

Liivia Pallas

# Visual Assessment Method

Assessment of the Approaches Used in Promoting the  
Immigrant Integration

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Helsinki Metropolia University of Applied Sciences

Bachelor of Social Services

Degree Programme in Social Services

Thesis

2<sup>nd</sup> November 2016

Author Title	Liivia Pallas Visual Assessment Method. Assessment of the Approaches Used in Promoting the Immigrant Integration
Number of Pages Date	30 pages + 4 appendices Autumn 2016
Degree	Bachelor of Social Services
Degree Program	Social Services
Instructors	Eija Raatikainen, Senior Lecturer Sylvia Tast, Senior Lecturer
<p>This functional thesis was made in cooperation with Helsinki Metropolia University of Applied Sciences KEPELI project which aims to develop bodily and game related approaches intended to be used with immigrant groups to promote their integration into Finnish society. The project is targeted at immigrants and refugees of working age from outside of Europe living in Finland, who possess low Finnish language skills and whose integration process has been slowing down for various reasons.</p> <p>A visual based assessment method was developed to acquire feedback from the target group regarding the effectiveness of the project's bodily and game related approaches. The assessment method created included pictograms and plain language statements and visual symbols describing the immigrants' learning aims.</p> <p>The assessment method created was first evaluated by facilitators who work with immigrants and later piloted with two different groups of immigrants, possessing low Finnish skills. The method seemed not working in the group, where the participants were in the beginning of their Finnish language studies. Misunderstandings and different ways of interpreting the pictures might have resulted in confusion among the participants and it led to inability to assess the approaches in a desired way. However, the results appeared to be more effective when implemented with immigrants who possessed more Finnish language skills. In the future, this assessment method might be worthwhile to organizations working with immigrants, if further developed and modified to the needs of different activities and different groups by professionals and students in the field.</p>	
Keywords	integration, assessment, pictogram, plain language, multicultural work, bodily and game related approaches



Tekijä Otsikko  Sivumäärä Aika	Liivia Pallas Kuvat arvioinnin apuna. Kuvallinen arviointimenetelmä maahanmuuttajien kotoutumista tukevien harjoitteiden arvioinnissa 30 sivua + 4 liitettä Syksy 2016
Tutkinto	Sosionomi AMK
Koulutusohjelma	Sosiaaliala
Ohjaajat	Eija Raatikainen, Lehtori Sylvia Tast, Lehtori
<p>Tämä toiminnallinen opinnäytetyö on toteutettu yhteistyössä Metropolia Ammattikorkeakoulun KEPELI-hankkeen kanssa. Hankkeen tavoitteena on kehittää kehollisia ja pelillisiä harjoitteita maahanmuuttajien kotoutumisen tukemiseen. Hankkeen kohderyhmänä ovat Euroopan ulkopuolelta tulleet, Suomessa asuvat työikäiset maahanmuuttajat ja pakolaiset, joilla on niukka suomen kielen taito ja joiden kotoutumisprosessi on hidastunut erilaisista syistä.</p> <p>Opinnäytetyössä kehitettiin visuaalinen arviointimenetelmä, jonka avulla voidaan kerätä kohderyhmältä palautetta siitä, kuinka vaikuttavia KEPELIN keholliset ja pelilliset harjoitteet heidän kokemuksensa mukaan ovat. Arviointimenetelmä sisältää piktogrammeja ja selkokieliä väitteitä sekä visuaalisia symboleita, jotka kuvaavat harjoitteiden oppimistavoitteita.</p> <p>Menetelmää arvioivat ensin maahanmuuttajaryhmien kanssa työskentelevät ohjaajat. Myöhemmin menetelmää testattiin kahdessa eri maahanmuuttajaryhmässä, joissa osallistujien suomen kielen taito oli alhainen. Kuvallinen arviointimenetelmä ei vaikuttanut toimivalta ryhmässä, jossa osallistujat olivat suomen kielen opintojensa alkuvaiheessa. Kuvien mahdollinen monitulkintaisuus ja väärinymmärrykset saattoivat johtaa siihen, että osallistujat hämmentyivät, eikä arviointia pystytty toteuttamaan halutulla tavalla. Sen sijaan menetelmä koettiin toimivana ryhmässä, jossa suomen kielen taitoja oli jo hieman enemmän.</p> <p>Kuvallisesta arviointimenetelmästä on hyötyä erilaisten maahanmuuttajaryhmien kanssa työskenteleville. Erityisen tärkeää on sosiaalialan ammattilaisten ja opiskelijoiden kehittää menetelmää edelleen ja soveltaa sitä kunkin ryhmän toiminnan ja tarpeiden mukaan.</p>	
Avainsanat	kotoutuminen, arviointi, piktogrammi, selkokieli, monikulttuurinen työ, keholliset ja pelilliset menetelmät

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## 1 Introduction

Finland has been undergoing massive changes due to the influx of refugees during 2015-2016 as immigration and integration have been challenging officials and the whole society. According to Ministry of Employment and the Economy, out of 30 000-35 000 asylum seekers who came to Finland in 2015, roughly 30% will get residence permits, which results in an additional 10 000 people to integrate into the Finnish society compared to the previous years. A strong emphasis has been put on the importance of immigrants becoming active members of the society, as well as including them as active actors in the integrations process. (Ministry of Employment and Economics 2015.)

According to the Minister of Justice and Employment, who is responsible for the integration, the challenges should be handled in a new way. For example, different organizations can play a big role in the integration process as they can help to create good contacts with the working life (Ministry of Employment and Economics 2015). Metropolia University of Applied sciences has responded to this need with a KEPELI project, which promotes integration through creative bodily and game related approaches. Through these approaches KEPELI aims for optimized integration and motivating the participants to create future goals for themselves, mainly in regards to studies or working life.

The aim of this thesis is to respond to the need of the KEPELI project to have a visual based assessment method, which assesses the effectivity of bodily and game related approaches with people who have low or no Finnish skills. According to Ministry of Employment and the Economy and Kotouttamisen osaamiskeskus, there are hardly any assessment methods which assess the effectivity of integration. While it appears that there has been a fair amount of language training and its assessment, assessment of integration in other areas has been lacking (Personal Learning Diary 2016, Salmenkangas). Additionally, the personal motives for this project derive from the interest to combine social work field with photography. Having studied both photography arts and social services, creative methods in social work have been the interest throughout my studies.

## 2 Kepeli as Working Life Partner

The name KEPELI derives from Finnish “Kotouttamista kehollisilla ja pelillisillä menetelmillä” which means integration through bodily and game related approaches. KEPELI aims for optimized integration and promotes the cooperation between the officials and different organizations. The idea is to create approaches which are inspiring and effective to e.g. support the learning of Finnish language; provide information about the Finnish society; life skills and self-knowledge; positive self-image and motivation towards work or studies; and general empowerment. KEPELI project, which is running during 2016 - 2018, is coordinated by Helsinki Metropolia University of Applied Sciences and it receives its funding from Asylum, Migration and Integration Fund (AMIF).

There are three main partner organizations which closely work with KEPELI; African Care ry, Pro-tukipiste and Sports Academy Kisakeskus. African Care ry is a NGO which supports and aims to empower disadvantaged women living in Finland (African Care 2016). Pro-tukipiste is a NGO which supports and provides free services for men, women and transgender people who have in the past, or are currently involved in the sex work and erotic services industry (Pro-Tukipiste 2016). The third partner, Sports Academy Kisakeskus, offers sports education for people of all ages, and provides different types of free time activities and courses (Kisakeskus 2016). In addition to the organizations mentioned above, KEPELI will be collaborating with municipalities in the capital region, different educational institutes, and NGOs working with immigrants, whereby it also aims to strengthen these networks. Overall, at least 13 different organizations will be working with and benefit from this project. The idea is to utilize the professional skills and knowledge of the organizations which work with immigrants to produce these creative approaches KEPELI aims to have the target group, immigrants and refugees, as active participants in helping to develop the bodily and game related approaches. (Personal and KEPELI Project meeting notes 29.2.2016.)

KEPELI aims at strengthening the methodological skills of organizations working with immigrants by gathering existing suitable methods as well as developing new ones. Thus, anyone working with immigrants, especially with people who have low Finnish language skills and face challenges in integration, can benefit from using these freely available approaches. After the end of the project, the approaches should be available on the project website for the use of any professional working with immigrants. Additionally, the online website will have clear instructions and video tutorials to assist with the use of the

methods, and workshops will be arranged to train facilitators. (Personal notes in KEPELI meeting 29.2.2016, 10.5.2016.) Overall, both the bodily and game related approaches and the visual assessment method are meant to be easy to use for anyone working with similar target groups in the future.

## 2.1 Target Group

KEPELI's target groups are working aged (15-64-year-olds) immigrants or asylum seekers who come from countries outside the EU, with the main focus on third world countries, and who have been granted a residence permit in Finland. Therefore, asylum seekers in the asylum-seeking process are excluded from the target group. Also, they are or might be in a vulnerable position such as victims of human trafficking. The project targets especially those who have recently moved to Finland or their integration in the initial stages has slowed down. The project's aim is to reach about 280 people during 2016-2018 through various organizations.

The aim is to strengthen Finnish language skills and optimize guidance and counseling. The project intends to help people who are otherwise hard to reach, such as stay-at-home mothers who have no Finnish language skills. Also, they want to acknowledge the skills that immigrants already have. KEPELI intends developing an approach which would make it easier for University of Applied Sciences' students to encounter immigrants and also create spaces where learning and exchange of skills and knowledge could be a two-way process.

## 3 Purpose and Aim

The purpose of this functional thesis is to create a tool for evaluation and gathering user experiences from the participants in sessions where KEPELI approaches are being used. The tool is meant to assess the effectivity of the methods; whether the game and bodily related methods are useful and whether they serve the purpose they are created for. Learning aims have been set for each method, and those aims will be the base for the developed assessment method. The aim is not to assess each game related and bodily approach separately, but as a longer session or a group of sessions. The assessment method will be created for participants who have low Finnish skills.



The idea is to develop a concept, which is easy to understand and use, does not need a specific professional background to use it and is manageable with basic facilitation skills. At first the idea was to create two different methods for immigrants who have different levels of Finnish language skills. The method should be possible to use with different target groups within different organizations. The aim is also to give organizations working with immigrants a tool that helps to evaluate the methods in a simple way. Because of my background in photography art, the assessment method is visual based, including pictograms together with plain language.

## **4 Integration and Immigration in Finland**

This chapter looks into the immigration policies in Finland, the reasons for migrating to Finland and current immigrant groups.

### **4.1 Integration Policies in Finland**

The Ministry of Employment and the Economy defines integration as an interactive process between the immigrant and the society whereby the immigrant has gained the skills and information needed in the society and in working life. Meanwhile, the immigrant will be given support to maintain their own culture and language. Integration is a two-way learning process, which means it is dependent on both the activeness of the immigrant as well as the society. (Ministry of Employment and the Economy 2014.)

The Finnish Act on the Promotion of Immigrant Integration (Laki kotoutumisen edistämisestä 1386/ 2010), which came into force in 2011, aims to promote and support integration, and enable active participation of immigrants in activities in the Finnish society. The aim is to ensure immigrants are aware of their rights and obligations, and that they acquire equal status in comparison with the other members of the society. Furthermore, the aim is to promote equality and positive interaction between different demographic groups. The integration is supported by the government, other officials and service providers from various fields who provide different services, which can include information about the society, language training and labor market skills. (Laki kotoutumisen edistämisestä 2010: 1 §). Overall, advice, counselling and guidance should be given

throughout the integration and especially in the beginning of the process. (Ministry of Employment and the Economy 2014.)

The Finnish Act on the Promotion of Immigrant Integration law defines immigrant as someone who has moved to Finland for other purposes than traveling and possesses a residence permit. Therefore, the Act applies for those who possess the residence permit, whose residency has been registered or someone who possesses a residence card. However, the law does not apply to immigrants who have been granted a Finnish citizenship. According to the law, the immigrant is entitled to different services which promote and support the immigration such as Finnish or Swedish language training, information about the society and the culture. There should be guidance and counselling provided on the available services and the possibilities for employment and education, especially in the beginning of the integration process. (Laki kotoutumisen edistämisestä 2010: 2 §, 3 §)

The most important services which promote integration into Finnish society include initial assessment (alkukartoitus), integration plan (kotoutumissuunnitelma) and integration training (kotoutumiskoulutus). All above mentioned can be carried out by Employment and Economic Development Office, Social Offices or educational institutes. The initial assessment is implemented in cooperation with the municipality of residence and with the employment and Economic Development Office. It will include an examination on the immigrant's previous education, work experience and skills, and based on these factors, an assessment will be carried out on the need for an integration plan. The law requires for the integration plan to be finished within two weeks of the initial assessment. (Laki kotoutumisen edistämisestä 2010)

An individual integration plan, which assesses the need for support, will then be drawn up. Firstly, the plan should support the learning of Finnish or Swedish language but also promote the learning of societal and working life skills. Secondly, it should include job seeking related information and other guidance and services to support in finding suitable employment. Lastly, the plan can also include training in literacy skills, mother tongue training, integration training and other factors that are related to the integration of an individual. Also, it should take into account the individual's personal interests and preferences. The plan needs to be completed within three years of granting the first residence permit and it is done for one year at a time. (Laki kotoutumisen edistämisestä 2010, 11 §, 12 §, 13 §) The integration training consists of acquiring basic Finnish or

Swedish language skills through training, and reading and writing skills if needed. Additionally, other education shall be provided which promotes the possibilities for employment and further education. Integration training can also include improving any other prior skills, education and professional skills the immigrant has. Lastly, information related to Finnish culture and society and life management skills will also be taught in the training. (Laki kotoutumisen edistämisestä 2010, 20 §, 21 §)

#### 4.2 Reasons for Migrating to Finland and Current Immigrant Groups

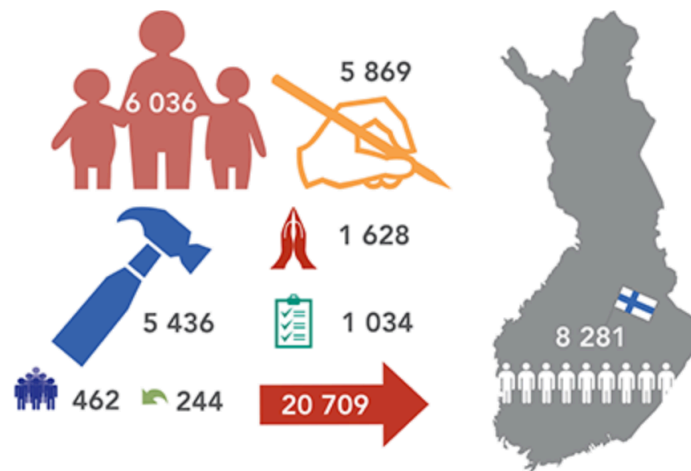


Figure 1. First residence permits issued by The Finnish Immigration Service in 2015. (Finnish Immigration Service 2016)

As the figure above shows, the most common reasons for migration based on residence applications are family (6036 immigrants), work (5436), studies (5869), seeking asylum (1628), quota refugees (1034) and remigration (244). Altogether 20 709 people were granted residence permit and 8281 individuals got Finnish citizenship in 2014. (Finnish Immigration Service 2016.) A research done by Statistics Finland in 2014, which looked into the reasons for migrating to Finland in first and second generation immigrant background residents based on their own stories showed that family was the most common reason for migrating for in people with an immigrant background living in Finland in 2014. Of those who have migrated for family reasons, 54% mentioned it was due to love and family, and out of those, 25 % have come to Finland with their parents when they were under 15 year olds. Migrating for family reasons was higher for females than for males whereas employment and studies was higher for males. In total, nearly one fifth of the immigrants in both sexes named work as their most important reason for migration and

one tenth named studies. Seeking asylum was the most important reason for every tenth resident. (Sutela, Larja 2015)

According to National Institute for Health and Welfare (2015), immigrant can be defined in many ways, but most often, definition is made based on nationality, language, or the country of birth. Naturally, different results will be achieved using different defining factors (see figure 2. below). In some cases, also so called second generation immigrants, whose both parents or the only parent alive is an immigrant, are defined as immigrants in the statistics. The table below shows that out of 5 471 753 people living in Finland in 2014, the immigrant population based on citizenship is 219 675, based on language 310 306 immigrants, and based on country of origin 321 977 immigrants. Current largest immigrant groups in Finland, when looking into the country of birth, are Russian Federation, Estonia, Sweden, Russia, Somalia, Iraq, China and Thailand. (The Family Federation, n.d.)

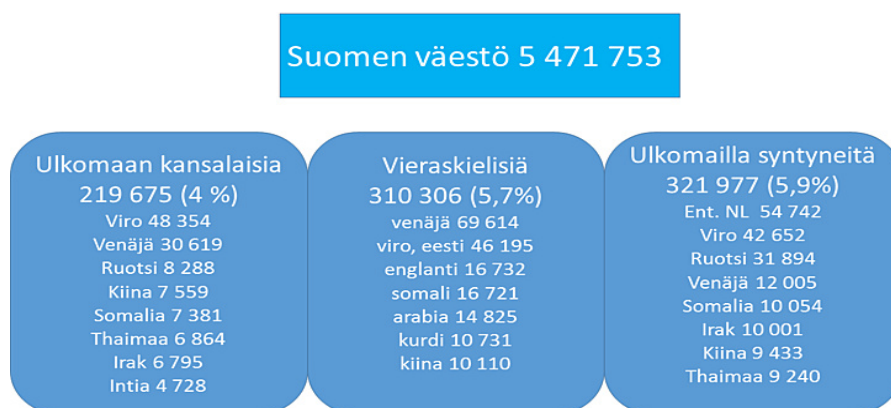


Figure 2. Finland's immigrant population based on nationality, mother tongue and country of origin in 2014. (Statistics Finland cited in the Family Federation, n.d.)

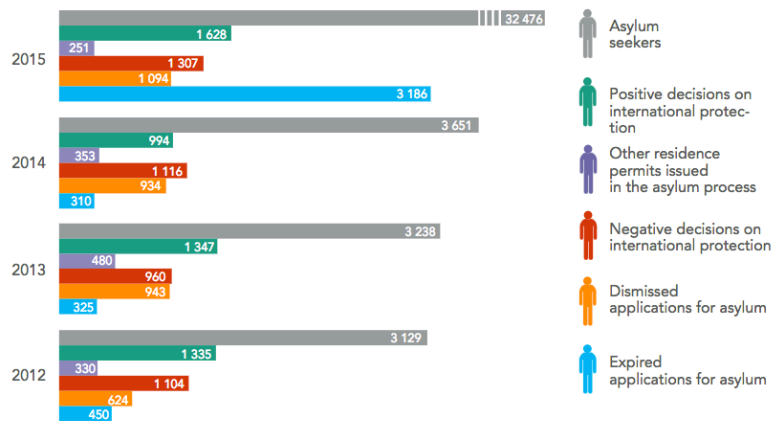


Figure 3. "Asylum seekers and decisions concerning them in 2012 - 2015" (Finnish Immigration Service 2016)

The above figure shows the growth in asylum seeking in the year 2015. Whereas during 2012 - 2014 there were less than 3700 asylum seekers, in 2015 the number grew to 32 476. The picture does not include all the negative and positive decisions of those 32 476, because the process of granting asylum for the applicants has continued during 2016. (Finnish Immigration Service 2015.)

## 5 Game Related and Bodily Methods

KEPELI project involves five lectures from Helsinki Metropolia University of Applied Sciences, who are all specialized in different fields such as Social Services, Performing Arts and Sports Sciences. The approaches created in KEPELI are based on different drama techniques, psychomotricity and different language learning techniques. The game related and bodily approaches are always used in group settings with the help of a facilitator.

### 5.1 Developing Games

Kultima describes developing games as an interactive process whereby the game is developed one version at a time until the desired outcome is reached. The process requires time and patience as the first version will probably not be the successful one and even the whole game might end up being unsuccessful which will result in the development

process starting from the beginning. However, it does not mean that a failure has occurred as important aspects might have been learnt. While it is important to work towards finding the most suitable version of a game, due to resource scarcity and tight time schedules, compromises might have to be made. Interestingly, sometimes a version which no one ever thought of is the most successful one. (Kultima in Krokfors, Kangas, Koptisto 2014, pp. 138-139)

## 5.2 Games and Motivation

Ryan and Deci write about motivation and its role in learning. (Ryan and Deci cited in Järvillehto 2014) In Self-determination theory, motivation is divided into three categories: amotivation, where the person only follows rules without any intrinsic nor extrinsic motivation; intrinsic motivation where motivation comes from the needs and the willingness to do something for the sake of doing it; and lastly extrinsic motivation, where the motivation comes from the outside need or getting rewarded. According to Ryan and Deci, intrinsic motivation is related to the psychological needs, which bring happiness and satisfaction when the needs are satisfied, but sorrow, when they are not. Therefore, goals which are intrinsically motivated, are much more likely to create happiness and satisfaction in the overall life situation when they are met, than goals which come from a person's extrinsic motivation. (Järvillehto 2014, pp. 24-25.)

Intrinsic motivation can be divided into three important factors in sustainable learning: competence, autonomy and relatedness. Autonomy is defined as the feeling of control of one's own life, as one is able to reach goals through their own actions. (Ryan and Deci cited in Järvillehto 2014, pp. 24-25) Competence is defined as a feeling of life management, being able to do things and accomplish the goals one has set for oneself. Järvillehto emphasizes how the set goals need to be difficult enough in order to keep the interest of a person who is trying to achieve the goal. Yet, for the sake of well-being and satisfaction, the activity itself has the most important meaning. (Järvillehto 2014, p. 31.) Relatedness means the sense of belonging into a group of people and connecting with them. According to Järvillehto, it is as important as the cause of motivation. Relatedness gives the sense of feeling that one is valuable and important in advancing others' well-being and is something each one of us is born with. The sense of relatedness is strongly connected to participation, influence and responsibility. Rigbyn and Ryan (cited in Järvillehto 2014, p. 33) further explain how relatedness consists of warmth, care and involvement. Warmth can mean for example taking others into account by smiling or through body language.

Care can mean the connection between two people whereby both will take note of the needs of oneself and the other. Involvement means that one notices the effect they have on each other, for example through humor. (Järvilehto 2014, p. 33)

Motivation is strongly related to the game related and bodily methods. One of the main goals of KEPELI is to motivate the participants so that they would make future goals for themselves and move towards the set goals. These goals can be for example finding a study place, get the motivation to learn the Finnish language or seek employment. The group setting in KEPELI allows positive learning experiences, belonging to a group and most of all, learning through fun activities which aim to have a long-lasting positive effect on the participants.

## **6 Evaluation**

This chapter clarifies the need for evaluation in the Social Services context, and especially in projects, which receive funding from external sponsors. Furthermore, an explanation will be given to the meaning of effectiveness and a description will be provided for the evaluation framework, which guides the visual assessment method created in this functional thesis.

### **6.1 The Need for Evaluation**

According to Ekholm, evaluation is a societal and interactive process between the target group, project workers and the evaluator (Ennora n.d.). Comfort and Hoggarth point out that evaluation is a crucial part of any project, which gets funding from external donors. It is part of accountability and shows to the service users and donors how well the set goals have been met and indicates if clients get what they were promised with the amount of money provided to them. Pohjola states, that social work has a responsibility not only to the donors and service users, but also to the taxpayers, decision-makers, and to the organization itself. (Pohjola, Kemppainen, Väyrynen 2012, p. 9). Also, ensuring a good level of accountability can have a positive impact on the organization that coordinates the project, which might result them receiving more opportunities in the future (Comfort and Hoggarth 2010, pp. 14-15). The evaluation research is related to performance oriented societies which control the quality, optimize the efficiency, decrease the

risks and emphasize the financial aspects (Pohjola, Kempainen, Väyrynen 2012, pp. 26-27). KEPELI needs evaluation to prove to the donors that the project has reached its goals and that it has had a positive effect on the target group. Also, KEPELI needs evaluation in order to better develop the approaches and future practices. Overall, feedback from participants and facilitators using the bodily and game related approaches with immigrant groups is vital for developing the approaches.

Evaluation can be divided into summative and formative evaluation. Summative evaluation means evaluating the effectiveness of the project, which usually means evaluating the final results of the project. Formative evaluation takes place while the project is ongoing as it is evaluating the process of a project with the aim to develop it further. This ensures a better understanding and documentation of the project but also acts as a guide and a base for the learning processes. Auranen suggests that both of the methods should be used to get the best results. (Seppänen-Järvelä 2004, cited in Auranen, Hakalisto, Hiltunen-Toura, Hämäläinen-Abdessamad, Kaski, Myllärinen, Sipilä, Sutela, Väisänen, 2005, p. 89).

Comfort and Hoggarth claim that the projects which involve people are complex in nature due to different partners, their needs and overall human interaction. Therefore, they emphasize the importance of frequently performed formative evaluation during the process and summative evaluation done at the end. Therefore, both formative and summative evaluation play a big role in the projects. In this thesis, the developed visual assessment is a form of formative evaluation as it aims to give feedback on the game related and bodily approaches while the project is ongoing. Nevertheless, the visual assessment method can be used after the project has ended. However, as the visual assessment method might give an idea of the project as too narrow, it should not be used in summative evaluation. (Comfort and Hoggarth 2010, p. 18.)

## 6.2 Effectiveness

According to Pohjola, effectiveness is a diverse concept which is used often and can be understood in many ways. In social work, it can mean effectiveness on the society level, in the service system, within an organization, and as effectivity of the work and the changes which have been made on the individual level. Also, it can be related to the financial effectivity of the services, productivity, quality of the services and customer satisfaction. Pohjola claims that problems arise when there is an attempt to respond to all



the levels mentioned above with only one concept and with the same research method. (Pohjola, Kemppainen, Väyrynen 2012, p. 10.) Pohjola also states that several concepts, such as effectiveness, evaluative strategies and evidence-based practices are often all being mixed and mistakenly used as one concept (Pohjola, Kemppainen, Väyrynen 2012, p. 22).

Effectiveness usually means the causal relationship between the activity and the change, whereby the change is identified as the outcome of the activities. Interventions mean methods such as working models, ideas and resources and are always dependent on the context, therefore they cannot be simply carried out mechanically or repetitively. However, Kemppainen and Ojaniemi claim that in social work, effectiveness of an activity cannot be revealed simply by observing a simple causal relationship between an intervention and change. Change happens through complex mechanisms, which are enabling, conditioning, and limiting the contexts. Therefore, measuring the situation before and after the interventions is simply not enough to show the effectiveness. The effectiveness is all about the sum of interventions, contexts, mechanisms and results. According to Kemppainen and Ojaniemi, facilitator is also strongly related to the interventions through their own interpretations and processes of giving meanings. Context can be understood as social relationships, norms, actors' characteristics and life histories, and circumstances where the activities are organized as it all has an impact on the actors. There are individual, collective, and structural actors which condition the activities and their results. To conclude, the important questions about effectiveness are: what has an effect, what does it affect, how does it affect, when does it affect and under what conditions does the effect take place? (Pohjola, Kemppainen, Väyrynen 2012, pp. 52-53.)

In the beginning of the project, the idea was to evaluate the effectiveness of the bodily and game related methods. However, effectiveness is such a wide theme and a simple visual assessment method in short timeframe could not possibly measure the effectiveness of the bodily and game related approaches, especially when most of them have not been developed yet. Therefore, effectiveness of the methods is measured through the user experiences and the overall effectiveness of the KEPELI project will be measured by other means.

### 6.3 Evaluation Framework

KEPELI made a public call for tenders concerning Evaluation Framework and an external researcher, who has experience and knowledge in the integration of immigrants, was chosen to coordinate the framework, which is meant to provide an objective evaluation together with new viewpoints in developing the project. Within the evaluation framework, various smaller frameworks will be guiding different parts of the evaluation. There will be a framework which describes the approaches and helps the facilitator to choose the suitable bodily and game related approaches in relation to the learning aims on the KEPELI web page. The second framework concerns the user experiences of the immigrants who take part in the bodily and game related approaches. This framework is developed to guide the visual assessment method and in the method, the feedback will be gathered from participants by using the visual smiley symbols, plain language statements written about the learning aims and pictograms illustrating the learning aims. The visual assessment method will also work as a self-assessment method for the immigrant participants. Additionally, the facilitators who test the creative approaches in relation to the learning goals and in different contexts, evaluate the usability and functionality of the approaches in another framework. Web based tool will be created for gathering the evaluation information. Finally, an evaluation framework will be created to assess the overall effectiveness of the KEPELI project. (KEPELI meeting notes, personal meeting notes 7.6.2016.)

## 7 Assessment Tools

As the target group has minor or no Finnish language skills, a verbal and written evaluation in Finnish is not possible without translation, and therefore, a visual supportive assessment method was chosen for this thesis. The visual symbols and pictograms were meant to support the understanding of what is being assessed. Another reason for choosing the visual based method for evaluation basis was my background in photography arts studies. In this chapter the process of developing the assessment method and testing of the method is explained.

## 7.1 Familiarization with Partner Organizations

In order to better understand the target group of KEPELI project and acquire more knowledge of the different levels of Finnish language skills the participants have, introductory visits were made to two partner organizations of KEPELI, Pro-tukipiste and African Care organization. All visits were also accompanied by two lecturers who work in the Helsinki Metropolia University of Applied Sciences but are also involved in the KEPELI project. African Care was visited two times and during the first visit, the focus was on simply following and participating in their activities. During the second visit to African Care, the lecturers tried some of the bodily and game related approaches and I tested the very first draft of the visual assessment method. Pro-tukipiste was visited once and while one of the lecturers tried some of the game related and bodily approaches, the assessment method was not tested.

## 7.2 Challenges

After the visits to the two partner organizations, the challenges concerning the assessment method became clearer. The Finnish language levels within one group varied tremendously as some women possessed quite good Finnish skills, but others needed translation in very basic things. This challenged the idea of developing an assessment method, which would work with various language levels effortlessly. Also, there were a great deal of differences in reading and writing skills. Additionally, women in the group originated from different countries and cultures which added another challenge as different cultures have different rules concerning reading and writing. For example, the Arabic language is read from right to left, therefore misunderstandings could arise also when it comes to pictures. Further challenges were posed by big groups as it was difficult to moderate the session when women got distracted by other things in the room or began chatting with each other. Overall, different levels of language skills and writing and reading skills, cultural differences and large group sizes posed challenges.

Additional challenges were also caused by time limitations and general lack of knowledge on how the assessment method has exactly been used. After the sessions in African Care and Pro-tukipiste, it became clear that time is a limiting factor, as for example after two-hour session with different activities, there is hardly any time left for evaluation. Therefore, it is important that the method is simple and fast. Another concern in regards to the assessment came from the fact that the facilitators are free to use to the

bodily and game related approaches according to their needs and interests. While individual freedom to choose most suitable approaches can be a positive thing, the problems can arise from there being no limits set for how many approaches have to be used in order to use the assessment method to assess the effectiveness of the approaches. Therefore, KEPELI is unable to control the actual effectivity, as there will not be knowledge on how the assessment method has exactly been used and after which approaches. However, the recommendation is that the method should not be used after only one session of different activities but more sessions should take place before measuring the effectiveness. For this reason, the method aims to measure not the overall effectiveness, but it rather assesses the user experience.

As the bodily and game related approaches can differ quite a lot and the organizations might use just one or few of them in several sessions, it seemed rather challenging and meaningless to create one method to fit all possible situations. This being said, it was suggested that a method would be created, which would evaluate only one method at a time, and not the effectivity of several methods in KEPELI, which had been the primary aim. The focus will be on learning outcomes rather than on the effectivity of the integration of successfulness of several methods.

### 7.3 Different Options

The primary aim of this thesis was to create visual assessment methods which would be used in group settings. The initial idea was to include photography in the assessment method: either pictures taken by the participants or pictures prepared beforehand. After creating several drafts of the photography related methods, it became clear that the photography assignments would consume a great deal of time before they would be meaningful and fit the purpose of the assessment. In order to overcome the time related issues of photography, using pictures for example from online sources was considered. However, during the research of different pictures and pictograms, it was rather difficult to find pictures which represented different cultures and are overall culture sensitive. Furthermore, as people from different cultures give different meanings to similar pictures, interpreting the outcome without written text can be challenging. Additionally, ethical aspects in regards to photography needed to be considered as well. Comfort and Hoggarth claim that extra caution should be paid to protecting the participants, especially if they

are in a vulnerable position, and ensuring that information about them is kept anonymous. (Comfort and Hoggarth (2010, pp. 166-167) Therefore, participants taking and using their own photos might negatively affect their anonymity.

Another option would have been to create completely new pictures in various themes and with randomly chosen people. Unfortunately, it would have been too resource and especially time consuming to find suitable models and take the pictures for the assessment method. Even though it was not possible to relate photography to the assessment method, it would be possible to use it as a creative method for self-assessment on its own. In that case, evaluation could be related for example to the participant's current life situation. What is the participant satisfied with? What could be changed? What are their future goals and how could they achieve them? As the method would be time consuming, it could be carried out as a photography course where participants could potentially attach stories to their pictures. Overall, while the photography method was considered for the thesis, it could not be used because of the time restrictions.

As the purpose was to find pictures which did not represent a certain race or sex, using Blob tree method, created by Pip Wilson, was considered (see Figure 4). However, KEPELI preferred a less abstract method and requested the possibility to compare the results of the assessment from different organizations. Therefore, a framework for the visual assessment method was developed together with KEPELI and the external researcher, who also coordinated the evaluation framework development process for the formative and summative evaluation purposes.

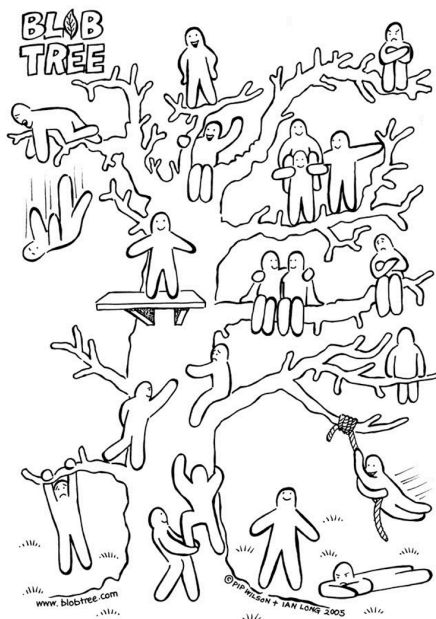


Figure 4. The Blob Tree. Copyright Pip Wilson (Comfort and Hoggarth 2010, p. 162).

There were discussions about whether the assessment method should be used in individual or group settings, and whether it should be used with people who have already acquired some Finnish language skills or with people who have barely any Finnish skills. Also, should there be a requirement for how many approaches should be used to be able to use the assessment method or should each approach be assessed individually. The final method included Sclera pictograms and plain language and was meant to be used to assess the approaches after one or several sessions, with people who already have some knowledge of Finnish language and could be carried out both as an individual assessment and as an assessment in groups.

#### 7.4 The Final Assessment Method

A visual assessment method was developed to assess the effectiveness of the approaches used and created in KEPELI project. The assessment method includes Sclera symbols, plain language learning aims and visual smiley symbols, which represent the human face. Initially the visual assessment method was created in a printable form so that the KEPELI project can gather comparable feedback on the approaches through online system (facilitators would scan the forms).

The assessment method used in group settings consists of seven different papers (see Appendix 1) of which each include plain language statements, for instance “I learned

more Finnish language”, pictograms which are supported by Finnish words to clarify the message, and three smiley symbols with an accompanying text of “a lot”, “some” and “none” to symbolize disagreement or agreement. The pictograms aim to support the understanding of the plain language statements. Furthermore, the words under the pictures aim to avoid misunderstandings in the misinterpretation of the pictograms. Lastly, the participants are asked to choose one of the three smileys to show their opinion on the statement. For example, for a statement “I learned more Finnish language”, they participant will circle the smiley which says “a lot” if they agree completely, but if they feel they learned a little bit, they will circle “some” and lastly, if they feel they did not learn anything new, they will circle the smiley which says “none”.

The method can be used in an individual setting, meaning that every participant will give their individual feedback on an individual sheet of paper (see Appendix 1). When using the assessment method in group setting, the statements and the pictograms remain exactly the same, but there are three margins under the smiley symbols, where every participant can mark “X” according to the opinion of the statement (see Appendix 2). In that case, there will be only one sheet of paper, which goes around among the participants and each will mark their opinion. Alternatively, there can be a bigger poster on the wall, where each participant will mark their opinion of the learning aim. The facilitator does not have to use all seven learning aims in the assessment session, rather they are free to choose the one/s they feel is most suitable. The assessment tool can be used, even though not recommended, after one session of bodily and game related approaches, or after several sessions, and the assessment outcomes are visible almost instantly. The visual assessment method can also be used as a supportive method for a feedback discussion with or without translators, and potential alterations can be made for a functional use of the approaches if needed.

Even though the visual assessment tool is created for gathering feedback on the bodily and game related approaches, it is also an important tool for self-assessment in a group. The use of the method can firstly clarify the learning aims of approaches to the participants, and then they can reflect on whether new skills were acquired or not.

#### 7.4.1 The Sclera Symbols

Sclera symbols were first developed in Belgium by Sclera Non-Profit Organization (NPO) for kindergarten purposes in 2004. The symbols are free of charge and available to use for anyone under the following creative commons license terms: credits need to be given to the developer of the symbols; changes can be made in a reasonable manner, and if any changes are being made, it has to be mentioned; and lastly, the symbols may not be used for commercial purposes. Otherwise, the symbols are available to copy and share freely. (Sclera n.d.) The Sclera symbols were chosen for this assessment tool, because they are easy to read and neutral in their appearance as they do not represent any gender or people from any culture. There are a lot of pictures and graphical pictures available online, but most of them represent only white western people, which is not culturally sensitive when working with multicultural groups. In this thesis, some minor changes were made to the symbols but the Sclera symbols were not mixed with any other symbols or pictograms to keep the visual outlook clear and consistent. The symbols were collected from the official website of Sclera, and from the stock images in Papunet web page. In the beginning, several symbols were chosen and later on some changes and replacements with alternative symbols were made based on the suggestions received from peer facilitators (see chapter 7.5)

According to Selkokeskus, no picture can be banned only because it seems too complex to understand as even a very abstract picture can sometimes be good for illustration in plain pictures (Selkokeskus cited in Virtanen 2009, p. 129). Furthermore, each individual will interpret a picture in their own way, depending on their expectations, experiences, feelings and knowledge. Virtanen points out that interpreting the picture is always related to the reader's culture, manners and history. For example, if a person is used to reading from right to left, they might interpret the pictures in a completely different way than the one who reads from left to right. When the reader does not know a language properly, they are strongly dependent on the picture which illustrates the text. Therefore, good and clear picture can provide the reader with important information and help with the understanding of the text, while an unsuitable picture may complicate understanding and mislead the reader completely. (Virtanen 2009, p. 130.)



#### 7.4.2 Plain Language Learning Aims

The learning aims were discussed together with KEPELI team and the learning aims are the aims of the bodily and game related approaches as they were the learning goals of the approaches. I did the selections and editing of the plain language myself, and the suggestions from the KEPELI team and facilitators were taken into account after the workshops (see chapter 7.5). The assessment method includes seven different learning aims. The statements are in plain language in Finnish, but translated as: I learned more Finnish language; I learned new things with this group; I got excited and got energy from this group; I learned what I am good at; I got new friends in this group; I feel good in this group and I learned more about the Finnish society.

After the first draft of the assessment method was drawn up, it was tested in African Care organization (see chapter 7.1). Secondly, the assessment method was further evaluated in two workshops with facilitators working with immigrants (see chapter 7.5). Lastly, after some modifications, the assessment method was again tested with immigrants in two different organizations, African Care and Axxell, with two different groups who possessed different levels in Finnish language skills (see chapter 7.6).

#### 7.5 Testing Process with the Facilitators Working with Immigrants

The visual assessment method was assessed in a KEPELI training workshop, where facilitators and peer facilitators working with immigrants from various organizations were trained to use the KEPELI approaches. Facilitators from the partner organizations African Care, Pro-tukipiste and Kisakeskus were also represented there. Feedback was gathered to improve and modify the approaches. The assessment method included four different learning aims, which had been modified after the very first draft was tested in African Care with the group of immigrant women (see chapter 7.6). The facilitators were divided into six different groups and feedback was gathered on the understandability of the assessment method, on the pictograms and plain language statements, the usefulness of the method and suggestions for development. In some groups, it was unclear whether to assess the assessment method, or the bodily and game related approaches that they had just been trained on.

The feedback given by the facilitators concerned clarifications of the plain language statements and suggestions on changing some of the pictograms. The feedback was

partly contradicting as some facilitators said the method should only be used in group settings, because of the different cultural backgrounds of the participants. On the other hand, others said it should only be used in individual settings, as the participants might copy the answers from each other leading to non-objective results. After the workshop, changes were made to the statements, pictures and the overall visual outlook based on the facilitators' comments and suggestions.

A second evaluation of the visual assessment method was done in a similar workshop two weeks after the first facilitator training workshop. Most of the participants were the same as in the first workshop, and the second workshop followed the same process as the first one with the facilitators being divided again into six groups. This time, the feedback was collected in a more structured way with the help of a feedback form which was developed for the assessment (see Appendix 4). Feedback was acquired on the same factors as in the first workshop: overall clarity and understanding of the method; understanding and suitability of pictograms and plain language; and usefulness and development suggestions. In this workshop, a guideline paper (see Appendix 3) on the use of the assessment method was given to the participants and they were also asked to give feedback on that.

## 7.6 Testing Process with the Target Group

The assessment method was tested three times with the target group in two different organizations, in African Care organization and in Axxell educational institute. African Care does multicultural work with women, and Axxell institute arranges different kind of education with adults and young people.

During the first time, the visual assessment method was tested in African Care organization's getting-to know session with two lecturers from KEPELI project testing some of the bodily and game related approaches related to well-being and Finnish language. Four visual assessment forms, including four learning aims, were drafted prior to the session to quickly and briefly test the basic idea of the assessment method. As rather short time was given for evaluation, participants did not have much time to give feedback on the method. In an ideal session, the feedback forms should be clearly explained and the group members asked what a certain statement means to see whether it is understood the same way.

The method included Sclera pictograms, statements in plain language and three different visual smiley-symbols. The participants were asked to choose one of the smileys to assess the learning aim statements. It was observed that participants with lower Finnish language skills, asked their peers to translate the statements for them. On the other hand, participants with better Finnish skills seemed to understand the task well. Additionally, it was also observed that some participants might have simply copied the answer from their peers. Yet, there was variation in the answers among the participants. After this session, the method was developed further based on my observations and on the comments and suggestions from KEPELI.

After the assessment method had been evaluated with facilitators in the two workshops, it was tested in the educational institute Axxell, where they organize integration training and Finnish language courses. The group had started Finnish language course two months prior to the testing and the participants had still very little language skills. The method in Axxell was tested by two lectures from KEPELI project and they modified the assessment method after they had tried some of the bodily and game related approaches and realized the level of Finnish language was very low. Therefore, only pictograms were used without the plain language statements and the statements were read out loud. Despite the modifications which were meant to make the method easier to understand, the participants failed to understand the given task even with the help of a translator. The KEPELI lecturers faced same issues with the game related and bodily approaches that they tested. They reported that the conceptual thinking of the participants was very different from ours and they assumed it was likely due to cultural and language issues. As many of the participants were illiterate, it might have also affected the conceptual thinking needed in the assessment method.

When the assessment method was tested for the second time by KEPELI lecturers in African Care organization with a group of immigrant women, the concept was understood better. The facilitators reported that those participants who possessed some basic Finnish skills, had no problems understanding the task. However, those who had lower skills relied on the translations of their peers. It was observed that they did not try to read the pictograms themselves, but rather waited for their peers to translate for them. Also, the facilitator could not be sure if participants with lower language skills simply did not copy the answers and opinions from their peers.

## 8 Results

The facilitators and peer facilitators who took part in the KEPELI workshop and assessed the assessment method found the visual assessment method's instructions sheet too complex. Some groups commented that the abstract language should be changed to plainer language also in the instructions sheet. Better feedback on the assessment method was received from the peer facilitators after the second workshop as they mentioned that there had been clear positive development and clarification. However, many pointed out that at this point, there is still room for improvement in regards to the assessment method. Some groups said that they could use the visual assessment method for gathering feedback from their groups if the method was culturally sensitive and easily understandable for their clients.

When the method was tested with the immigrant groups, it appeared that it did not work when the participants were in the beginning of their Finnish language studies. Misunderstandings and different ways of interpreting the pictures might have resulted in confusion among the participants and it led to an inability to assess the approaches in a desired way. In the group where participants possessed some basic Finnish skills, the method was working as the participants were able to understand the concept and the meaning of the assessment.

Feedback from KEPELI was generally good and the team stated that together with some alterations, the method could better fit their needs. In their opinion, there are many misunderstandings related to the visual aspect of the method, and therefore functional activities might possibly be more suitable for assessing the game related and bodily approaches. Furthermore, the team added that in order to get good feedback on the methods, interpreters should be used. KEPELI team had good suggestions for further development, which will be described in the Discussion chapter. All in all, testing the methods received both negative and positive results, and showed that the method could be used with people who have more language skills when further developed.

## 9 Ethical Aspects

The testing with the facilitators and peer facilitators, as well as with the target group was done on volunteer basis. Participant's initials and the country of their origin was gathered

for the purposes of requirements by AMIF which is a KEPELI's donor, but no personal information about the participants was gathered for the purposes of this thesis. The reasons for gathering the information were made clear to the facilitators and peer facilitators, who took part in the KEPELI approaches training, and to the immigrant target group, with whom the method was tested.

Due to the very limited Finnish skills among the immigrant participants, there is a high possibility of misinterpretation both on the immigrants' side but also on the KEPELI side. When feedback is acquired from the participants, it is hard to know whether the person understood exactly what was said and asked from them. Therefore, proper translation would be needed to rule out the possibility of misunderstandings. Furthermore, different cultural backgrounds and different ways of reading and writing were considered in the assessment process. However, since the text in Finnish is read from left to right, the assessment method was designed using the western way of reading because it was believed that having pictures which would be read from right to left might cause more misunderstandings. If only pictograms would be used, designing pictures which would be read from right to left could be considered and the correct way of reading the pictures explained to the participants to avoid possible misunderstandings. However, as this thesis used both pictograms and text in Finnish, it was decided that using right to left type of reading could be confusing for participants who are still learning Finnish.

Even though the Sclera pictograms were chosen with gender and culture sensitivity in mind, it cannot be said that the chosen pictograms would not offend the clients in any manner, since the assessment method has only been tested but not evaluated by the target group. Furthermore, could gender and culture neutrality potentially be a problem in some cultures instead? Could women from cultures where it is common for religious women to wear a type of a head scarf or a veil see the pictograms as men. Would the participants rather prefer their own culture to be represented in the pictograms? Could cultural and gender neutrality be relative? There should have been more cooperation with the target group in ensure better cultural sensitivity.

## **10 Discussion**

As a future Social Services professional, working closely with KEPELI has taught me a lot about the game related and bodily approaches and given me the courage to use them

in my current work placement. Additionally, developing and designing the assessment method together with KEPELI was a great learning experience and I can see myself using the method in my future professional life. Especially important lesson was the ability to tolerate uncertainties concerning the KEPELI project as well as the assessment method, but also to understand how time consuming the development of a method, like this assessment method, can be. Furthermore, I learned that even when project does not turn out like it was initially planned, or fails completely, it does not necessarily mean the whole idea is worthless. As explained in chapter 5.1 on developing games, designing games can be a continuous process of development and testing for a long period of time until the wanted outcome is reached. Similarly, patience and time is required also in the development in the assessment method.

KEPELI project changed a lot during the period of more than half a year, which was confusing at first, but now seems like a natural process of any project. Also the requirement for the assessment method was changing. In the beginning it was clear that the assessment tool created would be helping KEPELI to get feedback from the facilitators who try the bodily and game related methods through an online tool, but later on the idea was put aside. Also, in the beginning the method was supposed to be assessing only one method at a time together with one learning aim. Later on it became clear that it would be meaningless since many of the approaches are short in time, and the learning aims of the approaches are overlapping. Also, the aim was to develop a method that would suit many different language levels. Developing a project which responds the needs of the different immigrant groups is not easy as immigrant individuals have come to Finland for different reasons, from different countries and cultures, speak different languages, have different language levels in Finnish and have different goals in their lives.

The level of Finnish language and literacy had an effect on how the participants understood the assessment method. To some people, it was easier when they were presented with only pictures separate from the text. The paper version of the visual assessment method could have functional alternatives and KEPELI team initiated few functional approaches to this method. Firstly, the pictures could be separated from the text, and simply support the text without being right next to them. The assessment method can also be a supportive tool in the assessment process at least as a supporting tool for a discussion. The assessment tool might be too complex with too many factors: pictograms, text under pictograms, the plain language statement and the smileys accompanied with text. It

should be examined which factors could be excluded so that the method is still understandable and perhaps clearer.

Another alternative to the assessment method initiated by KEPELI was assessment through voting with smiley cards. The facilitator would hold a card with the Sclera symbols, which are meant to support the plain language statements, in their hands and instead of the written statements, they would be read out loud. This is also a possible way in trying to tackle the problem with participants who are illiterate. After reading the statements out loud, each participant could vote with three separate smiley cards: either "much", "little" or "none" according to what they think they learned. Another alternative would be first showing the Sclera symbol cards either printed or on a screen with video projector. After that, the plain language statements together with the smiley symbols. According to Comfort and Hoggarth (2010, p. 161) participatory assessment activities allow the participants to give feedback in a creative way, which is can be pleasant for them to illustrate gains that they got in the project. On the contrary, in functional assessment methods there is no possibility for comparison with other people using the methods, which might make it harder to analyse afterwards.

Due to the very specific meeting times set by the Organizations, I was not able to be present in two of the situations where the visual assessment method was tested with the immigrants in African Care and Axxell educational institute. Therefore, I had to rely on the feedback I received from the facilitators rather than on my own experience and it is possible that interpretations of the situations in the two sessions where I was not present might differ from my own interpretation. If there had been more time, it would have been enlightening to get feedback both from the participants and their teachers, especially in Axxell where they hold the Finnish language courses, but it was reported that unfortunately they had very strict time limits.

Testing the assessment method with the facilitators working with immigrants and with the target group was good but the assessment method is still a work in the process. Unfortunately, due to time limits of this thesis, it was not possible to develop the visual assessment method further. However, after the method does get developed further, the assessment might be very useful for the professionals in the field. Therefore, I would strongly encourage the students and professionals in the field to develop it further and pay attention to few factors. Firstly, more time should be allowed in the evaluation process of the visual assessment method. Secondly, proper discussion could reveal in what

way the method is understood and what should be changed so that it would serve its purpose better. Also, co-designing the method with the target group who have adequate Finnish language or together with the translators, might give better results. Lastly, more research could be done on functional assessment methods which are supported with visual symbols or pictures.

## **11 Conclusion**

The purpose of this thesis was to respond to the need of the Helsinki University of Applied Sciences' KEPELI project to create a visual based assessment method for evaluation and for gathering user experiences from the participants in sessions where KEPELI bodily and game related approaches are being used. The project is targeted at immigrants and refugees living in Finland, who come from countries outside the EU, and possess low or no Finnish skills. The idea was to create a concept, which is easy to understand and use, does not need a specific professional background to use it and is manageable with basic facilitation skills. KEPELI needs the evaluation to prove that project has had a positive effect on the target group and that their funding has been spent in appropriately. The feedback received from participants and facilitator is also very important in helping to develop the approaches further.

Different options for the assessment method were considered during the development process. The final visual assessment method created and used in this thesis included Sclera symbols, plain language learning aims and visual smiley symbols together with text, and it can be used both in group settings and in individual settings. Initially the visual assessment method was created in a printable form to allow the KEPELI project to gather comparable feedback on the approaches through an online system. The assessment method consisted of seven different learning goals which were presented in plain language. The assessment method was evaluated by and developed with the help of facilitators who work with different immigrant groups. After some modifications, the method was tested with two of the target groups, who possess low Finnish language skills, in African Care organization and Axxell educational institute.

The method did not seem to work with participants who were in the very beginning of their Finnish language studies due to misunderstandings and different ways of interpret-



ing the pictograms. However, the results appeared to be more effective when implemented with immigrants who had more Finnish language skills. Feedback from KEPELI was generally good, and some functional alternatives to the method were requested. While the assessment method requires further development, it appears that it could be useful for organizations working with immigrants. As immigration and inflow of refugees does not show signs of slowing down in the near future, efforts to integrate the immigrants into Finnish society but also the assessment of effectiveness of the integration efforts are very important. Therefore, this thesis calls for professionals and students in the field to continue the work on this assessment method to modify it to the needs of different activities and different groups.

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Appendix 1. Visual Assessment Method Used in Individual Settings  
(1/3)

Ympyröi sinun mielipiteeseen sopiva hymiö.

Esimerkki:  PALJON  VÄHÄN  EN MITÄÄN

   
innostuin ja sain voimaa tästä ryhmästä

Innostuin ja sain voimaa tästä ryhmästä

 PALJON  VÄHÄN  EN MITÄÄN

    
opin lisää suomen kieltä

Opin lisää suomen kieltä

 PALJON  VÄHÄN  EN MITÄÄN

   
opin tämän ryhmän kanssa

Opin uusia asioita tämän ryhmän kanssa

 PALJON  VÄHÄN  EN MITÄÄN

Appendix 1. Visual Assessment Method Used in Individual Settings  
(2/3)

Ympyröi sinun mielipiteeseen sopiva hymiö.

Esimerkki:  PALJON  VÄHÄN  EN MITÄÄN

   
opin missä asiassa olen hyvä

**Opin missä asiassa olen hyvä**

 PALJON  VÄHÄN  EN MITÄÄN

   
uusia kavereita tästä ryhmästä

**Sain uusia kavereita tästä ryhmästä**

 PALJON  VÄHÄN  EN MITÄÄN

   
hyvä olla tässä ryhmässä

**Minulla on hyvä olla tässä ryhmässä**

 PALJON  VÄHÄN  EN MITÄÄN

Appendix 1. Visual Assessment Method Used in Individual Settings  
(3/3)

Ympyröi sinun mielipiteeseen sopiva hymiö.

Esimerkki:  PALJON  VÄHÄN  EN MITÄÄN


opin Suomen yhteiskunnasta

**Opin lisää Suomen yhteiskunnasta**




  

PALJON VÄHÄN EN MITÄÄN




Appendix 2. Visual Assessment Method Used in Group Settings  
(1/7)

  
PALJON

Laita rasti "X" hymiön alle laatikkoon **sinulle sopivaan** kohtaan. Esimerkki:

 opin lisää	 suomen	 kieltä
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**Opin lisää suomen kieltä**

 PALJON	 VÄHÄN	 EN MITÄÄN



Appendix 2. Visual Assessment Method Used in Group Settings  
(2/7)

Laita rasti "X" hymiön alle laatikkoon **sinulle sopivaan** kohtaan. PALJON  
😊  
Esimerkki:

 **uusia kavereita**       **tästä ryhmästä**

Sain uusia kavereita tästä ryhmästä

😊                      😐                      ☹️

PALJON                      VÄHÄN                      EN MITÄÄN

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Appendix 2. Visual Assessment Method Used in Group Settings  
(3/7)

Laita rasti "X" hymiön alle laatikkoon **sinulle sopivaan** kohtaan. Esimerkki:

 innostuin ja  sain voimaa tästä ryhmästä



**Innostuin ja sain voimaa tästä ryhmästä**

 PALJON       VÄHÄN       EN MITÄÄN




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Appendix 2. Visual Assessment Method Used in Group Settings  
(4/7)

Laita rasti "X" hymiön alle laatikkoon **sinulle sopivaan** kohtaan. Esimerkki:


   
opin tämän ryhmän kanssa


**Opin uusia asioita tämän ryhmän kanssa**

 PALJON	 VÄHÄN	 EN MITÄÄN


Appendix 2. Visual Assessment Method Used in Group Settings  
(5/7)


Laita rasti "X" hymiön alle laatikkoon sinulle sopivaan kohtaan. Esimerkki:


 hyvä olla

 tässä ryhmässä

Minulla on hyvä olla tässä ryhmässä

 PALJON



 VÄHÄN

 EN MITÄÄN

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Appendix 2. Visual Assessment Method Used in Group Settings  
(6/7)

Laita rasti "X" hymiön alle laatikkoon sinulle sopivaan kohtaan. PALJON  
X

opin                      missä asiassa olen hyvä

**Opin missä asiassa olen hyvä**


PALJON                      VÄHÄN                      EN MITÄÄN


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Appendix 2. Visual Assessment Method Used in Group Settings  
(7/7)

Laita rasti "X" hymiön alle laatikkoon sinulle sopivaan kohtaan. PALJON  
😊


Esimerkki:


  
opin


  
Suomen

  
yhteiskunnasta

Opin lisää Suomen yhteiskunnasta

  
PALJON

  
VÄHÄN

  
EN MITÄÄN

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## Appendix 3. Instructions for Facilitators

(1/1)

Ohjeet ohjaajille

Kuvallisen arviointilomakkeen avulla saamme tietää, jos harjoitteet vastaa niille annettuja osaamistavoitteita. Osallistujat saavat myös arvioida omaa osaamista ja näkevät, mitkä ovat harjoitteiden osaamistavoitteet.

**Arviointilomakkeen voi täyttää (ohjaaja valitsee):**

1) yksilöllisesti. Silloin jokaiselle osallistujalle tulostetaan oma arviointilomake. Osallistuja ympyröi hymiön, joka sopii hänen mielipiteeseen.

**TAI**

2) ryhmässä yhdessä. Silloin tulostetaan yksi isompi paperi. Kaikki osallistujat laittavat raksin X ruutuun sopivan hymiön kohdalle.

## Appendix 4. Feedback Form for the Facilitators

(1/1)

Palautelomake kuvallisesta arviointilomakkeesta

Ole hyvä ja vastaa kysymyksiin, jotka koskevat **kuvallista arviointimenetelmää** (ei kehollisia ja pelillisiä harjoitteita).

1) Ovatko kuvallisen arviointilomakkeen **ohjeet ohjaajille** selkeät? Jos ei, miksi? Mitä muuttaisit?

2) Onko **kuvallinen arviointilomake** selkeä ja ymmärrettävä? Jos ei, miksi? Mitä muuttaisit?

3) Toimivatko **kuvat lauseiden kanssa**? Tukevatko ne toisiaan? Jos ei, miksi? Mitä muuttaisit?

4) Voitko **käyttää** kuvallista arviointimenetelmää **työssäsi**? Miten? Jos et, miksi?

5) Mitkä ovat **keskeisiä tavoitteita asiakkaidesi kanssa** työskennellessä?