Are the Chilean immigrants integrated into the Swedish society?

A study of integration processes among Chilean immigrants in Sweden.

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Abstract

Sweden is well known for receiving both immigrants and refugees. People of Chilean heritage, make up the biggest Latin American group in Sweden with approximate 50 000 residents in Sweden being born in Chile or having at least one parent born in Sweden. Slightly over half of these migrated from Chile. This study will therefore focus on the Chilean integration into a small society, which in this case is Växjö municipality.

This study investigates the extent to immigrants are integrated into Swedish society, and seek to understand the problems and obstacles the Chilean immigrants faces regarding social integration. It is a qualitative field study and using semi-structured interviews to understand and analyze the Chilean immigrants’ integration in Växjö on a micro level. There were ten interviews, with five female and five male participants. The interviews were analyzed by using the social integration theory.

The findings are complex and demonstrate that most of the participants feel part of Swedish society and that most of them see themselves as integrated into the Swedish society. However, the majority of the participants speak very poor Swedish, and do not socialize with Swedish individuals very much. The findings thus contrast the theoretical idea of integration used as an analytical lens, which almost all participants in this study fails to achieve, with their own worldview that they have integrated into Sweden

Keywords: Chilean immigrants in Sweden, Integration, Social integration, Växjö, immigration.
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List of abbreviations

UNHCR – United Nations High Commissioner for Refugees
UN – United Nations
QMU – Queen Margaret University
SFI – Svenska för invandrare (Swedish for immigrants)
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1 Introduction

The chapter will outline the research topic, the research problem and the objective of the research. It also brings up the Research questions that is to be answered in the end of this study, a brief description of the methodological framework and delimitation and limitations of the research is also brought up. Furthermore, this chapter will also give a brief explanation of the structure of this study.

1.1 Research topic

Migration refers to people's displacement over different locations and there are different types of migration such as internal and international migration (Al-Baldawi, 2014: 18-20). Migration is through a historical perspective associated with the Second World War and the United Nations with their organ UNHCR, whose work is to protect and help refugees (Lundh, 2010: 40-43). International migration is human beings leaving their native country to live, either permanently or temporarily in another country. The immigration processes in Sweden have changed in relation to the course of time. During the 1960’s and before the immigration in Sweden were mostly labor immigrants from Finland and southern Europe (Bernhardt, 2007). From the start of the 1970’s the refugee migration increased dramatically in Sweden from just around one thousand to over ten thousand every year. The reason for this increased number of refugee immigration was due to military coups, civil wars and other types of conflicts. Some of the refugees who came to Sweden during this time were from Polish, Greek and Chilean heritage (Lundh, 2010: 38).

According to the report “SoS-rapport 1999:9” from the Health and Human Services Department during the year 1998 there were 26 745 registered Chilean in Sweden making them the biggest Latin-American group in Sweden. The Chilean immigration into Sweden can be divided into two different periods, the first period being dominated by the political refugees who sought asylum after the military coup led by Augusto Pinochet in the country 1973. The second period is dominated by the politic economic refugees which started 1978 and ended eleven years later with the introduction of visa requirement for the Chilean immigrants (Socialstyrelsen, 1999: 41-42).
The integration process was different for each individual and according to the report from the Health and Human Services employment has a major role for immigrant living conditions and their integration in Sweden (Socialstyrelsen, 1999: 70). According to the Swedish government there is approximately 50 000 Chilean immigrants in Sweden today (Regeringskansliet, n.d)

Between 1980 and 1989, from all the immigrating people from the Chilean heritage 48.5% were Chilean women. This is a very high number when looking at the amount of the men that immigrated during the same time to Sweden from Chile which were 51.5% men (Socialstyrelsen, 1999: 49). Of the statistics that has been made out of how many Chileans immigrated to Sweden during these years, it has been found that they create a homogeneous social group, where they have a lower social middle class. Something that characterizes them as an immigrant group is that they usually arrive to Sweden with one or two young children. The statistics also notes that most people arrived with high school education (Socialstyrelsen, 1999: 42).

According to Al-Baldawi by being new in a country it is necessary for the individual to adapt to its new society; the newly arrived immigrant is therefore in the need of a good integration in the country. The meeting with the new country will make the immigrant face new challenges in their life where norms, social life, employment market and so on is very different to their own personal experiences. The integration process interrelates with the changes and settings that the individual faces in the new situations in the country. Al-Baldawi mentions the balance between socio-cultural that is carried from the homeland and what the individual meets in the new country depends greatly on the interaction between different group factors (Al-Baldawi, 2014: 41).

1.2 Research problem

The problem in making research in this area is the lack of literature within the integration field in Sweden. There is some literature, articles and journals with the topic of integration in Sweden but it is very limited. Another problem that is important to acknowledge is that there is a big lack of bottom-up studies in the integration process field. A third problem this study can have is the lack of literature regarding gender aspect, and not only regarding the integration field in Sweden but in general. The lack of literature will be brought up in a chapter focusing on the literature review.
1.3 Objective
The aim of the thesis is through a field and qualitative study the aim of this study is to identify the Chilean integration process in Sweden with a micro level focus. In addition, the objective is to understand and analyze the Chilean integration process, the obstacles and the different factors individuals faces during their integration process. There is a relevance by using the Chileans as a case study in this study. The people that will be interviewed will be Chilean immigrants that has lived in Sweden for a long time. To be able to participate in the study the requirement will be that the participant should have been living in Sweden for a minimum of ten years. This is a relevant amount of time being in Sweden to be able to integrate into the new society.

The researchers’ aim is to investigate the integration processes and analyze the findings to be able to understand the obstacles and other sorts of types of problems Chilean immigrants has and are facing regarding integration. This study will be based on the micro-level analysis, meaning the own perspective and experience of the Chilean immigrants on their integration process. The researcher will be collecting interviews from people living in Växjö.

1.4 Research questions
To be able to fulfill the objective of this research there will be three research questions the aim being to answer these in the end of this study. The questions that will be answered during the course of this study are the following:
- How well are the Chilean immigrants integrated into the Swedish society?
- In which ways were the integration process different from each individual, based in particular on gender and education?
- How do the Chilean immigrants experience their reception in Sweden, looking at the reception from the Swedish authorities and their social life reception?

1.5 Methodological framework
To be able to analyze the findings of this study an analytical framework will be used, this study will be a qualitative field study. As this study is a field study the main collection of data will be in the form of interviews. There will be ten interviews conducted and they will be divided into two different groups, so that half are female and the other half are male.
To be able to participate in the interviews the interviewees will have to fulfill an important requirement which is that the person should have been an adult when they immigrated to Sweden and should have been living in Sweden for a minimum of ten years. This will make it possible to interview people that immigrated under different time epochs. There will be an opportunity of see a difference in the reason of immigration. As the reasons of immigration does changes because of the time epochs. Giving the researcher an opportunity to analyze the data in a broader picture.

The analytical framework which will be the “Social integration theory” will be important for this study as the theory will be used as an analytical lens when looking at the findings. The questions that will be used in the interviews will also be based on the theory, to get the most out of the interviews. All the interviews will be conducted in the same way, the interview questions will not change because of age, gender or political orientation.

1.6 Limitations and delimitations

There are a several limitations of this study and one of them is the number of interviews being held during this study for collecting interviews. There is a limitation of time for this study to be done, and it is important to consider a reasonable number of interviews during this timeframe. Those who will be interviewed will be from Växjö and the limitation is five men and five women. All these limitations will impact on the generalization that can be drawn from this study. Integration can be analyzed and discussed from different aspects such as educational, development indicators or economic view. The broader research aim in this paper is integration process making the delimitation in this study to the Chilean integration in Sweden. In this case to reduce the area even more to just focus on the Chilean integration in Växjö. This research will be examining the Chilean integration, rather than other groups of immigrant integration, it is also important to mention that a delimitation in this this study is that it will be a micro-level study.
1.7 The structure of the study

Each chapter of this study will address a small introduction to be able to give the reader an overview of what the chapter will contain. The first chapter in the study will be the research topic, the research questions that will be answered in the end of the study. It will also contain a small description of the analytical framework that will used, the limitations and delimitation. The second chapter of the study will make an effort to define the terms that will be repeated a lot during the course of the study. This chapter will also address the analytical framework that will be used.

Literature review will be brought up and the literature/research gap in the researched field. The third chapter will make up the methodological part of the study and method conducted will also be explained thoroughly and explaining how the interviews will be going to be conducted. In this chapter, the ethical consideration will also be brought up. The fourth chapter will present the findings and summarize the interviews. The fifth chapter will contain an analysis and discussion based on the analytical framework to be able to analyze the findings. The sixth and final chapter will be the conclusion, and where the research questions will be answered.
2. Description of the terms

In this chapter the description of terms, literature review, and the relevance of this research topic will be presented. The analytical framework that will be used in this study will also be presented in this chapter.

2.1 Description of terms

It is important to point out that immigration and integration are widely discussed, but that the terms can be misleading since they can be used in different perspectives and analyzed from different angles. This part of the study is to clarify to the reader how the terms will be defined in this study, so that the reader can easily understand the used terms. This part below is to clarify terms such as: Integration, Migration, Immigrants, Refugees and Cultural Integration.

2.1.1 Integration

According to Boswick and Heckmann (2006) integration is part of a sociological context, which refers to the process of stabilizing the cooperative relations within the social system. It is a process that introduces the new societal groups and actors into the institutions and system, it also strengthens the relationship within the social system.

There are three other meanings referring to the processes of integration and the result or quality of relations. The three meanings are the following:

1) The process of the relating single elements connected to each other which out of these forms a new structure.
2) By adding single elements or partial structures to the already existing structure to form an interconnected whole.
3) By improving or maintaining relations within the structure or system.

Al-Baldawi describes the integration process through three major challenges for the individual. The first one he describes is the encounter with the new culture, where the challenge is the new norms, traditions and the customs that regulate the host country's daily lives. The second challenge is meeting the new society organization, normative structures and social structure.
And the third challenge consists of meeting the new labor market conditions and requirements. He also points out that there are important factors such as a flexible and secure social network playing a major role in the new country for the integration process, as well as the local authorities' reception. Al-Baldawi also mentions that a good interaction between all these group factors gives a successful and effective integration process. (Al-Baldawi, 2014: 41).

Figure 1: The figure illustrates Riyadh Al-Baldawi’s factors that does affect the level of individual integration.

A study written by Ager and Strang (2004) focuses on the United Kingdom refugees and indicators of integration. Ager and Strang's defines integration as a group or individual immigrants that are fully integrated only when they reach a certain level of education, social life outcomes, employment etc. If the immigrants have not reached certain goals they are not fully integrated in the new society. The study's indicators focus on immigrants and those born in host country's various goals, where jobs and education play a major role in the integration process (Ager and Strang, 2004).
2.1.2 Migration
Migration refers to the process of people moving between different locations. There are different types of migration, such as internal migration which refers to people moving within the country's borders and external migration referring to people moving between different countries (Lundh, 2010: 5).

2.1.3 Immigrants
According to the UN a migrant is someone who has moved from one country to another, and there is also a difference whether it is a long-term or short-term migration based on the amount of time the migrant is staying in the new country. Whereas the short-term covers a period of three months to twelve months, the long-term period covers the change of country for one year or more (Refugees and Migrants, n.d).

2.1.4 Refugees
A refugee is a person who has left his home country because of fear and persecution. Reasons for this can be due to his race, belonging to a community group, nationality or because of his political or religious beliefs. A refugee is also someone who is stateless and who, because of this, cannot or does not want to return to his home country because of fear of death or persecution (Arnstberg, 2008: 24).

2.1.5 Cultural integration
In the article “Cultural integration: Experimental evidence of convergence in immigrants’ preferences”. The writers emphasize that culture has a big role in a society it shapes the political, economic and social institutions in a society. Due to this there is a main interest in how to implement policies the best way for a cultural integration among immigrants as it is believed to bring resilience and harmony in the society. They acknowledge also that it is important to take into consideration that it depends very much if the immigrant only interact with people that has their ethnicity as this will be a barrier to their cultural integration. (Cameron et al., 2015).
3. Analytical framework and Literature review.

In this chapter the literature review, and the relevance of this research topic will be presented. The analytical framework that will be used in this study will also be presented in this chapter.

3.1 Literature review

Two scholars who have studied the topic of migration and integration, are Professor Alastair Ager, the director of the Institute of Global Health and Development in Queen Margaret University (QMU), and, Dr Alison Strang, a senior research fellow in the Institute for Global Health and Development in QMU. They have written the study “Understanding Integration: A Conceptual Framework” in which they have developed a framework, that has ten core domains which reflects the normative understanding of integration. The framework does specify the core domains that are grouped by four themes which will help to understand the different concepts of integration. In addition, the domains do bring up the different types of achievements in the different sectors, the common elements in the framework help to define and measure integration. The first theme is means and markers which contains employment, social bridges, housing, education and health as its cores. This theme stands for the archiving or accessing with value within the community. The second theme is social connection which contains social bridges, social bonds and social links as its cores. This theme stands for the social relationships which help towards integration, the relation that bonds with the within communities. The third theme is facilitators which contains language, cultural and safety as well as stability as its cores. This theme stands for the tools such as knowledge, skills to help immigrants to be active. And the fourth and last theme is foundation which contains rights and citizenship as its cores. This theme stands for the principles you have right to (Ager and Strang, 2008: 170-184).

They also wrote the “Indicators of integration - Final Report” which is a study conducted in the United Kingdom, which studies the refugees in the country against indicators of integration. They believe that integration is completed when the immigrants have achieved certain goals. These goals can be different types of educational levels, social outcomes and so on. They chose to make a comparison between people born in the United Kingdom, and those who immigrated to the country in what they achieved within these goals. They emphasize that it is important to understand integration, but from different perspectives - this is to be able to choose the best way to integrate immigrants into society (Ager and Strang, 2004).
There is need for considerable gender sensitivity in the integration field. Scholars such as Willem Maas a professor in political science in New York University has studied the immigrant integration, gender and citizenship in the Dutch Republic, in the study called “Immigrant integration, gender, and citizenship in the Dutch Republic”. Where he concludes that the Dutch integration policies works towards segregation based on culture, ethnicity and religion. Maas mentions in his paper that it is important to continue with a further research on the gender aspect of integration which would lead to a better understanding of the Dutch case (Mass, 2013).

An article written by Fereshteh Ahmadi Lewin contains the views of Iranian women immigrating to different countries in the world but in particular to Sweden. She points out that failing to take the problems of immigrant women in consideration leads to a misleading view of immigrating woman, a view where women are being seen as a group of people than individuals. Lewin also states that the need of taking different theories to analyze the integration process could be a way of grasping the manifold dimensions without the risk of oversimplification (Lewin, 2001).

From what I have seen there is a lack of literature on the integration processes and the impact of the personal integration in a new country. There is also a clear lack of research on gender sensitivity in the integration process field. From the literature review I have conducted it seems clear that it is a lack of research in the integration field in Sweden. Using Chilean refugees in this paper as a case is my way to add to this limited research. As there are both men and women being interviewed for this study it is important to acknowledge the existing research focusing on gender sensitivity in the integration process field. The gender aspects and a feminist approach are important in the integration process which can lead to gender equality (Kronsell, 2005).

3.2 Relevance

This study is highly relevant due to the focus on the integration process which is a topical issue of this day. It is also very relevant because of its Chilean focus group as there are so many Chilean immigrants in Sweden that have been living in there for a very long time. As this study is being based on both Chilean men and Chilean women it will be a clearer picture if there is distinguished any gender differences during this process. The results of this study could be used in the development field, and the results can be beneficial to future research.
Hopefully the results of this study will contribute to a clearer picture over the obstacles and other types of experiences Chilean immigrants face in their integration process in Sweden.

3.3 Analytical framework

In this research, the social integration theory will be used, as presented in the report “Integration of migrants: contribution of local and regional authorities” written by Wolfgang Bosswick and Friedrich Heckmann (2006). Social integration stands for the inclusion of the individuals within a system, relationships in between individuals and their attitudes to the society. According to the authors, social integration by concept is the conclusion and the acceptance of immigrants within in meaning of relationships, positions in the society and core institutions in a host society.

In the report Bosswick and Heckmann outlines four different types of social integration namely structural integration, cultural integration, interactive integration and identificational integration (Bosswick and Heckmann, 2006: 9-10). It is important to mention that each integration type has different sub-categories which present different goals that is needed to be achieved to be able to fulfill each integration type. The different types of integration will be presented below;

- The structural integration “means the acquisition of rights and the access to position and status in the core institutions of the host society” (Ibid: 9). Different types of core institutions will determinate the individual's socioeconomic status and will affect their opportunities - the structural integration is a process that takes place in the urban level. It is important to acknowledge that there are no possibilities to participate in the core institutions without having cultural competencies. The structural integration has labor market, support for education, vocational training and so on as under categories.

- Cultural integration is about the individual behavioral, cognitive and attitudinal change. Without obtaining the core competencies in the new society the individual will not be able to claim rights and positions in the society. Even if cultural integration mainly refers to the immigrants it is indeed a two-way side of the adaption as the citizens in the host country which should learn how to relate and understand the needs of the immigrants. It is important to mention that cultural integration does not mean that the immigrants should give up their culture from home to have a place in the society.
Cultural integration has language training, support for immigrants’ culture and support for sports and religion as under categories.

- Interactive integration relates to the inclusion and acceptance of the immigrants in terms of relationships and social networks of the society. The first phase of the integration process is interactive integration into the social systems, which means that the immigrant has support of relatives and co-ethics as a help. It is also important to mention that during that time this type of integration can be a hinder for the individual to create links with the host society. Interactive integration does not have any special under categories.

- Identification integration is about the individuals feeling towards groups that they feel identified to in the host society. These feelings may develop later during the integration process, as a result or participation and acceptance. Identification integration focuses on policies as under categories. As this type of integration is the ruled by the municipality in the society.

**Figure 2**: Illustration of Bosswick and Hackmann’s four-dimensional process. The illustration shows that all the dimension is connected to each other, forming the cores for a successful integration in a new society.
Boswick and Heckmann (2006) demonstrate Hartmut Esser’s four basic forms of social integration in their report. Essers’ four basic forms are acculturation, placement, interaction and identification, which according to Boswick and Heckmann are important to take in consideration when studying dimensions of immigrant integration. Acculturation stands for the process where the individual acquires knowledge and cultural standards in a new society. Placement stands for the individual gaining a position in the host society. Interaction stands for the formation of network and relationships and of individuals who share a mutual orientation. Identification refers to the individual's identification within the social system (Boswick and Heckmann, 2006: 3).
4. Methodological framework

This chapter of the study will introduce the methods used and the methods, interviewed type and the selection of the participants will also be presented. It will also entail an ethical consideration and a criticism of the sources will also be presented.

4.1 Methodology

This qualitative research takes the form of a qualitative abductive study which explained by Bryman is when the researcher grounds a theoretical understanding of the context of the people that is being studied by their own worldview. By understanding the worldview of the participant perspective, the researcher must have a social scientific view of the social world as seen from their perspective. Abduction is the theoretical account being grounded in the worldview of the participants, this to be able to have a wider perspective of the findings (Bryman, 2016: 401).

Qualitative research is the one that fits best with this study as the purpose is to explain and to understand information by collecting narrative data. Quantitative research on the other hand has as its purpose to explain or predict information through data consisting of numbers. The qualitative research is also abductive which is what this study is about, to use the theory as a lens when analyzing the collected data. As the quantitative is inductive which would not be a good choice for this study as it generates of theory (Bryman, 2016: 35-37).

Abduction in this research is being used in order to be able understand the obstacles and the participants views of their integration process. With an abductive reasoning the findings will be easier to understand in what the participant sees as obstacles and problems in their own integration process. Abduction is useful in this study as it is a tool to compliment the theory and research. The qualitative research is chosen as it is according to feminist research, which allows women’s voice to be heard, and make women not be treated as subjects and not objects (Bryman, 2016: 411). To be able to answer the research questions in this study, the main source for collecting data will be interviews within the focus group of this paper. As this is a single case study, the case will be analyzed with the help of the chosen theory and the provided interviews of this paper. A case study design does favor the qualitative method in terms of interviews which give a detailed examination of a case (Bryman, 2016: 68).
4.2 Methods

This study thus takes the form of a qualitative abductive field study. To be able to answer the research questions of this study, the main source for collecting data are interviews within a focus group. This study used a single case which will be analyzed through an analytical approach lens. As case study design does favor the qualitative methods in terms of interviews which gives a detailed examination of a case (Bryman, 2016: 68).

To be able to provide for relevant information the number of people getting interviewed were five women and five men in Växjö. The reason of the divided number of men and women is because this study being a micro-level study, it is important to have a fair number of people getting interviewed, both men and women to get a result as clear as possible.

The case study that will be studied for its integration process in this paper will be the case of the Chilean refugees and immigrants. The main reason for choosing Chile as a case study is based on results of Latin-American integration in Sweden. According to Lundberg the immigrants from Latin America has been successful integrated into the Swedish Society (Lundberg, 1989: 95-100). As the Chilean immigrants is a big group of immigrants that has already been living in the Swedish society for a long time, they are of particular relevance as this study focuses on the integration process and not on the immigration process.

It is important to acknowledge that the target of interest for interviews is people that migrated to Sweden in their adult life. Furthermore, the people of interest of this study are people that migrated from Chile to Sweden during their adult life. The first generation is of interest as they are not born in Sweden and of now there is even a third generation of Chileans in Sweden. The interviews that were conducted was only adult people and even most likely seniors. In addition, the researcher used Facebook to find people to interview, depending on whether there are special groups for Chilean in Sweden. The second source were to contact Chilean associations in Sweden if there was no success in finding in Facebook groups. An association that would be contacted if that is the case is the Swedish-Chilean Friendship Association in Växjö.
An important factor to have in mind is that the writer of this study is of a Chilean heritage, making it easier with the language barrier. There were however no interviews with the researchers own family. It is important to acknowledge also that not only interviews were used as a base of answering the research question but also used to be analyzed with the social integration theory. The interviews were to be held face-to-face and there will be trips to be able to hold all the interviews. The interviews were held in Swedish or in Spanish, depending on the language that was the most comfortable for the participant of the interview.

4.3 Semi-structured interviews

The interviews in this study was semi-structured as it is important to ask questions that are relevant for the participant, and with the semi-structured interview it is possible to hold a more open mind in the study (Bryman, 2016: 15). The semi-structured interviews are meant to produce qualitative data in the form of the respondents’ detailed answer to the questions (Bryman, 2016: 27). The questions are open-ended, where the people that were getting interviewed could answer the question as openly and discuss it as much as they are comfortable with. The interviews are estimated to last in between 30 minutes to one hour, depending on the length of the answers. It will also be audio-recorded, as the researcher will be only focusing on the person getting interviewed, and later listen to the audio in peace to be able to analyze the interviews. As this study focuses on the individuals experience on their integration process, the interviews were only held individually and not in group, the social integration theory was kept in mind when making the questions for the interview as the theory will be used as an analyze-lens in this paper. The chosen type of interviews is semi-structured as these are also a prominent method of gathering data within feminist research (Bryman, 2016: 491). The interview question is presented in appendix A.

4.4 Selection of participant

As already stated above the people selected in this study to be interviewed, will be Chilean immigrants. The people that were of interest for this study were Chileans that immigrated during their adult life to Sweden. A requirement for being able to participate in this study is that the participant should have lived for a minimum of ten years in Sweden. There were no requirements to be a political refugee to be in the focus group, but it is of great interest of course to hear their experience in their integration process.
The integration process of the Chileans in this study both men and women were in the group of interest and they were not of a certain. To be able to participate in the study there were a major requirement to be fulfilled before, which was that the participant should have been an adult when she or he migrated to Sweden. The main focus group in this study is Chilean immigrants but this study does also divide them into different smaller focus groups such as Chilean women and Chilean men. It was necessary to organize the interviewers into smaller groups to see if there is some type of systematic variation in the answers between the groups (Bryman, 2016: 510). The participants are not family or friend related to the researcher, but it is possible that some of the participants were familiar with each other from the beginning.

The fact that they might know each other does not need to be negative, as there are researchers that uses focus groups where they know each other to be able to have a as natural discussion as possible (Bryman, 2016: 510). The participants were contacted through a public Facebook group called “Småländ för Chile”. This group was created in 2010 after a big earthquake in Chile, to send money to Chile collected by performing in front of an audience. This group has since then continued to perform and to drive the music group forward. They do still perform today to be able to send money to Chile during natural disasters and when other bad things happen in Chile where a helping hand is needed. To be able to contact people that were willing to participate in this study the researcher wrote a post asking for people that were interested in participating in a study and the need of participants to interview. The people that were interested were urged to contact the researcher if they were willing to participate or if they had any questions about the study. When the researcher had gathered, the number needed for the study, it was time to select which time and where to interview the participants. The interview took mostly place in a café, in their own home or out in the open air.

All the interviews were held during the day respecting the participants schedule. The researcher had to say no to some people who did not fit into the profile, and had also to deny people who were too late with contacting the researcher. This due to the fact that there was a time limitation for this study.
4.5 Ethical considerations

As this study is a field study, ethical considerations are included for protection of the interviewed. The interviewer was careful with treating all the different participants with the same respect. All those involved were informed about what the study was about, what the study should be used for and how they should be referred to in the study. All the participants were also informed that no question was mandatory to answer. All this minimizes the risk of invasion of privacy, as it is a concern in the ethical aspect (Bryman, 2016: 142).

The participants’ names will not be used the only information used will be their gender, age and the year they immigrated. The participants were informed how their answers would be handled and were promised that the recorded audio from the interview and will not be seen by anyone more than the researcher. This to make them feel as comfortable as possible to share their experiences.

4.6 Criticism of the sources.

This study has different types of sources such as primary sources being the interviews that were conducted during this research. The participants which are Chilean immigrants in Sweden is the main primary source of this study. The secondary sources that will be used during this research are academic literature, different types of reports and academic documents. As the study being a micro-level study with focus on the participants own perspective on their integration when immigrating to Sweden. The critique that can be brought up in this part of the primary sources, is that the participants may not be telling the whole truth during the interviews. Or that their memory may be misleading in terms of time, feelings and so on.

In order to not force answers that the researcher wants to hear or press them in other circumstances, the interviews will be held where the participant feels the most comfortable and the interviews will be individual so that the participants feel as comfortable as possible to answer the questions being asked. Secondary sources that will be used will in this study will only be used if they represent academic correct information. This is if they come from researchers who have the chosen topic of this study as an orientation in their research. The work of well-known researchers in integration and immigration studies will be used in this study.
In addition, sources from other well-known researchers that does research on integration and different models but in a special orientation in this case the orientation is in gender studies. Although it is important to mention that the secondary sources are limited as there is limited research in the integration field in Sweden even more in the Chilean integration in the world.
4. Findings

The people that participated in the interviews were in totally five Chilean men and five Chilean women from Växjö, which have immigrated to Sweden in an adult age. The participants in this study have lived in Sweden for a long period and comes from different social backgrounds. It is important to mention that all the interviews were in Spanish, as Spanish was the language all the participants felt most comfortable talking.

The participants in this study has chosen to be anonymous, they will be referred to participant: A, B, C, D, E where these participants are male and will be acknowledge as group 1 in this study. The female participants will be referred as: F, G, H, I and J and will be acknowledged as group 2 in this study. All the participant will be presented, see appendix B.

4.1 Work life

All the participants in group 1 had a job in Chile before they migrated to Sweden. Participant A worked as an industry assembly in Chile, and when he moved to Sweden he worked in a factory. Participant B got a job quickly, as there was a lot of work at that time in Sweden according to him. In Chile, he worked in a laboratory for a national company that focused on mining. Participant C had quite a little more different job than the remaining participants when he lived in Chile. He worked as an artist, he traveled all over Chile to perform. Once in Sweden he had a computer company with his sons where he worked every day. Participant D did work in Chile as a construction worker for many years until the last years before moving to Sweden when he was the construction manager of an entire sector within a company. Participant D is currently working as the manager of the dishes in a restaurant, he started as a dishwasher when he immigrated to Sweden. Participant E is a legitimized music teacher, which he attained in Chile. After five years, here in Sweden he started to work as a music teacher. At the moment, he is studying music production. Every participant in group 1 is retried from their works except participant D and E.

In the group 2 every participant was a housewife while still in Chile except for participant J. And participant I distinguished herself from the participants F, G, H as she had worked in Chile before becoming a housewife.
Participant F got a job very quickly when she arrived in Sweden. She has worked in a different variety of sectors, such as healthcare and administration. But today she works as an administrator at Samhall. Participant G got a job too very soon after she arrived in Sweden, and she has worked as a cleaner in the hospital in Växjö and later on also as a nurse in the same hospital. Participant H has worked as a cleaner here in Sweden, both the participants’ G and H are today retired. Participant I, who distinguished herself from the other participants did work before she got married. Participant I did work as fish packer at a fish factory in Chile, when she migrated to Sweden she had an internship at Coop where she lasted for one year and eight months. Today she is a cleaner at the local police station. Participant J also got a job quickly, in an art gallery when migrating to Sweden. Today she is a lecturer in Spanish at a university. In Chile, she was an English teacher and had also worked in the restaurant sector.

4.2 Education and SFI

All of the participants have completed different academic levels in Chile, most of them did not continue with any sorts of education in Sweden after immigrating except the courses to learn Swedish. In group 1 only B and C did finalize high school before they started to work. Participant A is a technician which he became after completing his studies at a vocational high school. Participant D did only attend to school to the sixth grade. And the final participant E, had at his arrival in Sweden finished his studies at the University of Chile. At the university in Chile he studied music, where he became a legitimate music teacher. Making him the only one in group 1 to have a degree from a university. At his arrival in Sweden after years of working he decided to continue to study at the university, making him the only one in group 1 that continued studying in Sweden.

The group 2 of the participants does not have any significant difference from the first group in the educational context. As most of the participants also have a very low academic level. Participant F did finalize the eighth grade and the participant G did finalize the ninth grade. The following participant H did only attend to the fourth grade making her the youngest one who dropped out of school. Participant I did attend school until the seventh grade an J has the highest level of academics in group 2. As J has now a PhD in Spanish and is currently a lecturer at a university in Sweden. She did come with a teacher license from the beginning in literature and Spanish when she immigrated to Sweden, making her the only one in group 2 to have a degree from a university.
In Sweden immigrants get the opportunity to participate in a course called Swedish for immigrant (SFI). Which is a course that provides language education in Swedish to adult people with another mother tongue than Swedish. SFI does not only provide for basic language education but does also provide with linguistic tools for communication and active participation in the social, working and everyday life. SFI does an individual probation in the Swedish language skills, the purpose of this is to be able to offer as individual a customized education as possible. When studying in SFI the students should be able to be involved in a cooperation with the employment service. This because students should be able to practice the language in the work environment, and works like a link between the student and the working life through the internships (Skolverket.se, 2015).

The people in the interviews did all participate in SFI, although they did study different length of time. In group 1: participant A studied for only eight months, B studied for 14 weeks and D did study for less than a year. Common for these men was that the reason for not continue a longer time with the studies according to them were because working and gain money were much more attractive that sitting in school and learning. Participant C did not remember at all how much he did go to SFI, as he was a political refugee in Sweden. He acknowledges that during that time he was under a lot of medications because of traumatization. Participant E distinguished himself from the other men being interviewed as he did go to an advanced level of SFI, the one for academic people. He did participate in this level of SFI during one year and eight months approximately.

In group 2 the following participants: F did only study for two months this after she received her residency. Participant I did study for around two years, this combined with internship work, I does in her interview express her appreciation towards the program as she is very grateful for that opportunity to learn before she started to work. Participant G did not study at all in SFI and H did only study for a couple of weeks, not more than five weeks she believes she is not sure about the amount of time she studied. What participants’ G and H have in common is that they were not interested at all in study the Swedish language as their main focus were to work hard. The reason for the work hard and to gain as much money as possible attitude, were because the both participants aim were to return to Chile after max a year in Sweden. Participant J did study for three months before she did a probation in the academic she had from Chile and were able to move to learn Swedish at the University instead as she thought SFI were too basic for her. She also wanted to learn fast to be able to obtain a good job.
Something group 1 and group 2 has in common today except participant E and J. Is that if they could go back and participate the education Sweden did provide to them when they arrived in Sweden. They would all try even harder to learn and study for a much longer time than they did in the first place. The interviewed in group 1 and 2, except for participant E and participant J did only finalize at the most SFI 1C which is the penultimate moment in the course of the SFI in the first level. What all participants besides E and J have in common is that all of them do manage their everyday life with their Swedish. They are all able to go to the doctor, talk in their working place and so on without having any major trouble.

4.3 Gender inputs.
In the group 2 every participant except participant J were housewives in Chile. Meaning that they had never been employed before they immigrated to Sweden. Participant I did although work some years in a fish factory where she packed fish. She did point out very carefully that this was a job she only had when she was unmarried, when she got married she became a housewife too. Participants F clearly emphasize the different situation in Sweden and Chile with regard to gender and women's rights. She mentions that when she lived in Chile her husband made most decisions, she did not have much to say. She explains that this is because that he was the one who earned the money for the household, and because of that he had more power. But this changed when she moved to Sweden when she got freedom and now got a chance to work.

“I did understand my value when I came to Sweden, I was more than just a housewife. I could work and fight for myself, which was something that I never had done before”

- Participant F

Except for participant F no other participant did remark that their social position has changed except in the job front, where all women started a career in Sweden. Participant J clearly felt the differences regarding gender when she immigrated from Chile to Sweden. She tells that during the time she had just immigrated to Sweden there was a noticeable difference between the gender in Sweden, she saw something she never will forget. And it was how notable the gender equality was just in the simplest things in the everyday life.
“The fathers were out on the streets with their children and took care of them as if they were their mothers, that for me was something completely revolutionary.”

- Participant J

Women’s freedom was something that made participant J incredibly fascinated because women could dress as they wanted to, use makeup and color their hair according to their own taste. That women could do this if they wanted was something she was not used to. She began to feel that here in Sweden that there was no reason to be afraid to go out in the evenings, she did not feel fear. Which was a comfort she never felt in Chile.

Over time she noticed other things, when she started working she could negotiate her salary which was something she had never been allowed to before. Participant J believes that the salary here in Sweden is based on the individual's knowledge and not if they are a male of a female. But in Chile, a male and female can have exactly the same education and exactly the same job, but the female will always earn less than the male. She feels that women here have a stronger voice, which gives them more freedom.

This freedom gives them more strength, which can be used to strengthen their personality, they do not have to be shy to be accepted by society. Here she feels that women have more liberations and more equality, which makes men automatically behave differently because they do not have a higher power position.

“One can say that the women in Chile are the slaves of the system. “

- Participant J

She feels that the women in Chile are still in a position where they do not have much privileges at all. That the women in Chile have their whole society on their shoulders and where she is expected to raise children, take care of the elderly. Besides this, they get very badly paid and these women often have no social security. She points out that Chilean immigrants that has been living in Sweden for many years still live as they do in Chile because of gender differences.
Men expect to have a higher hierarchical rank in the social life and expect that women will treat them that way. This for her is like being in Chile but in another country.

The participants in Group 1 had no comments focusing on gender perspective.

4.4 Attitudes towards the Swedish society

In the interviews, the participants show a very different attitude towards Swedish society. It differs very much from participant to participant, where some loves and feel like part of the Swedish society while others felt neglected from the Swedish society.

Participant A does not at all feel like part of the Swedish society. For a while he tried to integrate himself in every way, trying to socialize with Swedes, focus on social activities at work and in his children's schools. But it became too hard and he felt that he was neglected by the society. After that he lost his will to try to feel as a part of the Swedish society. He takes presently part in two Chilean groups where one focuses on dancing folk dances and the other plays music. Which means that he has a very social life, as the group plays at concerts and dances in front of a public in Swedish events, but he is not included in any group where the majority are Swedes.

Participant B feels, his words of course, as a part of the Swedish society. He only socializes with the Chilean that came to Sweden under the exile. He has a little aggression against the remaining Chileans that did not arrive during the exile. He explains that the reason for this was because those who came later did not come because of political problems and chose not to work. He thinks this is immoral when Sweden opened the doors to the Chilean immigrants. He thinks that the best way to return the favor to Sweden is by working or attend to school. He does not miss Chile at all, because Sweden gave him everything - and he feels well in Sweden.

“When I hear, someone speaks bad about Sweden, I get very angry, I will always defend Sweden. This is the country that gave me everything when they were not forced to do it, they helped me when I needed it the most.”

- Participant B
Participant C does not feel like part of Swedish society and he ends his answer with saying:

“A man should never forget where he comes from. No matter how many years has passed; this country is the Swedes country and my country is Chile.”

- Participant C

Participant D has another point of view as he sometimes feels as part of Swedish society, but sometimes he does not feel part of it. Events that can make him feel like he is not part of the Swedish society is when he has language limits or when people make him feel neglected, these are feelings he has most often felt in his work. He has always felt that due to the fact that he has a different skin tone and hair color, his possibilities have been limited. He believes that it is not racism but perhaps more discrimination from Swedish society. Participant E likes Sweden very much and sees himself as definitely as part of the Swedish society. He knows the language, has worked and is studying for the moment. He has never encountered racism or any feeling of being emitted from the society. Everyone in group 1 except participant D belongs to one or two associations that show ethnic belongings through culture. And participant B and D are active in a political organization.

Participant F feels only occasionally part of society, but most of the time she does not feel as part of the Swedish society. During her work time, she feels herself being included and important for the society but she does not feel it in her social life. Participant F does not have much Swedish friends, she socializes the most with Latin American people. Participant Gs’ attitude towards the Swedish society has changed over time. The reason for this was that she always thought she would go back to Chile, after immigrating to Sweden. During her first year, she thought the Swedish people were very cold people, but this changed when she and her husband moved to Chile for eleven years and she got sick over there, making her forced to experience the poor healthcare. This bad experience made her to decide to move back to Sweden. She feels today as a part of Swedish society as she was not faced with any sorts of negative feelings from the receiving society. She does not speak the language well or has any Swedish friends but she says she feels like part of the civil society and would not go back to Chile. She feels that Sweden is her country now.
Participant H lived for about twenty years in Sweden with negative feelings as she did not want to live in Sweden. It was very difficult for her to live here when she felt neglected from the Swedish society. She was frustrated by not being able to speak and making other people understand how she felt. She felt very emitted and was bullied by her Swedish neighbors for many years. She took her destiny in her own hands and then chose to move back to Chile where she lived for eight years. She returned to Sweden after a major earthquake and because her daughter got very sick. She returned with the same feeling that she would be very miserable in Sweden once again as she had been in Sweden in the first twenty years of living there. But that did not happen to her as she feels today as part of the Swedish society, but it took her twenty years to feel this. She currently has Swedish friends and does not have resentful feelings with her past. The reason she now feels as part of Swedish society is because she opened a small second hand business. Where she got many regular customers, to whom she is friends today.

Participant I feel part of society, this was because she worked for many years in Sweden. She thought Sweden was a really nice country, where everything was really clean. She does not know the language so well, and she does not have any Swedish friends either. But it was because she started to work, pay taxes and had Swedish neighbors which made her feel like part of the Swedish society. She says that it is not the reason of her inability to speak Swedish that she does not have any Swedish friends, but the fact that she does not hang out with people at all in her spare time except her own family.

Participant J also feels as a part of the Swedish society. She began to feel like a part of Swedish society when she started working with what she had studied in Chile and this was the time she felt completed as a human being. She has never felt excluded from the Swedish society. She speaks fluent Swedish, works full time and does also socializes with Swedes in her free time. She does not want to move back to Chile, not because she did not feel comfortable but because of the differences between the countries. She feels she has more rights to express herself on different matters here in Sweden compared to when she lived in Chile. Everyone in group 2 except participant I belongs to one or two associations that show ethnic belongings through culture. None of the participants in group 2 are active in any political organization. All participants received the citizenship during their first year in Sweden, some of them received them during the first half year. Participants C and H differ from the rest when they received the citizenship in Chile when they were counted quota refugees.
5 Analysis

This chapter of the study provides the analysis of the findings from the interviews based on the social integration theory used as an analytical framework in this research. The four different integration types will be brought up with a very short summary of what was found in the findings chapter. In the end of the analysis chapter a summary of the analysis will be made emphasizing the highlights of the analysis of this study.

5.1 Analysis of the findings with the help of the social integration theory.

All the four types of social which are under the categories by Bosswick and Heckmann will be discussed below in order to be able to analyze the findings through different perspectives.

5.1.1 Structural integration

The structural integration is the immigrant integration to positions and status in the host country. Bosswick and Heckmann suggest that the labor market should be creating conditions for the immigrants in the meaning of new business investments. They also note that there should be a developed program in cities for training the unemployed (Bosswick and Heckmann, 2006: 13). In the findings, we can see that all immigrants obtained a job quickly after they arrived in Sweden. Most of them got a job through social services while some of them by searching for themselves. Two of the participants had to engage in specific internships to find a job that suited them. All participants except D, E, F and J have had the same job since they started working in Sweden. Participant D, F and J had the chance to climb the career ladder.

Support for education is also important according to Bosswick and Heckmann, as in knowledge-based societies people with an immigrant background have a weak competitive position in the society. Municipalities could support adult education which will lead to lifelong opportunities for learning (Bosswick and Heckmann, 2006: 13-14). In the finding chapter, we learned that the only ones who chose to continue their studies to develop their competencies were E and J. The remaining participants chose to only participate in SFI some limited time, because they chose to work instead. Participant D and participant I chose to participate a lot longer in SFI than the remaining participants.
Boswick and Heckmann bring up the important subject of housing in integration which could become a major phenomenon in societies as it can bring social segregation (Boswick and Heckmann, 2006: 14). All participants live in Växjö, and none of them live in any socio-economically exposed area. Several of them live in Växjö inner city.

5.1.2 Cultural integration

The cultural integration is the individuals’ behavior towards the host society, the cognitive and the changes of attitudes is observed (Boswick and Heckmann, 2006: 15). According to Boswick and Heckmann municipalities can and should offer language education to the immigrant in the society in which they stay. The municipalities should also give support in the form of cultural activities - this to make the immigrant feel like home in the host country.

To go further with the integration the municipality could contribute so the immigrants can attend to sports and religion. As we can see in the findings, no one in Group 1, except participant D, spent a longer time in SFI the program offered in Sweden to teach Swedish to immigrants. Similarly, in group 2, only one participant attended SFI a longer time, which was participant I who spent two years in SFI. Of all the interviewed, only E and J did continue to the academic level to learn Swedish, as they were the only ones with a higher degree of academics than rest of the participants. Of the ten participants in this study, there were only two persons that were not involved in any culture association. Remaining participants participate in music or dance groups, as artists or as group administrators. The same does not apply to how many people engage politically, as there were only two men of all interviewed persons. These two, however, are politically active in the Chilean politics and not in Swedish.

5.1.3 Interactive integration

The interactive integration is the acceptance of the immigrants and the inclusion of them in the society as a whole. The relations, social networks and connections are looked at here. This type according to Boswick and Heckmann occurs in the private relationships, were policies does not play a major role in controlling that. Municipalities can play a role as they can influence people to build relationships with people with other ethnic groups, with this the authors mean that segregation and desegregation can be promoted (ibid).
As we can see in the findings, there are not many of the participants that have Swedish friends. They mostly meet with people coming from Chile or people from other Latin American countries. The only one of the people who were interviewed who do spend time with Swedes in their free time are participants’ E and J. And participant H has a few Swedish acquaintances, but no people with whom she socializes in her everyday life.

5.1.4 Identification integration
The identification integration relates to the feeling of identification of the group in a host society, where the feeling is a result of participation and acceptance. This is something the municipalities could engage in by assisting immigrants’ identification, through policies and promotion of culture, citizenship and events (ibid). All group 1 participants received their citizenship during their first year in Sweden, some of them received it before half the year had passed. Only participated C did obtain the citizenship when being in Chile, because he was classified as quota refugee. The same goes for group 2 where all participants got their citizenship during their first year in Sweden, some of them received it before half the year. Participant H who came with citizenship from Chile just like participant C, because she was also rated as quota refugee.

5.2 Summary of analysis
The analysis part has studied the Chilean immigrant’s integration compared to what is needed according to Boswick and Heckmann to obtain the different types of integration. Each type of integration and each integration under category is brought up with a short summary of what was discovered in the findings. This to be able to see a comparison of what was needed for a successful integration and what was the results in practice.

Looking at what all the participants did obtain in forms of the goals for the different integration types, not all of them were obtained. Most people have obtained job opportunities, they live in areas that are considered being good in Växjö and not know for socio-economic problems. They have also received citizenship quickly all of them during the first year of stay in Sweden. However, they have all prioritized jobs before studying Swedish, most of them have low education from Chile where the one who has gone furthest in school has attended a vocational high school besides E and J who had finished a career at a university in Chile.
According to Bosswick and Heckmann the first phase of the integration process is the interactive integration which seems to have been implemented with a rather great success. The interactive integration according to Bosswick and Heckmann has a negative side as there is considerable risk that immigrants spend too much time with their co-ethics. This might become a problem as it develops a hinder for the immigrants to create new links to the host society. Only a few participants in this study as mentioned are only a few have one to three Swedish friends, the rest of their friends and the people they socialize with are Chilean or other Latin American. This means that when they socialize with their friends, Spanish is the language being used. Because they do not have to use Swedish during their daily lives unless they use it at the doctor, the store or in other similar situations. What distinguishes the participants in this study is if they feel as part of Swedish society or not. Participant A does not really feel as a part of Swedish society at all, while participant B sees himself as part of Swedish society.

Participant D and participant F does sometimes feel like they are a part of the society, but problems that occurs at their work can sometimes make them feel like they are not part of the Swedish society. This is due to the fact that they have had difficulty expressing themselves when it comes to job-related problems, as their Swedish is very poor.

Participants E and J differ from the remaining participants. Both of them had studied at the university already before they moved to Sweden, they both came with a completed education that enabled them to work with it in Sweden after their knowledge was tested. Both of whom choose to continue studying after they had gone to SFI, this because they wanted to broaden their skills even further. They have both Swedish friends whom they spend time with in their free time, their Swedish is fully developed and they have no difficulty speaking in Swedish. like the rest of the other interviewed, they received citizenship during their first year in Sweden. Both live in calm, family oriented areas in Växjö, where the socio economy is not a negative factor.

These two participants differ considerably from remaining participants as they meet all the under categories in order to fulfill the four different types of integration that Bosswick and Heckmann talks about. These two participants have been adapted to the society and they have learnt the language, norms and traditions in the host country.
However, it is important to mention that Bosswick and Heckmann do not mean that adapting to society equals leaving of all their own traditions, norms and languages. It is not about assimilating immigrants; on the contrary, it is about properly integrating them into a new society. Both participants’ E and J speak Spanish when they are at home with their families, their children also practice Spanish. They still celebrate important Chilean dates such as national day together with other Chileans in Växjö. One can say that at home, for these people there are still much Chilean traditions, norms and Spanish being used.

Something that both participant G and H have in common unlike the remaining participants, was that they chose to move back to Chile for a while. Participant G chose to move back because she missed Chile and her family while participant H chose to move back to Chile because she detested Sweden very much and did not feel at home even though she had lived in Sweden for 20 years. These two participants do not speak the language well, participant G has no Swedish friends at all. While participant H has some Swedish acquaintances that she has contact with in her free time. Participant G received the citizenship very quickly during her first half year being in Sweden, and participant H had it already in Chile before she immigrated to Sweden. This is very interesting as they both very clearly mentions that when they were here in Sweden in the first years they worked all they could because they both wanted to go move back to Chile as soon as they had enough money to be able to return.

What makes their cases even more interesting, even though they lived these years, with the thought of moving was that both of these participants’ children grew up, they also got grandchildren before they decided to move back to Chile. These two live in good areas of Växjö, participant G lives in the center of Växjö, while participant H lives in a big house with three floors house towards a forest in Växjö. Both had stable jobs during their working life in Sweden. However, they both had a very limited time in SFI, which led to them both having much difficulties in the Swedish language. Both were badly educated in Chile as they both got married very early and they came from poor families and did not have the economy to let their children study any further. They both think they are integrated into the Swedish society. However, they do not meet up with all the sub-categories to be able to achieve the different integration types that Boswick and Heckmann address in their theory. They qualify for work and where they live, for its structural integration.
As well as fulfilling them in being a citizen of the Identification integration. One can also say that, to a certain extent, the participant H meets the interactive integration as she has Swedish acquaintances. However, she is more involved with people from her own homeland.

The only participants in the study that talked about gender and issues within that subject were participants’ F and J. Participant F says that the fact of her getting a job in Sweden, made her feel integrated into the society. When she worked for the first time in her life, she got a lot more to say and decide on her own life, something she had not done before. Participant J sees this in a much more analytical way when she considers the differences between women and men in her home country and in Sweden. She also chose to comment that many men expect to have a higher hierarchical level than women despite living in Sweden. Where both men and women are considered to have the same value.

To summarize, in this study, it has been noted that the participants who participated in the interviews have managed to achieve certain parts of the four different types of integration. The under categories that they managed to fulfill are the most fundamental in order to be integrated into a new society. This may be the reason why most people feel as part of Swedish society as they succeeded with those things that are the basis for an integration into a new society. The reason they did not achieve the other goals to become fully integrated might well depend on the language being their limit to developing. Also, one should take into consideration that the only two people who became fully integrated into the Swedish society, immigrated to Sweden when they were already well educated. Which can be one factor to make such a big difference between Participant E and J and remaining participants. As this created a head start for them when they were offered another better type of SFI, to get into the working life for those who have a degree.
6 Conclusion

The purpose of this study was to understand and analyze the various obstacles, that Chilean immigrants encountered in their integration process. The results of the data collected in this study show that there are various factors that impede the integration of Chilean immigrants into Swedish society. The social integration theory written by Bosswick and Heckmann has been used during this study to be able to analyze and understand the data collected during the course of the study. In the analysis chapter, the four different integration types have been brought up along with the subcategories that are required for the immigrant to be able to be well-integrated in a new country. This has in turn been used as an analysis for the participants in this study whether they have reached those or not. The micro level analysis that this study focuses on are the Chilean immigrants’ integration process in Växjö. This to find out what has been their barrier to achieving successful integration into the Swedish society.

In order for the reader to understand with ease what has been analyzed based on the findings, the research questions will be answered one by one below:

1) Are the Chilean immigrants fully integrated into the Swedish society?

None of the participants had any problem getting citizenship in Sweden, making it not so hard for the individuals to be able to get a job. This as they did get a job very quickly after receiving their citizenship. This in turn led the majority who were interviewed to end their studies at SFI. Which led to the fact that almost all participants never learnt Swedish very well, despite this, most of them worked many years in the Swedish labor market. However, the lack of language has meant that some of the participants have had difficulty expressing themselves in certain situations, which in turn has led to frustrations.

The participants have the insight that if they had come up with a different attitude they could have learned Swedish better. Some of them came up with the idea of moving back to Chile, making them to focus on working a lot for gaining money rather than study. They now say that if they had chosen to stay longer in SFI, they would probably have had more and better opportunities since they could have spoken the language better. However, it is important to mention that most of the participants feel as part of Swedish society.
The participants in this study reach certain goals under each type of integration, but not enough to fully complement Bosswick and Heckmann's theory of social integration. Then the four different integration types are in order to integrate a human into a host society in the best appropriate way.

Looking at the theory of social integration, and measuring what all the participants have achieved, only two of all participants are measuring all goals of being fully integrated. The rest do not meet the different goals to be said to be fully integrated. What is interesting, however, is that all participants except one in group 1 and the two ones who are fully integrated, feels part of the Swedish society. All those who did not reach up to being fully integrated had one thing in common which was that they all had very bad Swedish.

2) In which ways were the integration process different from each individual, based on gender and education?

According to the findings and the analysis of the findings in this study, there is a certain difference among the participants’ integration process. Their experience differs as regards to education, since those with high education today are fully integrated with Swedish society while those who are lowly educated are not fully integrated. There is no indication that there is a difference between men and women in terms of integration. However, it is important to note that most women had not worked before moving to Sweden, it was something that was completely new to them. The differences between the gender was not talked about among many of the participant in the study talk about, but for two participants in group 2. It was a low-educated participant as well as a highly-educated participant who spoke about the differences between the countries with a focus on the gender question. But the study did not show dramatic difference between the gender in the integration process. As both men and women started working when they arrived in Sweden.

There were only two participants who distinguish themselves from the remaining participants, one man and one woman from the two different groups, as they were the only ones who had a degree from studies at the university in Chile when they immigrated to Sweden. They are the only participants in this study who, according to the theory used, could be said to qualify as fully integrated into Swedish society.
3) **How do the Chilean immigrants experience their reception in Sweden, looking at the reception from the Swedish authorities and their social life reception?**

The participants in this study had no problems with their reception by the Swedish authorities. As they received citizenship very soon after arriving to Sweden and help from the social services to find jobs, as well as finding schools to their children and receiving help for those who needed psychological help after traumatic experiences from Chile.

Most of the participants thought that Swedes were very cold people but that they could be very nice, which was something they had got used to over time. It was only one of the participants who had a very hard time looking at her social life reception during her first twenty years in Sweden. As she had a lot of trouble with the people and did not enjoy being in Sweden, this was a frustration that were going on for many years.

It is important to mention that this study is focused on the Chilean integration in Växjö, and only covers ten persons, which makes this study very small and difficult to draw general conclusions from. The data collected for this study is after all the Chileans' insight into their own integration process in Växjö. It is important to acknowledge that there is a need of a further research.
7. References

7.1 Printed sources


Bryman Alan, 2016, Social research methods 5th edn., Oxford University Press


7.2 Online sources


8. Appendix

8.1 Appendix A: Interview guide

1. What year did you come to Sweden?
2. Why did you move to Sweden?
3. How long have you lived in Sweden?
4. Do you have children?
   If yes, how many?
5. Are you married / have a partner?
   If yes, how long have you been a couple?
6. Why did you choose to stay in Sweden?
7. Where do you live somewhere here in Sweden?
8. Did you use any kind of aids to learn Swedish?
   If yes, what kind of aids? If no, why did not you?
9. How long did you participate in the language aid?
10. How long did it take you to learn the language?
11. Would you say you speak fluent Swedish?
12. How long did it take for you to get a job here in Sweden?
13. What do you have for academic background?
14. Did you choose to study in Sweden, anything other than Swedish?
   If yes, what did you study?
15. What did you work as in Chile?
16. What do you work with today?
17. What would you say was your biggest barrier / difficulty with the integration process to Sweden?
18. Do you feel like a part of Swedish society?
   If yes, how long did it take for you to feel like a part of the Swedish society?
19. Do you have Swedish friends?
20. Do you have Chilean friends here in Sweden?

21. What is the biggest difference between Chile and Sweden, both cultural and norms according to you?

22. How do you experience the Swedish authorities' contact with you / your family during the tutoring process?

23. How long did it take to get a residence permit?

24. Can you tell me about your first impression of Sweden when you moved here? Example: How did you experience the language, religion, customs and laws, tradition, material culture and food?

25. Do you think your personality has changed since you came to Sweden?

26. What do you miss most with Chile?

27. How often do you attend social events with the Swedish people?

28. How often do you attend social events with Chilean people?

29. Do you belong to any group or association of people that represent most of people from Chile?

30. Do you belong to any group or association of mostly Swedish people participate?

8.2 Appendix B: Participant presentation

8.2.1 Participants in group 1

Participant A: is a retired male that did immigrate to Sweden under the year 1988.
Participant B: is a retired male that did immigrate to Sweden under the year 1976. Participant B was a political refuge from Chile.
Participant C: is a retired male that did immigrate to Sweden under the year 1980. Participant C was a political refuge from Chile and were the one that received much help from the social services because of his trauma from Chile.
Participant D: is a still working male that did immigrate to Sweden during the year 1988. Participant D was a political refuge from Chile, and were and is highly active within the communist party from Chile.
Participant E: is currently a student male, immigrated to Sweden in 2008.
8.2.2 Participants in group 2

Participant F: is a still working male that did immigrate to Sweden during the year 1985.

Participant G: is a retired female that did immigrate to Sweden under the year 1977. Participant G did return to Chile for eleven years, after being in Sweden for a very long time.

Participant H: is a retired female that did immigrate to Sweden under the year 1980. Participant H did return to Chile for eight years, after being in Sweden for twenty years.

Participant I: is a still working female that did immigrate to Sweden during the year 1988.

Participant J: is a still working female that did immigrate to Sweden during the year 2001.