrants and other residents. The scope of the act is not only limited to the type of residence permit. Even people immigrating to Finland for short time like studies and employment can also access the services. The focus areas of integration are to enhance the Finnish innovation capacity by utilizing the immigrant's cultural strengths, improving integration by cross-sectoral measures, increasing cooperation between the State and municipalities in the reception of beneficiaries of international protection and to promote immigration policy to avoid racism. The act focuses on providing the information about Finnish society and labor market to improve integration of immigrants in initial stages (Government Integration Programme for 2016–2019 and Government Resolution on a Government Integration Programme).

The first Government Resolution on a Government Integration Programme for 2012-2015 (VALKO I) was made on 7 June 2012. This programme aimed to promote immigrant's integration and good ethnic relations. Government Integration Programme for 2016-2019 (VALKO II) focuses on the policies mentioned in Prime Minister Sipilä's strategic Government Programme, the immigration policy measures adopted by the Government on 11 September 2015 in response to the increased number of asylum seekers, the Action Plan on Asylum Policy published by the Government on 8 December 2015, and the policies formulated by the Ministerial working group on migration (Government Integration Programme for 2016-2019 and Government Resolution on a Government Integration Programme).

To promote the integration, several sectors are involved to facilitate the immigrants e.g., Centres for Economic Development, Transport and the Environment (ELY Centres) are responsible for integration of immigrants at regional level whereas Employment and Economic Development Office (Julkiset työ- ja elinkeinopalvelut, TE-palvelut) has a role to provide guidance in seeking job, training and helping unemployed people with social benefits. It is responsible for supporting immigrants who have registered as job seekers (Ministry of Economic Affairs and Employment of Finland). Integration of immigrants into Finnish society is promoted and supported through a wide range of measures and services provided by the authorities and other parties. All immigrants are entitled to get the services once they have obtained the legal permit to stay in the country. These measures and services are primarily provided as part of basic municipal services as well as employment and economic administration services. The immigrant advisors provide essential services such as cultural and historical values, working life conditions, health related issues, studies and employment to help immigrants settle smoothly. The Integration SIB project, which has been introduced by The Finnish Innovation Fund Sitra, has been developed which aim to provide employment to 2,500 immigrants in next three years (Ministry of Economic Affairs and Employment of Finland).

According to Ministry of Economic Affairs and Employment of Finland, there are 3 different kinds of integration services for immigrants as listed below:

1. Initial assessment is the first step after arriving in Finland to start the integration process. Basic data regarding education, working history and language skills are

collected by Employment and Economic Development Office (Julkiset työ- ja elinkeinopalvelut, TE-palvelut). All immigrants are provided with information about Finland, how to seek for advices and other integration support. If immigrants are parents, they are provided with services concerning families. Beside the services provided, they are encouraged to get social skills and express their skills.

2. Integration plan is constructed after the initial assessment. Based on collected information from immigrants, the plan is prepared in case if there is a need of support or training to integrate. For unemployed who receive monthly support and under 18 years old with no guardian, an integration plan is a must. The integration plan shows the measures required to obtain enough language skills, professional education and training. The length of integration plan can vary from three years to five years in some special cases. The integration plan is regularly monitored by issuing the information about unemployment among immigrants and their participation in active labor market measures to ensure the progress of integration.

3. Integration training is followed once the integration plan has been agreed. It includes the basic language teaching and vocational planning: immigrants are entitled to Finnish or Swedish language courses as well as other social, cultural, life management skills and skills using for being able to work. Once the immigrants have gained enough language skills, they are provided with the opportunities to either learn a profession or practice their skills based on their previous education.

Besides integration into Finnish society, every immigrant has a free will to practice his own beliefs and follow his culture. Finland provides the freedom of religion. Any religion can be practiced freely and if someone does not want to practice any, he is free to do so. There are several cultural organizations and immigrant associations that are actively involved in gathering their members and promote their own cultures and customs. They can also provide the initial assistance to their members upon arrival in Finland. They are recognized by the Finnish authorities and officially represent their respective community (Freedom of Religion Act, Ministry of Education and Culture).

Public employment and business services promote immigrants' employment prospects: In order to have vocational labor market training or studies, immigrants are given motivated advice and guidance. If they have a will, they can also engage in

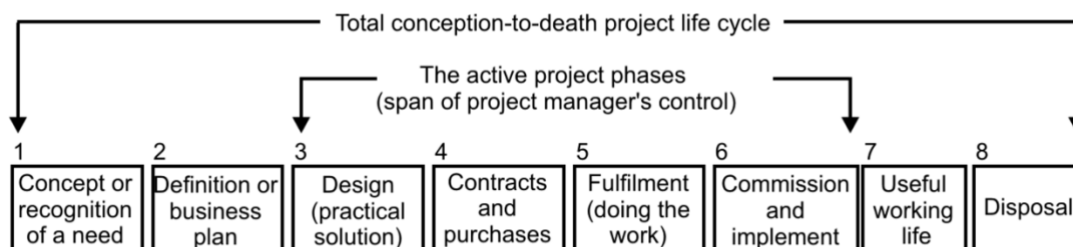
entrepreneurship and are provided with regional business services. Several expos and recruitment days are organized to attract skillful workers. Support are also available for immigrates who are in special needs. Immigrants minors without accompanied adults can be given child welfare after-care services (Ministry of Economic Affairs and Employment).

### 3 PRODUCT DESIGN

In this chapter I will describe the product cycle and time frame, the methods of data collection and results, as well as target group and stakeholders.

#### 3.1 Product time frame and process

According to Lock (2013) every project has a life cycle during which it undergoes eight different phases as the graphic shows.



**Figure 1.1 Phases of a typical project life cycle**

Graphic 1. Phases of a typical project life cycle (Lock 2013)

You can start a project on the right foot by holding a formal kick-off meeting with the client, customers, project team members, and other stakeholders. This is a great opportunity to define the roles and responsibilities of everyone present and communicate the project plans clearly and concisely. It is the first step in establishing a team identity and building comradery. (Richman 2002, 149.)

As stated above, my idea for the product was already started in Autumn 2017 but it has been postponed for a while until this spring. The whole process of writing the guidebook and the report was implemented in a period of three months, from February to May 2019. I started in February by conducting surveys to examine the needs of the target group, then collecting data for the guidebook, as well as writing the report plan and had it presented and approved by my supervisor teachers. In March and April I have been focusing on writing the guidebook and the preliminary version of the report.

I already had my preliminary report presented on 16th April. The guidebook is still being written and is planned to be published by the middle of May.

The chart below shows the estimated timetable for the thesis and the creation of the guidebook.

<b>TIME</b>	<b>THE GUIDEBOOK (15-20 PAGES)</b>	<b>THE THESIS REPORT (20-30 PAGES)</b>
<b>FEBRUARY 2019</b>	Spreading surveys, questions	Writing and presenting thesis proposal
<b>MARCH 2019</b>	Collecting the results Collecting the data Writing the guidebook in cooperation with the Vietnamese Association in Finland Own observation	Writing and presenting thesis manuscript Own observation
<b>APRIL 2019</b>	Finalizing and designing the guidebook Own observation	Finalizing the report Preliminary thesis submission (1st April) Thesis publication (16th April)
<b>MAY 2019</b>	Guidebook publication/submission (2 <sup>nd</sup> May)	Submission of final thesis (2nd May) Thesis evaluation

Table 2. The guidebook implementation timetable

## 3.2 Methods

### 3.2.1 Qualitative and quantitative methods



Qualitative research is a type of scientific research. It focuses on understanding a given research problem or topic through rich description. It can be a particularly effective approach to studying educational problems that requires developing an understanding the complex social environments and the values, opinions, behaviors, and social contexts of particular populations. (Qualitative Research Methods: A Data Collector's Field Guide)

The goals of qualitative research methods are achieved by the process of exploration, description and interpretation. In its very early stage, qualitative research aims to explore, which means to identify pattern themes, hunches and initial models that provide an initial understanding of the phenomenon. Description is the heart of qualitative research. The essential characteristics of description is that it conveys information with the detail and specificity necessary to accurately convey the experience. Ultimately, qualitative research strives to produce meaningful interpretation of events and phenomena. With interpretation, the goal is to make sense of what goes on to reach out for understanding or explanation. Through exploration, description and interpretation, the qualitative researcher arrives at a complete understanding of a phenomenon in a particular setting or context.

There are three most common types of qualitative methods, which are participant observation, in-depth interviews, and focus groups. Each type is particularly suited for obtaining a specific type of data. Participant observation is used for collecting data on naturally occurring behaviors in their usual contexts. In-depth interviews are effective for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. And focus groups are for eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. For data collecting, qualitative research methods usually use field notes, audio and video recordings, and transcripts.

On the other hand, quantitative research is about explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular. Many data that do not naturally appear from quantitative form can be collected in a

quantitative way. This is done by designing research instruments aimed specifically at converting phenomena that do not naturally exist as a quantitative form to quantitative data in order to be analyzed statistically. Examples of phenomena that do not exist in a quantitative way are attitudes and beliefs (Muijs 2004).

Since my product is focused on the problems related to Vietnamese immigrants, I used qualitative methods to address the issue. To understand the difficulties faced by the target group, I observed the situation of the people through facebook, general gatherings and hearing from other people. I conducted surveys, interviews, spread questionnaire and had personal discussion with people to collect the data for the guidebook.

### 3.2.2 Survey results

To write this guidebook I first made surveys and interviews with Vietnamese immigrants in February 2019 using both qualitative and quantitative methods to examine the needs of the guidebook's target group. The Vietnamese Association in Finland was assisting me with this task by spreading my survey and interview questions to the receivers via their website and facebook page. After collecting surveys and interviews' results, I started with data collection. Luckily that most of the necessary information regarding integrating services are available online in those authorities' websites. My next step was searching, sorting, translating or re-writing. The Vietnamese Association in Finland also provided me with their existing resources as well as advices. The guidebook is meant to be as comprehensive as possible, and contain most of information needed.

Unfortunately, due to the lack of time and connection, I did not get as much survey responses as needed. I only received eleven responses and their answers were as expected where most of their concerns were about language barrier, advisory services, Finnish and Swedish language classes, employment, or free time activities.

Although there was a harmony in the response from the people I approached, I believe in an ideal scenario, where I would have got a complete response from the target group, it would have backed my data and findings. Moreover, it might have brought up some issues which are not much documented and are mostly personalized.

### 3.3 Target group and stakeholders

Target group and stakeholders are important players in a product thesis. Communication and interaction with partners, public and everyone affected by the report are important aspects of the project. A stakeholder is described as any organization or a person who can affect the outcome of a project or who could be affected by the project. One example of a stakeholder could be a person or an organization that invests money in the project and therefore expects to get something in return. A project can be understood as a complete success when all its stakeholders are satisfied with the outcome (Lock 2013). Likewise, the identification of a target group is also important. Many efforts fail when the target is not well described. The project becomes easier if the focus is limited to the target group. The focus in this product-based thesis is on Vietnamese Immigrants as a target group and the stakeholders are Vietnamese Association in Finland and me. The target group was informed about the guidebook in the general meetings organised by the Vietnamese Association in Finland. Later, the interviews were conducted, and discussions were made to collect the data.

#### 4 PRODUCT ETHICS

When implementing my product there were several ethical matters to be considered. Regarding data collection, Hyttinen (2017) stated that in a research the clear control of the collection, analysis, storage and usage of the data. It is important to pay attention to data fusion when data from different sources are collected. Therefore, I had to be careful in when collecting data from different online sources for my guidebook. Questions to be asked were that was it possible for me to use data from those authorities' websites, or did I have to ask for their permit. What was the process of doing so if granting a permit was needed? It was also necessary to make sure that the data used in the guidebook were relevant, correct and up to date.

One ethical matter had to be taken into account is about publication. According to the law published by Copyright Information and Anti-Piracy Centre in Finland, the author has economic and moral rights to his/her work and it is recommended to mention the name of the author whenever the work is used. Nevertheless, I had to consider whether to publish the guidebook under my name or the organization's me. Because even though I am the author of the guidebook, I had been writing it in cooperation with the Vietnamese Association in Finland as well as I had been using their sources of data, and other sources.

## 5 PROCESS DESCRIPTION

### 5.1 The guidebook content

As mentioned above, if everything is accordance to the plan, I will finish my thesis in May 2019. The thesis contains two parts, which are the guidebook and the report, and they will be published at the same period of time. However, I presented only the report at the thesis publication seminar.

The guidebook is planned to be in e-format, pdf format and is designed to be a brochure as it is easier and more convenient for it to reach to the target groups. However, the Vietnamese Association in Finland may have their future plan to publish the guidebook in paper format.

As described above, "A guidebook for Vietnamese immigrations to Integration into Finnish Society" is originally written in Vietnamese language. The length of the guidebook is around 15-20 pages divided into 3 parts. The chart below shows how the guidebook will be implemented:

Part 1. Moving to Finland	Part 2. Living in Finland	Part 3. Information about Finland
<ul style="list-style-type: none"> <li>• As a family member</li> <li>• As an employee or entrepreneur</li> <li>• As a student</li> <li>• Registering as a resident</li> </ul>	<ul style="list-style-type: none"> <li>• Intergrating services</li> <li>• Work and enterprise</li> <li>• Housing</li> <li>• Education</li> <li>• Health</li> <li>• Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Finland in brief</li> <li>• Finnish history</li> <li>• Traffic</li> <li>• Finnish food</li> <li>• Cultures and religions</li> <li>• Important authorities</li> </ul>

Chart 3. The guidebook overview

## 5.2 Risk management

According to Loosemoore, Raftery and Higgon (2006), the need for early risk management in a project life cycle is to reduce the risk areas and to avoid project crises as well as improving problem solving. There are also many positive reasons behind investing in effective risk management, such as providing a better basis for decision making at strategic, tactical and operational levels when it builds logical, systematic and transparent auditable processes.

According to Hyttinen (2017), in order to assess risk management practices, it is important to identify the possible critical risks in the project at the early stage, following by eliminating the damage that would cause. It is also important to have risk management throughout the project life cycle so that the risks are controlled. Failure to adequately manage risks will threaten the success of the project because the nature of risks changes during the project.

Some of the potential risks I had to take into account when planning and implementing my product were that not enough people were interested in the surveys/interviews, the lack of time, the obstacles during data collection process, the language barrier. One major risk was the relevance of the guidebook. It is important to focus on the problems of the people and provide them with the relevant and updated information. The main stream problems must be emphasized and presented in an easy way so that even a layman can find the product helpful and an enjoyable read. I defined those as medium-level risks.

	Helpful (For the product objectives)	Harmful (For the product objectives)
Internal (Within the organisation)	<b>Strengths:</b> Support from the association Support with language barrier	<b>Weaknesses:</b> Language barrier Survey participants not open up/less interested
External (Outside the organisation)	<b>Opportunities:</b> Self-motivation Sources of data available	<b>Threats:</b> Time frame limited Data collection conflicts The relevance of the guidebook content

Figure 2. Risk assessment

In order to minimize the potential risks, I would need to identify those risks early and then prepare myself for the unexpected problems. The risks of not recruiting enough participants for the surveys could be prevented by actively advertisement, which I had done effectively with the support of the Vietnamese Association in Finland. The language barrier could be solved also by the support of the association staffs. The concern about time limited required myself to properly schedule the time frame to make sure the product will be finished on time.

I understood that having the potential risks assessed early on in the product's execution and continuously throughout the product's lifecycle will increase my product's success likelihood.

### 5.3 Documentation

#### 5.3.1 Why to document

Lock (2013) in his book "Naked project management. The bare facts" suggested that project managers should keep a project diary to document significant events and decisions. "This need not be an elaborate document, but it can prove invaluable should a post-project legal squabble break out between the project company and its client or

one of its suppliers or subcontractors.". He also suggested that project manager should organize a get-together with key project staff to write down any lessons they have learned during the project, either from mistakes or from particularly good performance.

The files and archives collected during one project need to be kept for at least six years because much of them might be use in later projects or be in subsequent investigations from tax authorities, or should a post-project dispute develop with a client or some other stakeholder. Also, by making and keeping the project documents, it would help the contractor of the project to use them in case the original client comes back asking an extension to the original project. It's important to retain all significant documents of the project because every project adds to the fund of experience that a company builds. (Lock 2013).

I agreed with Lock's explanation above about the reason why documentation is important for a project or product. Why implementing my product, documentation helped me to remember later on what had happened, to be able to evaluate how successful the implementation have been, also to be able to share my thoughts and impressions. Also, the documentation played significant role on keeping my product moving at speedy pace, using as learning experience and later on making better improvements in possible similar future products or projects.

### 5.3.2 What and how to document

What to be documented in a project, as Rakos et al. (2015) stated in their book "The Practical Guide to Project Management Documentation", includes:

1. Project Concept. Must be produced for every project which is a two or three pages document outlining the basic ideas, problems to be solved, strategy, and solution, plus a ballpark cost and time estimate
2. The Business Case. Must be produced for every project, which is used to ensure that the development effort is cost-effective; the project must eventually pay for itself.
3. Requirements or Request for Proposal. This document details the maximum budget, the required time frame, and possibly a suggested solution for the business problems.



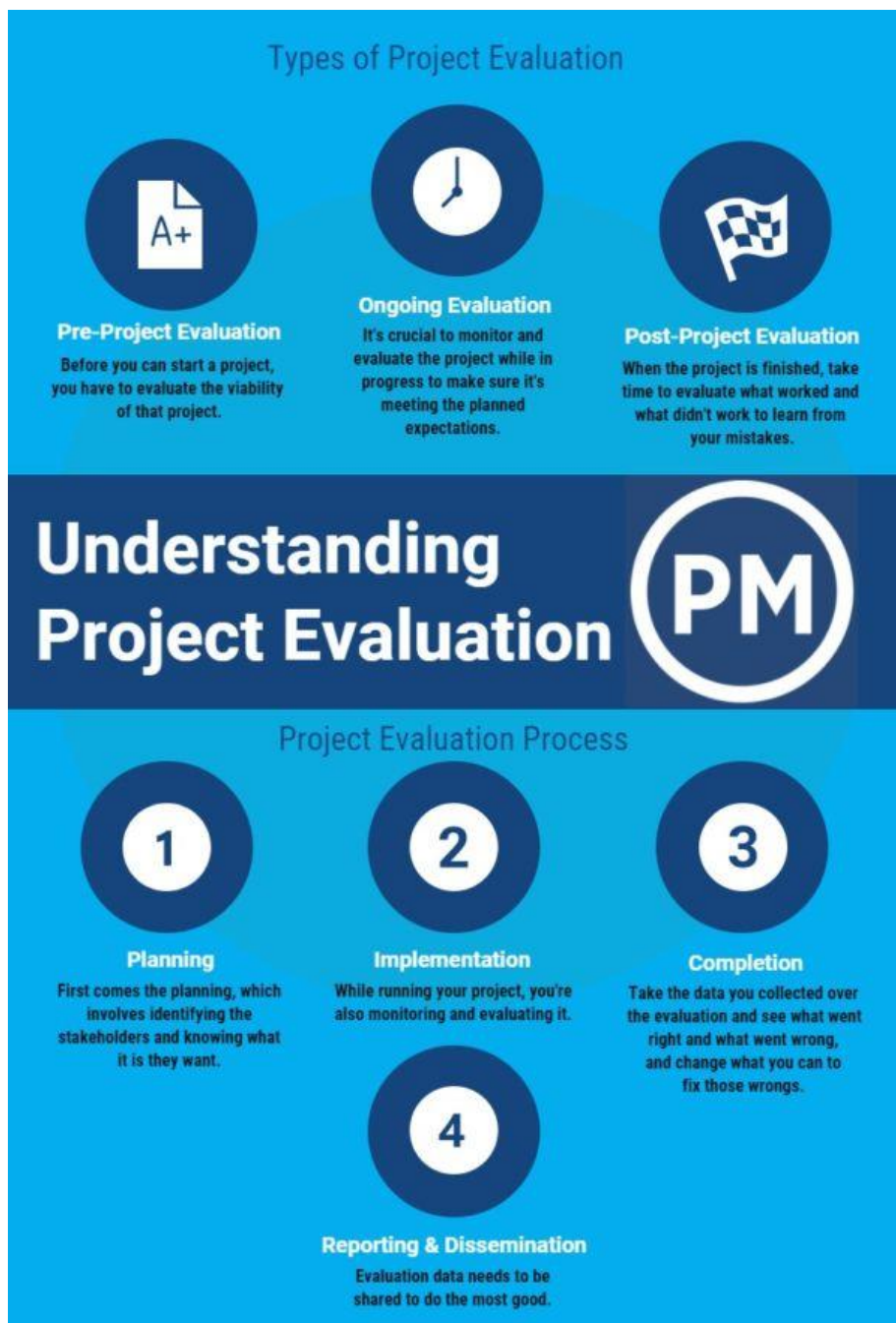
4. Preliminary Plan. This contains the scope, time, cost, communication, risk, quality, procurement, and human resources required.
5. The Proposal. This is the formal statement about the exact deliverables, cost, schedule, method of delivery, acceptance, commitment, and so forth.
6. Contract. This is probably only needed for legal purposes.
7. Final Plan. Advanced version of the preliminary plan after it is revised.
8. Communication, Risk Management, and Quality Plans. Must be addressed for all projects.
9. Meeting Minutes. This contains the team status meeting and the Project Managers meeting.
10. Status Reports. This is a frequency needed document when the project execution phase starts.
11. Risk and Quality Control Reports. These contain changes, issues and status which have to be monitored constantly.
12. Post-Project Report. This is the final document that all project must produce.

Since my product is a small one, I chose to document only the Product Concept, Final Plan, Product Report. The product concept was the initiating one page document that contained the idea of the product, how and where to implement it. This was reviewed and approved by life-partner organization as well as my supervisor teachers. The product final plan was a 12 pages document include significant information of the product such as background and need, target group and stakeholders, product organization, goals and objectives, implementation strategy, work plan, risk assessment, product ethics. And the product report is this final document.

## 6 EVALUATION OF THE PRODUCT

At the end of a project, the process of implementation should be reviewed through analyses and evaluations, to understand the best practices and to be able to develop new approaches and solutions to project management (Hyttinen 2017, 12). According to Heagney (2011, 98) these kinds of reviews should also be done at major milestones or every three months, to promote a better progress of the project. Hence, if the project is facing difficulties an evaluation can help to identify the problem and to find the best option of proceeding. If possible, the evaluation should be done by a neutral third party. If this is however not possible it must be remembered that the reason for the evaluation is a learning process and not to blame or punish anybody who is involved in the project. (Heagney 2011, 98.)

According to Landau (2018), there are three main types of project evaluation process, those are pre-project evaluation, ongoing evaluation and post-project evaluation. Regardless of what type of project evaluation, the process should always have four phases: planning, implementation, completion and dissemination of reports. Picture below shows types of project evaluation and its four phases process.



Picture 2: Types and phases of project evaluation process (Landau 2018)

For my product, I planned to use only the pre-project evaluation and ongoing evaluation as this is a product that is made in a short period of time and there has not been much obstacles along way. The process of producing the guidebook has been going on smoothly and most of the suspected risks have been prevented. There were suspected risks of limited time, sample size and access to reliable data but they have been prevented through an effective methodology. While writing the product, I have also implemented some short evaluation discussions with the organization staffs to see how it has been going and if we would need to change or adjust something. Hence, we

have addressed for example the issue of only a few of the participants responding to the survey questions and how to solve this problem.

However, in the end of the process, when the ultimate product is finished, I will have to get the guidebook evaluated by the organization staff to analyze its contents and accuracy. This is when I will make the post-project evaluation and at this point, I will go through the product as well as have the meeting with the team, analyze all the relevant data so that I can see what are good and what goes wrong. By doing that, I hope it will help to overcome the shortcomings in this guidebook and improve my research plans for the future projects.

## 7 CONCLUSION

A successful integration of immigrants contributes to the country's economical and social well-being. Since they first arrived in Finland in 1979, Vietnamese immigrants have been integrating well into the Finnish society and from this base has been established a continuous flow of new legal immigrants. And this is my motivation of producing the guidebook so that I can contribute to the smooth integration processes of Vietnamese immigrants.

During the process of writing the thesis, I can already make a statement that the biggest achievement I have obtained is gaining competences in working in a project or product, which would be a helpful experience for my future work. I have got the chance to practice my role as a planner, manager and team member. I have gained strong organizational and interpersonal skills, as well as the ability to adapt well to possible risks and how to solve them. It is important for any project to have the problems accessed early and all team members should become really action oriented so that they could be able to keep the project going as smoothly as possible.

I would like to acknowledge the support provided by the Vietnamese Association in Finland. It was truly a great experience working in their collaboration. They provided me the platform to design my thesis and meeting the Vietnamese through their meetings helped me to understand the current and foresee related problems. This process of writing has given me a great insight about the product-based research. It has not only developed my organizational and interpersonal skills but also improved my critical thinking, coordination, creativity and problem-solving skills.

The product is under the process of writing. After the completion of the guidebook, it will be posted in the Vietnamese Association in Finland's official website so that it will be served to its target group. The printed guidebook could also be available in the general meetings organized by the Association where the newcomers can have an easy access to the guidebook and can be shared with the other fellows. However, as this is a product consisting of up-to-date information, we have to consider how to prevent the

data from being outdated. Information regarding regulations and norms have kept changing through time and there should be a follow-up of the guidebook in the future.

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## APPENDIX 1: SURVEY QUESTIONS

1. What obstacles have you been facing during your integration progress?
2. What information of integration services do you think is lacking?
3. What you wish to get more support during your integration progress?
4. If there is a guidebook in Vietnamese language about integration services, what kind of information do you want it to contain?

## APPENDIX 2: THE GUIDEBOOK CONTENT

A guidebook for Vietnamese Immigrants to Integrate into Finnish Society

### Part 1. Moving to Finland

- 1.1 Moving to Finland as an employee
- 1.2 Moving to Finland as an entrepreneur
- 1.3 Moving to Finland as a family member
- 1.4 Moving to Finland as a student
- 1.5 Registering as a resident
  - Finnish personal identity code
  - Municipality of residence in Finland

### Part 2. Living in Finland

- 2.1. Integration into Finland
  - Everyday life in Finland
  - Finnish social security
  - Finnish and Swedish
- 2.2. Work and Enterprise
  - Where to find work?
  - Employee's rights and obligations
  - Starting a business
  - Taxation
  - If you become unemployed
  - Finnish working culture
- 2.3. Housing
  - Rental dwelling
  - Tenancy agreement
  - Owner-occupied housing
  - Homelessness
  - Housing allowance
  - Rights and obligations of occupants
  - Safety at home
  - Waste management and recycling
- 2.4. Education
  - The Finnish education system
- 2.5. Health
  - Emergencies
  - Health services in Finland
  - Children's health
  - Mental health

### Part 3. Information about Finland

- Finland in brief

Finnish history  
Traffic in Finland  
Cultures and religions in Finland  
Leisure  
Legislation and rights  
Equality and non-discrimination  
Important authorities

