



INCLUSION AND INTEGRATION IN SWEDEN: USING VIDEO CHAT FOR NEW ARRIVALS IN SWEDEN – HOW TO LEARN SWEDISH LIVE WITH SWEDES ONLINE – EASY, FLEXIBLE, INFORMAL, FAST, FUN

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Introduction

In a time when immigration often is described as a burden, this presentation focus on how the resources brought by the new arrivals could enrich the Swedish society. The basis is an innovative video chat for new arrivals in Sweden and its potential for language learning and contact between new arrivals and established Swedes. Focus is on the role of innovative information and communication technology (ICT) services including distance education and informal cross-border communication. Demonstration of the newly developed IT-service will be conducted in relation to the following issues:

- How can the language diversity of the new arrivals be utilized as a resource?
- How can a purpose built video-Internet system facilitate the integration of new arrivals?
- What incentives need to be developed to include the Swedes and the local community?
- What kind of ethical guidelines need to be applied regarding integrity and how open the personal data should be in a specially designed ICT system for new arrivals?
- How can innovative ICT systems shorten the time for new arrivals to get internships and work in Sweden?

The broader context

One of the major challenges we are facing today is the integration of new immigrants (Andersson, 2016; Fjellner & Edin, 2016). Sweden is now much more heterogeneous than the situation some 50 years back in time, and this diversification of the society is increasing rapidly (Englund & Sandstrom, 2017). The large flows of refugees to Sweden in recent years have been especially pronounced because of the Syrian War (Lundberg, 2016) and have created considerable pressure on municipalities and migration centres around the country. We also experience increased xenophobia and hard line political rhetoric. Extreme parties are gaining ground all around the world, racist attacks increase and refugee homes are burned down in Sweden (Efendic & Kudo, 2015; Delin, 2015; Ewald, 2015). The problem is huge and this area requires much more research, focused on deeper understanding of the complexity and producing results which should be translated into action. Crucial to the integration and inclusion of the newcomers are opportunities to learn the new culture (Jönsson, 2016), learn

the new language (Andersson, 2016) and acquire knowledge to be able to qualify for employment (Burn Power et al., 2016). Several initiatives are in progress, but it needs to be faster and more holistic approaches in order to tackle these training needs. Appropriate ICT (Information and Communication Technologies) can be adapted and significantly increase the quality of education (Mohss, 2014); making the services more flexible (Hellström, 2017) and scale up the service to many more people (Lei et al., 2016). ICT has a huge potential to increase efficiency by a much faster and personalized management (Voogt et al., 2016). For up to date and relevant research articles about the issue of migration see Dekker and Scholten (2017) and Ritzen and Kahanec (2017) who describe the current the situation in Europe. According Ritzen and Kahanec (2017) the proportion of immigrants in the Scandinavian countries more than doubled between 2000–2010, with Sweden having the highest rate of new arrivals. The refugee policy in Sweden and Norway is considered as generous, while Denmark and Finland apply a more restrictive policy. AbuJarour et al (2016) highlight ICT skills as crucial for a shortening the time to get a job.

Concept, development and e-service

Based on ideas originally presented by Henrik Hansson 2015 at the National Swedish conference for popular education (Folkbildning) Hadia Qazi and Ida Sundqvist conducted a feasibility study “Digital Mentors – Integration in Sweden for new arrivals and refugees with the assistance of a digital communication tool”, which tested the concept and refined the ideas. Major results based on qualitative analysis from interviews are summarized in Figure 1 and 2 below. Based on this study, other related material and reflections on the task William Boman and Albert Jungselius developed the e-service, www.snackasvenska.nu [“chat in Swedish now”]. The video chat use (a) safe and secure log in, (b) filter-search mechanisms (such as females can search and be matched only with female speakers etc), (c) a lingo point system (more speaking time = more points; new Swedes can show how much time the spoken to Swedes and Swedes can show how much they contributed), (d) a topic box of random speaking themes, (e) a text chat with auto translation from speakers mother tongue to speaking partners mother tongue and more features. The system has been tested with new arrivals/new Swedes – Swedes in Gotland and cross regionally in Sweden. A demo will be given and results presented at the conference.

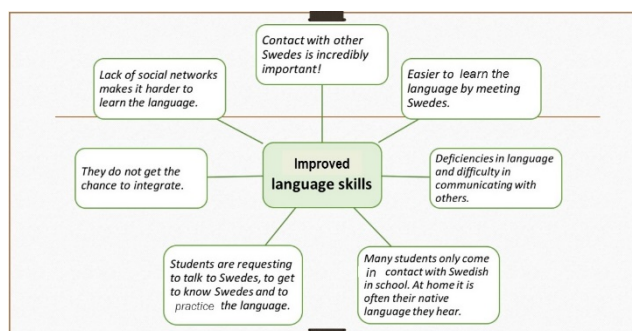


Figure 1. Video tool and improved languages skills (Qazi & Sundqvist, 2017)

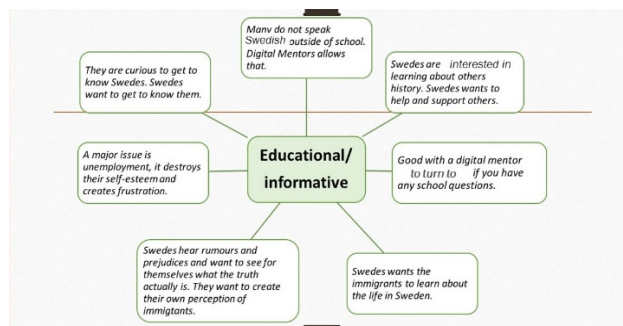


Figure 2. Video tool and educational aspects (Qazi & Sundqvist, 2017)

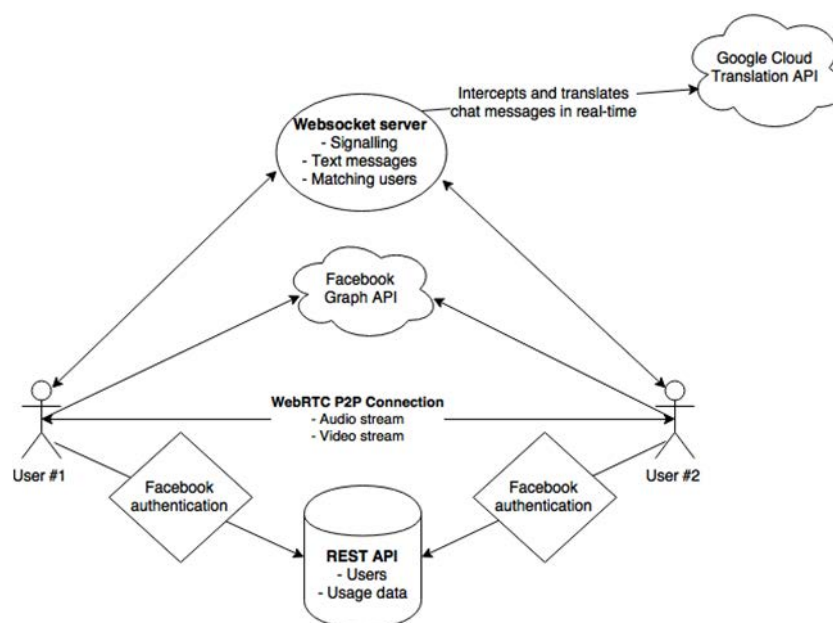


Figure 3. System design by William Boman and Albert Jungselius

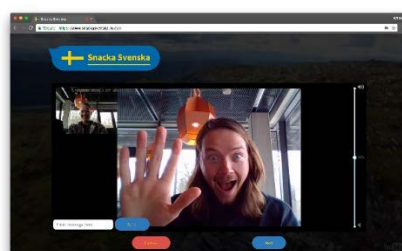


Figure 4. Matched with speaking partner



Figure 5. Language translation chat: from speaker's mother tongue to speaking partner's mother tongue

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