



“For the first time after I arrived in Finland,
it felt like I was at home”

Multisensory Space and creativity
supporting immigrants’ integration

Päivi Väisänen

2020 Laurea



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Virhe. Tiedostossa ei ole määritetyn tyylistä tekstiä.

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”For the first time after I arrived in Finland, it felt like I was at home” - Moniaistinen tila ja luovuus tukemassa maahanmuuttajien kotoutumista.

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Tämän opinnäytetyön tavoite on tutkia maahanmuuttajien kotoutumista voimaantumisen ja osallistuvuuden avulla. Opinnäytetyö on tehty osana Erasmus + ohjelman DISC-hanketta. Hankkeen tavoitteena on tukea maahanmuuttajien digitaatioita osana kotoutumisprosessia. Toiminnallinen opinnäytetyö tehtiin yhteistyössä Laurea Ammattikorkeakoulun opiskelijoiden ja lehtoreiden kanssa. Toiminnallisen opinnäytetyön aikana järjestetyt työpajat oli suunniteltu Kiinasta muuttaneille opiskelijoille. He ovat muuttaneet Suomeen opintojen perässä ja koulututtavat Laurea Ammattikorkeakoulussa sosionomiksi.

Kotouttamista tutkittiin käyttämällä luovia työpajakokonaisuuksia. Laurean Tikkurilan kampuksella sijaitsevaa Moniaistista tilaa käytettiin kotouttamisen tukena vertailemalla kulttuurien yhtäläisyyksiä sekä eroja. Luovilla menetelmillä tuettiin voimaantumista sekä osallistumista. Tämän opinnäytetyön teoreettinen viitekehys koostuu erilaisista kotouttamisesta ja maahanmuutosta kertovista julkaisuista. Tietoa kotoutumisesta löytyi teksteistä, jotka käyttivät vielä vanhahtavaa termiä, kotouttaminen. Lisäksi opinnäytetyössä on verrattu tutkimuksia, jotka kuvailevat maahanmuuttoa sekä tuloksia, miten kotoutuminen sekä kotouttaminen on toteutunut Suomessa. Kaikki materiaalit olivat saatavissa Laurean tiedonhakuoppaista, kampuskirjastosta tai julkisen sektorin tarjoamista kirjastoista.

Toimintakerroista kerättiin nimetöntä palautetta kyselylomakkeilla, tapaamisiin osallistuneilta opiskelijoilta. Palautteiden perusteella kerättiin tietoa, miten luovat menetelmät tukevat kotoutumista ja voimaannuttavat maahanmuuttajia. Palautteiden avulla saatiin selville, että työpajoissa käsitellyt aiheet voimaannuttivat osallistujia sekä tukivat osallisuuden tunnetta. Palautteista kerättyä tietoa voidaan hyödyntää, kun tutkitaan DISC -hankkeen tuloksia kotoutumisesta.

Asiasanat: Moniaistinen tila, kotoutuminen, kotouttaminen, luovuus, maahanmuuttajat

Päivi Väisänen

“First time after arriving in Finland, I felt like I was at home” - Multisensory Space method and creativity supporting immigrants' integration

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The aim of this thesis is to study immigrant's acculturation through empowerment and participation. Thesis is as a part of the Erasmus + Programme's DISC project. The aim of DISC - project is to promote immigrants' digital skills as part of the acculturation process. Functional thesis was done in cooperation with Laurea's students and lecturers. The workshops organized during the thesis were designed for students who has moved from China. They have moved to Finland after their studies and are educated at Laurea University of Applied Sciences to become professional of social services.

Acculturation was researched using creative workshops. The Multisensory Space which is in Laurea UAS Tikkurila campus was used to support integration by comparing cultural similarities and differences. Creative methods supported empowerment and participation. The theoretical framework of this thesis consists of various publications of integration and immigration. Knowledge of acculturation was found in texts which used outdated term integration. In addition, in the thesis has been compared studies that describes immigration and the results of acculturation and integration in Finland. All used materials were available from Laurea UAS information guides, campus libraries or libraries served by public sector.

Anonymous feedback of the sessions was collected through questionnaires from the students who attended the meetings. Based on the feedback wanted to gather information on how creative methods support acculturation and empower immigrants. Feedback described how the used topics covered in the workshops had a strong effect on participants and supported the participation. The information collected from the feedbacks can be used when researching the results of acculturation by the DISC project.

Keywords: Multisensory Space, acculturation, integration, creativity, immigrants

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1 Introduction

Globalization and nations wide movements has acted always in history. In an educational video Globalization (2011) is described that in a modern world, the problems that countries are facing -such as economic, political or ecological issues- are no longer just national but affected globally. Despite the fact what is the reason for moving, migration can be seen across the world, including Finland. The country is becoming more and more international even its monoculture environment during the past decades. During the history, Finland has not received very much migrants comparing to other European countries. Saukkonen (2010, 19) has researched migration and multiculturalism in Finland. Author writes that when looking back to history, Finland has been emigration country more than migration destination. It does not mean that there has not been any migration during the years but because it has been very minor, Finland has been kept as homogeny community. As an example of minor migration, publication from Tilastokeskus is described that in the 80's there was only 0, 3 per cent of foreigners in the whole population (Tilastokeskus, 19). Comparing to 2018 when the per cent of citizens from other countries living in Finland was 4, 7 of the whole population (Statistics Finland 2019).

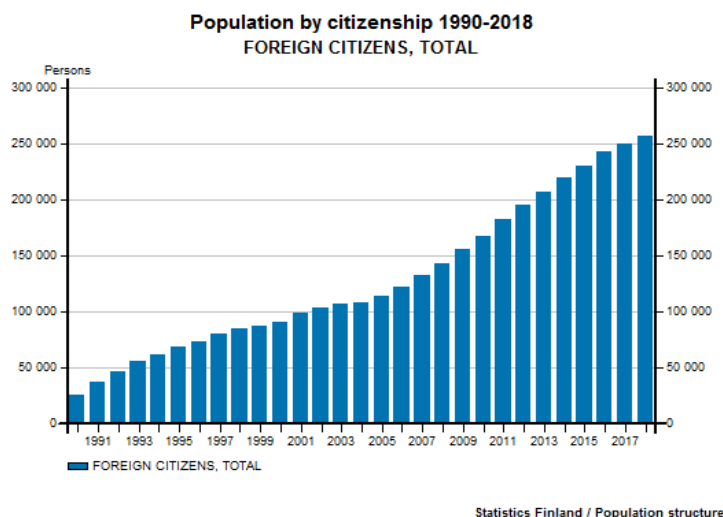


Figure 1: Population of people with foreign background in Finland years 1990-2018. (Statistics Finland)

Since the 1990's Finland has received immigrants increasingly. The reasons for moving in Finland can be various, they can be family or work related. Reasons for migration can be even more tragic such as escaping a war or earlier faced persecution. Highest amount of people has moved to Finland from Estonia and former Soviet Union area but also from Somalia. (The Na-

tional Institute for Health and Welfare 2018.) Saukkonen has wrote that after the great industrial increase in the early 21st century brought lot of immigrants in Finland all over the world. Labor is not the only reason to migration but also wars, different crisis's including human rights violations and bringing families back together has brought people to Finland. (Saukkonen 2010, 18.) According to Siiri Jaakson, Elina Hemmilä & Urve Jaakkola (2017, 13) in the 21st century the most common reasons to migration in Finland are related to families, studies or work.

According to a webpage administered by the Ministry of Economic Affairs and Employment (2014) the first law considering immigrants' integration was set in 1999 because of the need of suitable guidance. Citizens from different countries needed counselling to set into new home country and learn local habits. With increasing migration, the aim of the act was to support the new citizens to fit in to the society and learning Finnish culture while adapting it to the old one. The law was updated later for more modern migration and because of the various reasons to migration. Current integration Act on the Promotion of Immigrant Integration was set in 2011. (Kotouttaminen 2014.)

Schubert (2017, 64-65) states, when a person manages to conform the way of acting in new country the need of participation increases. By learning the spoken language, creating networks, and adapting new habits is part of the integration process. Finding the balance between cultures support the immigrant's well-being. (Schubert 2017) In a modern life more services are available online. This thesis was done under a DISC project and aim of the project is to support immigrants' integration by improving digital skills. With access to internet it provides migrants' a possibility to be in touch with their culture, news and relatives despite the distance. This three-year project is providing online working tool and a study platform for its users. (DISC.) Laurea University of Applied Sciences is part of the DISC project with Multisensory Space method. (Laurea UAS 2019) The method was used when implementing the workshops. The feedback which were received from the workshops can be used in DISC project's material to research the integration and empowering immigrants.

The object of this activity-based thesis is a set of workshops which are planned for a certain client group. The workshops which were organized during the thesis process were designed for a group of students who were recently moved to Finland. The students came from all around China and they were all migrated to Finland for study and later labor. Everyone in the group is studying in Laurea University of Applied Sciences and are studying the Bachelor of Social Services. (Laurea UAS 2019.) The feedback gathered from the workshops' researches if the Multisensory Space method and creative methods support the acculturation with the empowering aspect.

2 Goals and aims

In this chapter I have presented what are the goals of a functional thesis and aims of the thesis project. First, is described what is the form of a functional thesis and how is that form affected to this thesis. After that I have wrote the goals and aims of this specific thesis but also what are my personal goals in the process. At the end of the chapter is addressed what is DISC project and how it is seen in the aims of this thesis.

2.1 Functional thesis

Aims of the functional thesis project is achieving functional action and implement it in practice. The implementation can be guiding or leading a group or organizing actions and events. In functional thesis one can organize event, conference or any happening depending the field of studies. Vilkkä & Airaksinen (2003 38-40) states at their book, when planning the functional thesis where used instructions or texts is, they must be fixed to a suitable form for the client group. In the book is stated that goal of a functional thesis' is to implement actual guiding, leading or teaching. The final product of functional thesis is always something concrete whether it is a guidebook, manual or an event. In the functional thesis one of the main objects is gather feedback and analyze it. (2003.) In this thesis the functional part consisted of set of workshops which were organized in autumn 2019 in a Multisensory Space at Laurea UAS.

2.2 Goals of the thesis

A goal of this thesis is to support acculturation among students who have moved to Finland from different country. The students have migrant to Finland to study a profession and build a new life, in a new environment. (Laurea UAS 2019.) For this target group was planned six different workshops which main focus was to support integration process with empowerment and provide feeling of belonging. With the workshops I wanted to empower the students by providing a cultural knowledge about Finnish society but also provide a possibility them to tell about their culture. The sessions were focused into, not only for intercultural communication but for creativity, so possibility for using creative skills and let each improve their inner artist was provided. The goal was not to just adapt Finnish culture but to build a bridge between participants to their own culture and creating a cross-cultural integration with help of creativity and multisensory learning.

The thesis is made using the Multisensory Space method. All the workshops were held in the Multisensory Space, which is located in Laurea University of Applied Sciences, Tikkurila campus. Thesis process was worked under a DISC-project and the results of the thesis' feedback can be

used when researching the capability of the Multisensory Space and functionality of DISC project. Summary of the feedback is gained from the participants who were in the workshops. For this thesis is used similar affects than qualitative research method has but the thesis was not made using that method. Qualitative research method resolves the big picture of a certain subject. Using qualitative research method, it is possible to understand unwritten fact and understand the actions of people. Results of qualitative research are not based on statistics but descriptive outcome. (Tripp-Reimer, Kelley, Skemp 2006, 497-499.) At the end of the report there is 'Evaluation' chapter where is discussed, does the Multisensory Space and creative methods support immigrants' integration.

Personal goal in this thesis process is that I want to improve my professional skills when working among people from different backgrounds, including working methods and facing people. I want to improve my culturally sensitive approach to work and group leading skills. The goal is also not just experience but also gain theoretical knowledge about migration, the social services among multicultural clients and cultural knowledge. Heino, Veistilä, Hännikäinen, Vauhkonen & Kärmeniemi has (2013, 47) has discussed about the culturally sensitive approach in the multicultural work. They write that as a culturally sensitive approach one does not communicate to another by trusting prejudices or beliefs. With culturally sensitive approach the one is being aware of different cultural backgrounds and how to interact with different cultures. When professional faces a client from different background one needs to listen and adapt into the situation and not define the needs what the dominant society orders. Culturally sensitive approach supports the cross-cultural communication where comes up themes and objects from both cultures.

2.3 DISC-project along the thesis

DISC is part of Erasmus + Programme funded project, where Laurea University of Applied Sciences is involved. In the web page of DISC (DISC 2019) is described the process and aims of the project. DISC project started in spring 2019 and it has a few collaboration partners -educational institutions- from different countries around the Europe. The main goal of the DISC project is to support immigrants' integration by improving their digital skills but also assist one to participate to active membership of society Laurea University has participated to this project with the Multisensory Space and its ability to support using digital skills. The project itself has a various goal, such as improving and promoting digital skills among people with immigrant background, supporting the dialogue between locals and migrant communities, networking, but also support the fact that educational environments provide open space to learn about digital skills. The project has also introduced new working tools for educational staff (2019.)

DISC -name comes from words 'Digital Skills for Integration and Active Citizenship'. While ability to use digital skills has raised recently it is important to support the marginalized groups to be part of the society. By giving people with migrant background possibility to learn digital skills it empowers one to be part of the society and network with locals and different communities. (DISC 2019.) According to the research considering media usage among immigrants, it states that the internet has a great affect in everyday life within ethnic group. One of the main statements was that it allows to be in touch with other people despite the distance. People who has migrate to a new country has a possibility to be in touch with the culture of the home country and for example read the news in own language, with using the internet. (Maasilta, Simola, Heurlin 2008, 61.)

Like mentioned before this thesis was worked under the DISC project. The target group consisted of people who recently moved from China to Finland. They are a group of students who moved to Finland to study and find employment. (Laurea UAS News 2019.) The students' education path is supported by EduExcellence, which provides services for learning the working life skills and working culture. EduExcellence provides 'educational development consultancy, professional teacher training, capacity and competence development programs and courses.'. (EduExcellence 2019.)

The Multisensory Space is in collaboration with the DISC project. The space's ability of being an open learning environment what not just support the belonging but also provides a possibility to learn digital skills. Gaining a knowledge for example, where to seek information of public services supports the new incomer to find guidance and help (DISC 2019.) Learning to use digital skills, not just a technological equipment but to find the right websites for needs, makes the surviving in new environment easier. With technology people can be in touch with families and cultures beyond the national borders. That is where DISC project is also focused.

3 Theoretical framework

In this chapter is presented key points of the thesis' theme. As a framework of theory is used different publicizations and texts related to the subject. I approached the theory part in simple angles and explained the main terms what it comes to the multicultural work. I have defined the term *immigrant* and what is the purpose of that term in this thesis. I researched *labor migration* and what is its input in the Finnish society. *Acculturation* was introduced in the abstract, but it has been researched by the texts of *integration*. It is a common concept in this thesis, so I have defined its meaning and briefly the history of integration policy in Finland. Integration in outdated term but in this thesis, I have used materials of integration and so on used the other term as well. In this chapter is presented a concrete example how the integration process has worked successfully in Finland. Other center terms are *empowerment*, *peer*

support, identity and a Multisensory Space which all I have described as well in the report. I have explained what the effects of creativity for social services and how creative methods supports participation.

3.1 Immigrants and migration

In an Integration- webpage *an immigrant* has been defined in a way that; one is a person “who moves from one country to another” (Integration Key concepts). Another concept for immigrant is *a migrant*, who moves into a new country and has planned to stay there for a longer period of time, for example from one’s home country to another country to build a fresh, maybe better life for oneself. (Integration n.d.) Aarnitaival (2012, 16) has researched information policy of integration and defines that term immigrant has been tried to replace because of the labeling tone of the word Terms that has been used are for example *foreign citizen, born abroad* or person with foreign language. In this thesis word *immigrant* stands for a person who has moved to Finland to build a new life by studying and graduating to a profession.

Moving into a new country is a big change in anyone’s life. If the environment differs radically from a departure country it takes a time to adapting the new culture and habits. Everyone faces the changes individually and there is no time limit how long it takes (Schubert 2013; Vuoti 2017, 198) Vire, Telkki, Voutilainen (2011, 15) states that migration can happen from many reasons, like looking for a better future. Reasons for migration can be hope of the study place, family, running away from war, emigration or work. In Aarnitaival’s (2012, 24) study is said that most common reason to move in Finland is related to families than labor. Another form of migration can be pensioners’ migration, moving back to the home country, illegal or undocumented migration. (Saukkonen 2010, 8-9). Writers Maasilta, Simola & af Heurlin (2008, 13-14) has discussed of the following subject, that term *immigrant* covers the person’s individualism and gives a view that all the people who has moved to one country from somewhere else, has similar background even it is not so. They write, when discussing about immigrants, it crops the community in to one group, separating it from the rest of the population. In many European countries is used *ethnic minorities*-term when the discussion is focused on immigrants or foreigners.

Migration can happen in any age and diversity riches the population. Mattila & Björklund (2013, 31-32) discuss how labor migrants usually try to bring their families to the same country which means that services need to be provided in different age groups. In Finland, migrated people who move to municipals in a reason or other are legitimated to receive social and health services and children will be provided education in local schools. This means that there is need for the multicultural expertise in large scale of social services such as for schools and language courses.

3.1.1 Labor migration in Finland

Labor migration is not very common concept in Finland, compared to other European countries, where industrialization has demanded migrant workers. According to Sorainen (2014) there is no much experience of labor migration in Finnish history and mostly the migration to Finland has happened from neighbor countries, Estonia or Soviet Union. Now when the older generation has been increasing around the Europe, the need of labor force is greater than ever. (Maasilta et al.2008; Sorainen 2014, 9,11.) High per cent of citizens getting older creates a need for labor force. Aarnitaival's (2012, 23) study has been stated that in a long run, labor migration will increase in the future Finland.

When a person migrant from somewhere else than Nordic countries or European Union's region, one needs apply to residence permit. Person who emigrates for employment is usually granted a permit to stay as a worker. Worker's residence permit can be applied after receiving a job place from Finland. Permit for working is defined by the reason of migration. (Aarnitaival 2012, 25.) In a figure below is shown how many EU citizens has gain residence permit for an employed person in Finland during years 2015-2019. In a figure is Finnish terms *myönteinen* is translated as *positive* and *kielteinen* as *negative*.

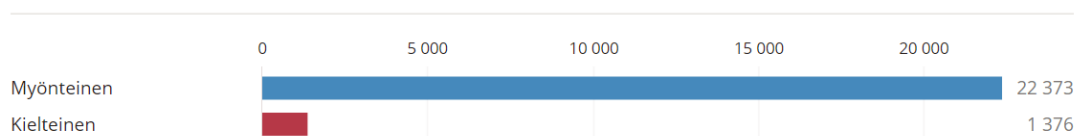


Figure 2: EU citizens who has received residence permit for an employment (Finnish immigration Service 2019)

In 2011, approximately four per cent of all registered employed in Finland had foreign background. People are arriving to Finland to labor on various jobs. There is no certain work environment where ethnic citizens apply but they are seen in various workplaces and professions. Mostly people with foreign background employ themselves to construction work, cleaning and restaurant workplaces but also in a transport industry. (Sorainen 2014, 31.)

Negative attitudes towards ethnic groups are still seen when applying the job positions in the modern Finland. Sorainen (2014 12, 32) states that in Finland some companies still avoid hiring person with ethic background. Education and work experience achieved abroad are suspicious for some companies. Great discussion in politics also raise a fear among citizens and fear of lack of work is common subject. Sorainen has wrote a statement that politicians should be braver when discussing labor migration but also, they have a fear of losing votes in the elections. However, according to the Act on the Promotion of Immigrant Integration (493/1999) its

aim is to support equality among different cultural communities. The law support immigrants' integration and provides everyone a possibility to be part of the society.

3.2 Integration in Finland

Vuoti (2017, 191, 194) writes about immigrant clients and integration process in Finland. The author writes that integration is a supportive action for people who has moved from a different country, culture and a living environment. Integration services are provided by the municipal where the person is enrolled to live in. Municipals' services have a duty to make an integration program for individuals, which consist an integration plan which aim is to support the immigrant to be part of the society. Acculturation is seen each' personal development where one can adapt knowledge between the cultures. To the integration process includes a multiprofessional work and is provided by various authorities. Public employment and business services has a great part of the acculturation because of its services such as labor exchange, career advices and employment training. Pehkonen (2006, 16) has set it clearly that, integration policy is built for immigrants and its main focus is to support immigrants to find their own role in the society.

Modern Act on the Promotion of Immigrant Integration was set in 2011 after the original law from 1999 was updated. Key points are that immigrants' need to be supported in the integration process already from the very beginning when arriving to country. Other key point is that each municipal need to create their own integration programs. (Saukkonen 2010, 82; Aarnitaival, 26) The integration plan itself is made together with local authorities in the municipal where the designated person lives, and it is individual process for each person. In the integration plan is listed services and actions that supports the integration for new society. (Integration Ministry of Economic Affairs and Employment n.d.) The integration plan is relying on the Act on the Promotion of Immigrant Integration (Integration plan n.d.).

Vuoti (2017, 194.) surveys how the integration process starts. At the beginning of the integration plan is made initial assessment of the language skills, educational and work experience background. The assessment is made only if the applicant has registered oneself as a job seeker, asks for the assessment or receives income support. After that the plan of successful integration is made together with the applicant. The plan includes actions how to learn Finnish or Swedish language but also how to gain knowledge to survive in Finnish society such as educational or working environment. Mattila & Björklund (2013, 200.) discusses of the fact that people who migrate to Finland with promised workplace, might not get enough support during the integration process. Labor migrants usually receive integration related services from the employer. It consists usually a lot of independent work because of the resources of integration are addressed to people has been evaluated to needing it the most such as people who are in risk to be marginalized.

Integration is not one-way transaction, but it is a two-way crossroad, which is made between the migrant and local communities. Alitolppa & Säävälä (2013, 6-8) discusses the best practices for successful integration. It is possible to be happened in a society where general atmosphere is equal and supported by authorities and politicians. Part of the integration is to create intercultural bond between the cultures. The local population has the biggest part in the integration process, local communities providing space for difference without any discrimination supports the opportunity of successful integration. Authors states that population can and usually is consisted of people with different backgrounds, habits, religions and languages and with all the diversity will form a multicultural society. The writers also remind, that equality will be supported also via Act of Equality (1325/2014) which forbid discrimination in public services.

3.3 Example of a successful integration in Finland - Case Närpiö

Mattila & Björklund (2013, 11-13.) have researched how the integration model has worked in a Finnish municipal called Närpiö. Ten per cent of the population in Närpiö are immigrants or have ethnic background. Due to the statistics, integration in this small municipal has been fulfilled well and the authors has investigated what has been the keystones what makes an advisable frame for the integration process. According to the Närpiö- model the most important point of integration is learning the language. By being able to communicate with locals it helps to get into the community. Another aspect the authors mention is the importance of workplace where the migrant is surrounded by other people. Another support for the integration was informing the locals and training the professionals for multicultural approach. (Mattila & Björklund 2013, 37-38.)

The Närpiö- model focuses in the importance of social integration. Mattila & Björklund (2013, 93) writes that people with foreign background easily create their own ethnic groups and fade from the local community. Adults and older immigrants usually stay in their own groups when children again will learn new habits, make friends and integrate to the new culture in schools. That is also reason why children usually adapts the new language more easily than their parents. According to the interview made with immigrants living in Närpiö, Mattila & Björklund (2013, 94-95.) states that the parents stressed that it is also important not to forget the culture from home country and for example they use both languages at home. Related to the same theme Saukkonen (2010, 178) reminds that it is part of the Finnish integration policy that immigrants not only learn the new culture and language but the society support maintaining the original culture.

3.4 Empowerment

Empowerment can be defined multiple different way. In Robert Adams' (2008,17) book meaning of the term has been researched through social work. In the book empowerment has been defined that it is an action where one uses the environment and living circumstances to find a way to achieve their wanted goals. It can be focused on individual or a community and during the empowering process they have adapted, Adams says that: "they are able to help themselves and others to maximize the quality of their lives". Adams states that in these circumstance empowerment- term recognize three different aspects; one's capacity, the process where empowerment will be strengthen and the wanted goal (Adams 2008, 17).

In the Dictionary of Social Work, the empowerment has been divided in two; it consists of both the theory and the practice. In theory, empowerment tries to find a way in people's lives to gain control and balance. In practice, the social work professionals empower people who are out of their inner power. (Thomas and Pierson 1995, 134.) Juha Siitonen (2011, 50-51) has researched the empowerment and he has defined it that empowerment is individual process but there are many factors that affect to the process. Other participants and safe environment support the empowerment.

As a comparison I researched that Viren, Telkki & Voutilainen (2011, 51) and their view of the empowerment. They write that theoretically empowerment can be divided in pieces that supports and allows the empowerment to happen. In publication is observed that these categories are goals, context beliefs, beliefs of skills and emotions. The authors states that achieving empowerment it is important to set goals the near future. First smaller ones and later reaching for higher goals. Different feelings and mental well-being have a great part of one's empowerment process. Feeling of being welcome and respected in the living environment supports empowerment. Positivity and optimism add energy what are both needed to achieve the wanted goals. By achieving a goal, one experiences the success, which supports the identity and self-esteem. Having healthy image of oneself and having good self-esteem the person usually reacts to the future positively. Empowerment is a process that runs a circle. (Viren et al. 2011, 51-53.)

3.5 Peer support and identity

Peer support is self-acted so that people participating to the peer support group wants to affect not only for themselves but the whole community. People in same life situation creates a need for peer support. The need for support is not univocal but it can arise for example crisis situations, one becoming ill or in study life. In peer activity people who has face similar experiences support each other's with the knowledge of their history. With help of peer support people

might feel empowered and find resources. (Mikkonen & Saarinen 2018, 26,187.) Another aspect for this is a social strengthening which supports one as a whole. The idea in this method is to promote a wellbeing of an individual who has a risk of exclusion, such as people of families from a different culture in new environment. Various methods such as artistic, creative or emotional working methods are part of social strengthening. It allows the client to trust, participate and be part of the community. (Mikkonen & Saarinen 2018, 37-39.)

Viren et al. (2011, 29) writes in their work that with identity, one can define where to belong and where one come from. Identity and forming one's shape of it will consist different factors. Sex, education, profession, environment, language but also community and possibly religion support the birth of one's identity. When looking this immigrant's point of view the identity what is built in home country, might not be the same in the new country. So, the immigrant has a big process when adapting the identity from original to a new environment.

3.6 Multisensory Space

The Multisensory Space method has been developed since 2008 in Laurea University of Applied Sciences. Few years later the method began to be developed for a broader space and for a public audience. Technically, the Multisensory Space is a room where is computers supporting audio technology and three projectors around the space. The Multisensory Space provides a possibility to create vivid learning environment. In the name of the method the goal emerges straight away: the goal in the Multisensory Space is to stimulate multiple senses. (Räty, Sivonen, Saarela, Laurikainen & workgroup 2015, 7-9,14.)

When the Multisensory Space was founded it was developed for students with foreign backgrounds and share their knowledge to others. During the years the space has been adapted to different purposes and events. The space can be built for individual or communal purposes and it is usually designed surround a theme. When building the space together in a group it supports the teamwork and communication. With help of various objects and accessories what is storage the in space, the builders can create their own looking space. Räty states that the working process of the space is as equal as the experiencing the ready-made space. (2018, 239, 243.)

The Multisensory Space method has a various goal and the achievement is depending of the activities. Goals can be such as sense of community, networking, empowerment, participation or learning. All these goals can be reached via different themes. The space can focus on common interests, like history, memories, discussing values or presenting with educational aspect. All the themes and spaces can be experienced individually. (2015, 9-10.)

3.7 Creative methods in a social work

According to the research made by Tatiana Chemi & Xiangyun Du (2017, 8) arts has been always part of the human lives. Markku Hyypä & Hanna-Liisa Liikanen (2005 112-113) has wrote to their book that in 2003, Finnish government's Art and artist politic program set a decision to discover positive possibilities of arts and culture in the society. In the decision was stated that 'art can provide possibilities to use creativity as a new resource to support diversity' (translated from Finnish). In the program there has been researched how art and culture activities affect to the one's well-being. For example, art stimulates senses depending the way one experiences it. Art affects to the decoration which creates a cozy environment. It also has a positive effect to health and better working skills. Cultural hobbies might create new networks and social cohesion. (Hyypä & Liikanen 2005, 113.)

Sanni Soininen (2011, 5) has written in her publication that art and culture education have various affect for people. It strengthens not just oneself but the bond between individual and group, supports participation and provides possibility to express oneself. Professor Antti Karisto (2005, 124) supports the positive results of creativity and says that art and cultural activities are able to support one's resources and well-being and so on support the empowerment (Hyypä & Liikanen cited in Karisto 2005, 124).

According to Rankanen & Pusa (2014, 11-12) working methods which are related to art, has been used more actively late years. These methods have rose into consciousness in Finnish social- and health services and the techniques has been used to promote well-being. The authors remind that individuals experience the art method in their own way but what connects everyone is the relationship between art and communication. Artistic methods have been used in an art therapy which again can be adapt into social services. For therapeutic use, the goals of the methods would be defined by the client's need. The creative methods which has been used during the thesis process are focused both individual working and working as a group. The goal of the activities was to support the integration process with the participating and empowering aspects. The individual tasks allowed a person to focus a moment only for oneself when the teamwork was aiming to raise the sense of belonging and working together as a group.

3.8 Workshop as method

Workshop is a learning environment where participant can experience some guidance, activities or educational aspects. Workshop- pedagogy supports not only individual development but also social and active participation. The schedule for workshops can be set from one day to a weekly meeting arranged in certain period. When using workshop method, in this thesis

project the Multisensory Space, it breaks the norms of regular classroom and allows more relax atmosphere to adapt the learned subject. This method supports themes like experiences, empowerment, success and participation. (National Workshop Association n.d.)

4 Implementations

This chapter describes the frames of the thesis process. When I was working a functional thesis, the purpose of the final product founds in its name; *functional*. During the thesis process there was organized six different workshops for a multicultural client group. Each workshop focused on different themes which aims were to support the acculturation. The themes could be empowerment or participation but also getting to know to a Finnish culture. In this chapter I first introduce all the workshops in a table and after that is explained what kind of action happened in the sessions.

4.1 Goals and themes of the workshops

As an implementation of the thesis project I used workshops. Each session's focused on different themes and objectives. The workshops took place in Laurea UAS Tikkurila campus and the actual location was in the Multisensory Space room. The workshops were made in two-month period and the instructions were given in English. The sessions focused empowering and creative methods. In the workshops, creativity focused not just in the artistic workshops but also experiencing the whole Multisensory Space as whole. Creativity in this concept does not crop itself only to arts but also creative thinking and planning.

In the table I have presented the plan of workshops. In the plan has been listed the sessions from one to six, in the same order they were implemented. After each title there are described what the sessions held inside, the activity and what was their focus and goals. After the table, I have described in chronological order what happened in each session and what observations has been made.

Sessions	Activity	Goals
1.Finnish seasons	Introducing Finnish seasons and weather using PowerPoint presentation. Finnish vocabulary related game of time expressions and web-game.	Getting acquainted to a group. Creating trust among the participants. Introducing myself and the upcoming workshops.
2.Art based workshop	Emotion painting. Listening songs and reflect the feeling of the songs via painting	Exploring creativity and finding ‘inner artist’. Discussing what feelings comes up in the relaxed session.
3.Chinese Multisensory Space	People from South-China present their image of china in the Multisensory Space	Create discussion which empowers and giving people a possibility to share their experiences.
4.Chinese Multisensory Space 2	People from North-China builds Chinese Multisensory Space the way they see their home country.	Create discussion among all the participants. Building empowering space and share cultural knowledge.
5.Art and empowering	Individual research of what are one’s strengths and what are some points to improve.	Person to go into oneself and research one’s feelings but also empower oneself with looking inside themselves and looking into future.
6.Feedback & discussion	Feedback of the workshops. Crafting and making collage together with the students.	Open discussion about the workshops but also how to use the Multisensory Space.

Table 1: Table of the workshops

4.2 Finnish seasons

The implementation of a first workshop was shared in two parts, discussion and active part. I started the session with low threshold warm- up exercise. I reflected a big meter to the back wall. The task of the meter was to measure how happy the people are on this day. As a *happy* I explained that person can have generally good feeling and have positive attitude towards the day. Left side of the meter was red and right side was green. The middle part was yellow describing a medium feeling. I asked people to place themselves next to the wall where the

meter was and describing how they are doing today; how happy they are. Red side was describing tiredness and lack of energy and on the other hand the green side was for people who were feeling energetic, motivated and active participants. People placed themselves in front of the meter and I made a discussion round asking why people stand where they stood.

After the warm-up activity I moved into the main subject, where I presented the seasons of Finland. I had a PowerPoint- presentation where was different pictures related to all seasons. After we have gone through one season, I created a discussion what comes to one's mind when talking about certain season. Also, I let everyone ask if there was anything what comes to one's mind of a following topics. The seasons brought up lot of discussion and questions related to Finnish weather and stereotypical objects of the holidays and seasons.

After the presentation was finished, I presented two more activities for the participants. First, I gave everyone a paper where was pictures of time measures of the day and pictures of different seasons. In the middle of the paper there were Finnish words which described the pictures. The idea was that everyone had a chance to try their Finnish skills and connect the right word for right picture. I stressed to the students that it is not a test but a playful game to explore if the words would have had stay in one's minds. In figure 3 is shown how the game looked. For the students there was a paper version of the game.

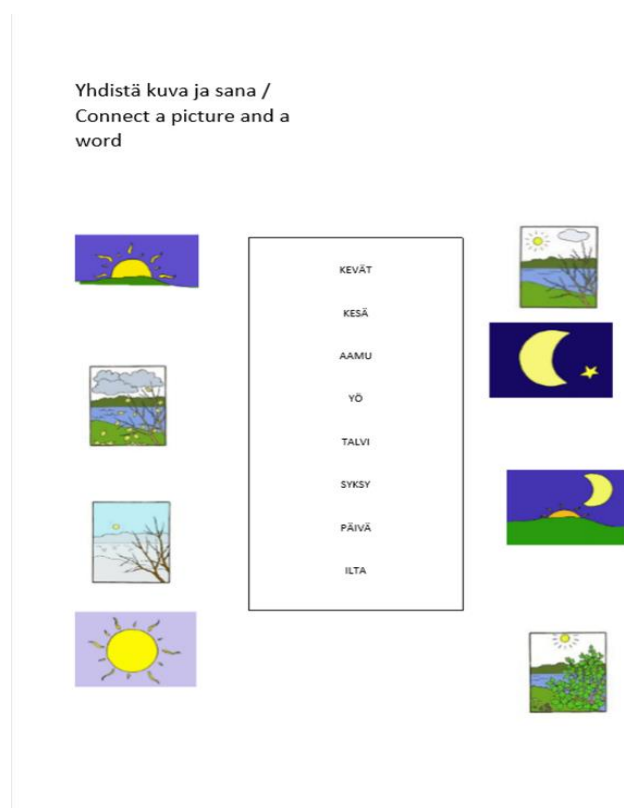


Figure 3: Game related to the seasons and time.

The last activity I had planned was a game that strengthens a teamwork, but I wanted to improve the game adding to it educative aspect. The game went like this; everyone stands in the circle and one is holding a ball of yarn. The one holding the ball says one Finnish word related to the previous lessons and throws the ball to another person. The second person does the same, says a word and throw the ball to other. When people were standing in the circle the yarn formed little by little a web what was connected to everyone. I asked the participants what that web could present, and we discussed how it feels to be connected to each other. We discussed how the web was a metaphor for connecting and belonging people together. I found this activity in a website, Leikkipankki (n.d). While reading the instructions I realized it is a low threshold game for group of people who does not know each other's very well. The game itself is not very challenging but it has great aspects to build a bond between each other's such as creating an eye contact, helping other if one can't remember the Finnish word, throwing a ball for certain person and standing next to someone.

4.3 Art-based workshop - Emotion painting

Theme of this workshop was to try one's creative mind and let participants try something new but also very down-earth method. Malchiodi (cited in Ahava & Vuorio 2014, 45; 2005, 40) has wrote that using visual working method one can test different senses but also experimentalism and playfulness. Why this method was chosen, I wanted to participants getting to know different artistic methods and let everyone try it in practice. The focus was how music creates images in mind and how to put feelings into paper. I also wanted that attendees would focus on themselves, trust own instincts, enjoy the atmosphere and creating art. Soininen (2011) presented the method and the idea was that I play songs and whatever comes to mind the listener draw or paint their thoughts to the paper. Name of this method is Emotion painting. In Emotion painting the music might affect to the experiencer's emotions and views. After Emotion painting is discussed what is painted and why certain colors was used. I explained the idea for the participants, and everyone seemed to understand the instructions. The songs were played one by one and after all the songs everyone got to finish their pieces before going to the next song.

Everyone adapted the instructions fast and I observed that the atmosphere was very concentrated. After few songs had past, I noticed that the atmosphere was little bit more relaxed than at the beginning of the class. How I noticed this, was because of ripple of conversation was born. During first two songs I spent time behind the curtains, which splits the room. The idea was that was giving partakers peace to work and subconsciously setting myself as a leader. I realized if I wanted to show everyone that I am also part of the team and want to be easily approachable person, I need to be in the same space where everyone else were. I opened the curtains and stepped into the space where everyone else was stayed drawing. People started

to ask me questions and commenting the theme of the workshop. That's where I noticed that participants approached me more easily and I was accepted to be part of the group.

After the last song I wanted to gather everyone's pictures in same place that all of us could reflect them and the music. We placed the pictures on the floor into a line that everyone's first pictures were side by side and below them is the seconds, thirds and so on. I wanted to go through all the pictures and see if there were any similarities in colors, shapes or objectives. In the figure 4 below, is seen what kind of colors and shapes was used during the songs.



Figure 4: Few pictures drawn during the workshops.

When all the songs were played it was time to reflect what kind of feeling were born. The students participated to the discussion very well and shared their opinions of each songs. There came up different images and examples of situations where certain songs could be played. For example, someone said that one song sounded that it could be played at a party. People who wanted discussed the feeling that arose during the workshop, but no one was forced to share thoughts. The feedback is evaluated in a later chapter in the report, but I have added here one of the sentences I received as a verbal feedback: "most relaxed time I've had after I came to Finland."

4.4 Chinese Multisensory Space

The students whom I planned my workshops has moved to Finland from different reasons. By building a Chinese Multisensory Space I wanted to provide a safe environment and give a possibility to go back at their home country. The space was aiming to give a reliving moment in time or space what differs from current milieu. I wanted to split the group into two smaller ones and divide the groups that people from similar areas would be in same team. According to a short inquiry I took in the class, I found out that some of the people were coming more Southern and some Northern part of China. I split the big group into two ones, North and South, according to the areas where everyone came from. The reason for separating the students was that I wanted to see what kind of cultural differences people have when they come certain areas of China and what kind of discussion would born.

The first session of building the Chinese space was held from students who come from South-China. The other students who were not in this group, was told that they could enjoy us later that day, to see the ready-made space. I sent e-mail earlier to the students that if they have anything at home that reminds them from China, so they could bring it with them. There were four students who came to build the space. I explained the instructions of the Multisensory Space and provided my help during the workshop.

At the beginning there was a shy atmosphere and participants were not sure how to start the process. I dared to introduce some facts what I had read of Chinese culture from the Internet. I asked that what colors they would like to show or if there is something they want to present or draw, sing or tell. The students understood what I explained and started the project. They came across with great ideas how to build the space. Most of the decorations were found from the class, apart from few things that students had with them. In the figure below is presented what kind of elements were found from the class and how the Multisensory Space looked during the event.



Figure 5: Multisensory Space build with Chinese theme

After rest of the class joined to the space, I wanted to reflect how the space looked and felt from both, for the builders and explorers' aspects. I can say that everyone agreed the cozy atmosphere what was in the room. The space looked traditional and festival- looking space and everyone agreed that it remind them of China. As a group we started to discuss about the space and the emotions what the space gave. Some said straight that the space reminded them from home and started to feel little homesick. One reflected that "it felt like I went back to home". That comment stated that the environment was safe enough to share that personal comment. Even we had time only 1, 5 hours to build the space we did very nice work. It was very good work from everyone, and we managed to capture the right atmosphere.

4.5 Chinese Multisensory Space 2

During this session we build a Chinese space but now the focus was on the South part of China. At the beginning of the class I let students to think and plan their visions for the space and let them decorate the room the way they wanted it to be. I observed that people started working right away and the planning was minimum compared to the practical working.

The space differed to the previous space a lot. Each of the group members had a little presentation they showed to the 'audience'. Everyone had a different topic they told to the audience. The topics were related to the areas where people come from and what is typical for them and

their neighborhood. In addition, topic being interesting, it was educational to hear about their culture and how it differs around different areas in China. One of the most visible themes that raised in the discussion was food. Students talked how important role food has in China. We talked how eating is a social event in China. Many stressed that eating and making food is an important, respectful process which effects to multiple persons.

One of the presentations focused on instruments. In one presentation was introduced multiple different instruments and what are their role in Chinese culture. Many people had brought various objects what were related to China. For example, there were games, acupuncture needles, spices, food and Chinese children's book. The decoration and colors of the room was very down earth which was told to describe the North part of China. I was also introduced into Chinese popular culture by showing a trailer of a TV series. Some of the participants had brought traditional games, spices and even tea to the space as is seen in the figure 6 below.



Figure 6: Chinese Multisensory Space and traditional games, spices and tea

During the workshop we got visitors into the room. There came two other students to see how the Multisensory Space works. I asked if they would like to join us and asked a permission from other students if it was suitable that the two other students would come in and follow the workshop. It was interesting to see, if the atmosphere changes when there are few unknown

persons in the room. I noticed that the new people in the room brought up more discussion and the Chinese students we're enthusiastic to tell their stories to the new participants. Comparing the atmosphere with the first session to this fourth session I saw a big difference. I noticed that people are closer to each other but also for me. There is no threshold to ask or speak among each other's. People felt more relaxed and open compared to the first session which was held.

4.6 Art-based workshop with empowering task

For the second art-based, and last active workshop I wanted to work with empowerment- theme and let participants focus on themselves for a while. For the session I had planned to do an empowering and participating exercising. The goal of the task was that everyone got a chance to research themselves. In concrete, the idea was to create two different paper hands and write to those 'hands' own thoughts. First 'hand' was presenting one's strengths and the other hand was focused things people feel uncertain. As a model for paper hands people used their own hands.

The 'stronger' hand of person, for example the hand used for writing, represented the strength. In to that paper one wrote their strengths and positive commendations to the 'fingers'. From the projector I reflected to the wall photos, where was empowering words and different describing words for characters. Idea of the photos was to provide inspiration for the process. To the 'weaker' hand, meaning the hand that one does not use as often than the stronger hand, people wrote objectives and parts they want to improve. In this other hand people wrote words and thoughts where they would like to develop themselves. The words could be related to the personal life or be more focused on the professional aspect. Picture of the ready-made hands are shown in the figure 7. Name of the artist has been censored.

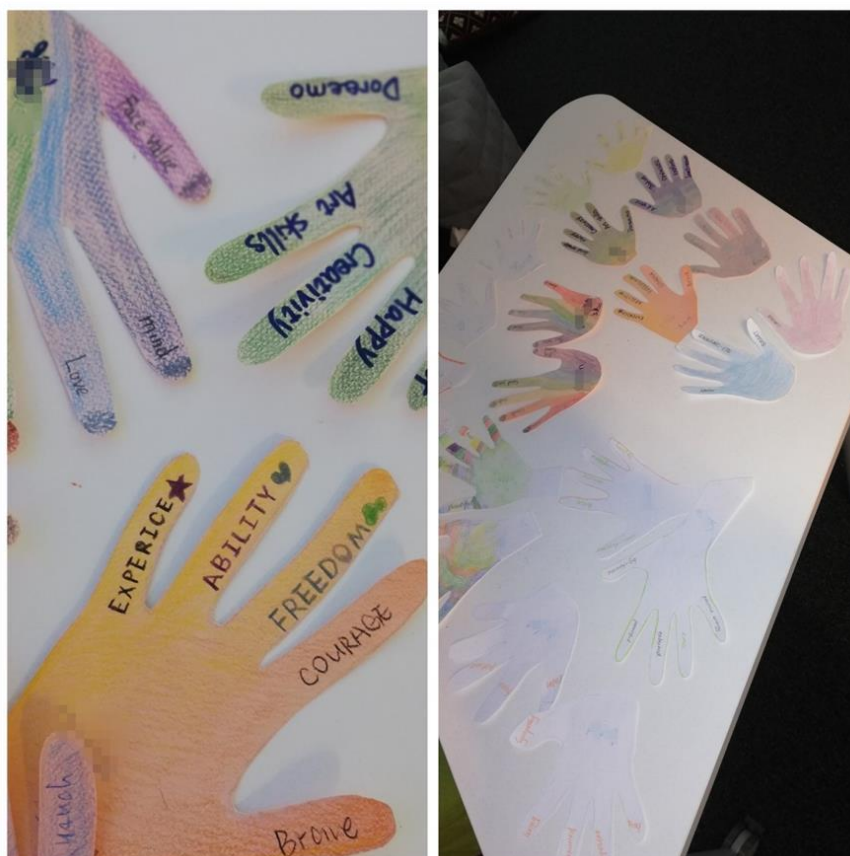


Figure 7: Empowering words in paper hands.

After everyone was made their both paper hands, I sat down to every table group and asked if people wanted to reflect their process and what they have wrote to their pieces. Majority of the group was very open and shared their words and what do they meant to them. I heard brave stories of their lives but how there is still some points they would like to be better at. After all the people in small groups had shared their stories, I asked everyone to stand around one table and place their hands into the surface of the table. We were standing all very close to each other and I asked if people would like to tell their written words to the whole group and how does this theme, empowerment affected to them.

4.7 Feedback session

The last session was focused mainly on me receiving feedback. I guided everyone to think not just their path on previous autumn but also how they have developed personally. Goal of the last workshop was to reflect and research, what everyone has learned on themselves. The session consisted lot of discussion but also being present in the situation. The situation allowed people freely say out loud their thoughts of life. We talked a lot about Finland and how they

have used to the country There also came up discussion about the safe feeling people are having and importance of peer support. I noticed that people liked to talk to me but also with each other's' about the last autumn and what people have experienced.

Even the discussion was flowing I also asked for feedback as a written. The feedback was collected with two different forms. The other form was from DISC project and the other questionnaire was self-created. The feedback form I created, had four questions related to the Multisensory Space and themes what was experienced on the workshops. There were asked four questions and respondents was supposed to circle their answers. The questions were centered to the Multisensory Space and what kind of themes respondents would like to experience in the space. In the evaluation chapter I have opened the answers.

5 Evaluation

In this chapter, I have gone through the feedback which was received after the workshops. I will introduce the forms of the feedback papers, which came in three different models. In addition, vocal feedback was received during the discussions in the classes. First two forms are self-made and focusing the workshops. In the chapter is separate paragraph what is dealing the feedback gathered from form made by DISC. The responds are analyzed for the project, but I have also researched the answers for this thesis. From all the responds, I made a summary how the Multisensory Space and creativity supported student's integration. Themes, I have taken into consideration when talking about integration are empowerment, participation and safe environment. At the end of the chapter is presented my self-assessment and my personal development as a group leader.

5.1 Feedback from the participants

After each workshop was collected feedback. The feedback questions in the forms are describing. Describing research are investigated how or what kind of the wanted subject it (Hirsjärvi 1998, 122). There were three different forms I used getting responds. One had four open questions where everyone had a chance to write their answers under the asked question. I wanted receive feedback from both aspects, the workshops and their content but also how the Multisensory Space affected to the lessons and was is suitable area for the workshops. This was the form I used after five first workshops and the questions I asked are seen in the figure below:

What was good at the workshop?	What did not work?
What could be improved? About the multisensory space or the workshops.	Would you use this method in the future?

Figure 8: Self-made feedback form

At the last session I gathered feedback with two different forms. The first form had describing question where answerer circled the suitable answer for oneself. There could have been more than one answer to the questions. The questions were centered to the Multisensory Space. I asked what the respondent's favorite workshop and what kind of themes respondents would like to experience in the space if looking forward the future. I also wanted to know if the Multisensory Space was suitable for the organized sessions. The form of this feedback form is seen in the figure 3.

1. What was the most interesting/your favorite workshop?

Finnish seasons and games	Music + emotion painting
Creating own multisensory space	Empowering hand -crafting

2. In what kind of workshops, you would like to participate again, in the Multisensory Space?

Creativity and art	New working methods
Fact based lecturers	Own Multisensory Space

3. Do you think the Multisensory Space was suitable place for the workshops?

Yes	No
-----	----

4. What kind of topics you would like to explore in the future when using the Multisensory Space?

Team work	Lectures of scientific topics
Individual work	Work-related themes
Self- researching	Digital skills
Empower others	Relaxation methods

Figure 9: Describing feedback form

5.2 Feedback for the DISC-project

The last feedback form used in the process was ready-made from DISC - project and it consisted of 10 questions with checkboxes where answers took place in a scale with five different respond boxes. The questions were focused on the building process in the Multisensory Space when the Chinese spaces were built. The questions wanted to research how people felt about the building and creating the space. The answers were asked to draw a cross under the answer what the respondent felt. The feedback form from DISC followed the Likert scale. It can measure attitudes and opinions with its psychological aspect. With the scale can be seen if the respondents agree to the asked questions (Study n.d.) The respond options were: *Fully agree, somewhat agree, don't know, partially disagree, fully disagree*. In the of the paper there were three open questions where each had opportunity to give open feedback of the Multisensory Space. The answers I received with this form was 12. Picture of the feedback form is seen in figure 4.



FEEDBACK FORM for Multisensory Space

Multisensory Space Experience

Background information:

FEEDBACK:

	Fully agree	Somewhat agree	Don't know	Partially disagree	Fully disagree
I found the Multisensory Space useful					
I understood my task					
I actively participated in building the space					
I found the building process meaningful					
I got enough support when building the space					
I could influence the outlook of the space					



Our space was a success					
I liked hosting the space					
I liked doing the project					
I would like to participate again in a similar project					

Open questions:

- 1) What did I learn? (e.g. using PowerPoint, building and using the Multisensory Space, using the projectors, applying and combining sound and visuals with lights, rights concerning digital materials)
- 2) What could have been improved?
- 3) What did we do especially well? What was successful? What did I like the most?

Figure 10: Feedback form from DISC

5.3 How the Multisensory Space worked in the project?

During the workshops I held, I researched that the Multisensory Space can be used in different type of classes. Participants felt relaxed in the space and according to the feedbacks I have received, people have said that the atmosphere is different compared to other classrooms. The space has projectors and three white walls where to reflect a visual effect. The effects can be reflected from a computer's screen and speakers play the wanted sounds. All these audiovisual devices supported the workshops, the art sessions and Chinese spaces very well.

In the workshops I used different methods to support the integration and interact with others. When I was having my sessions, I did not want them to feel like stressful or lecturer-like but more like that everyone felt welcomed and enthusiastic. One of the best qualities the Multi-

sensory Space is its ability to allow people move. The pressure of presenting and showing oneself is not that strict compared to classical classroom where all the seats are faced to the performer.

My workshops were not science-based classes nor lectures but more immersive and participating sessions for the students. Using the Multisensory Space as a working area suited me very well. The space allowed me to get close to the group but also provided a safe space to take distance for anyone if needed.

5.4 Summary of the feedback

While analyzing the answers many had written that they have felt relaxed during the workshops. Both the one where people got to do art and the one where people experienced the Chinese Space. The feedback gathered from the artistic sessions, the workshops number 2 and 5, Emotion painting and empowerment workshop, many answered that they liked when everyone got to use their imagination. Many answers also focused on teamwork and that it felt good to participate to group work. There were also few answers which said that the workshop was interesting, and it allowed to use creativity.

The feedbacks considering the Chinese Multisensory Spaces had similarities than the previous answers. Relaxation was center theme in these answers. People said that the space worked very well when learning different cultures and when presenting own cultural habits to others. From the answers arose that the themes of the Chinese space were well presented, and traditional aspect were seen in the space. Many answers stated that the atmosphere in the room was cozy and some people felt like they were back in their home country. From the open answers I also discovered that people had feeling of safe environment and had ability to share thoughts with others. Also, positive answers came from topics which considered working as a team and using imagination to decorating the space.

Below is introduced some of the feedbacks which were gathered after building the different Chinese Multisensory Spaces. The sentences are collected from open questions and describe feelings and with positive impact I understood that the method was success.

When was asked what was good at the workshop, I received such answers:

“I think that this method can make me learn more things”

“Good place to communicate with others”

“Like my hometown I feel like I'm back to China”

“We work together, and it makes me miss my hometown and everything is made by ourselves”

“It's so familiar feeling thank you for doing this”

“We can decorate as we can imagine”

When I asked what could be improved in the space or at the workshops, there came up answers:

“We can build every environment we like, it's freeing”

“Learn more about the culture of my country “

For the asking if a person would use this method in the future, some said:

“This is a very meaningful way to show something and so interesting”

“Understanding each other's' culture”

“Yes, but I will add something new”

“Yes, of course”

For the describing feedback 12 persons answered to this form. This was the form where answers needed to be circulated. I achieved a lot of positive responds. For the first question, six persons answered, that the most interesting workshop was the one getting to know Finnish culture. Four answered that music and emotion painting was their favorite and last two answered that creating own space was their favorite class. Nothing was left uncirculated so it could be said that creative sessions were success. For second question, where I asked what type of workshops people would like to participate again, 10 person answered creativity and art - workshops, and rest two wished to participate to workshops where is learned new working methods and building own Multisensory Space. Going through all the feedbacks gathered the majority of the respondents says that they would use the Multisensory Space again in the future. Of all the answers there was only few who said no for the space

The responds from the DISC feedback form supported the open questions. Nine persons fully agreed for all the propositions asked and rest three fully or somewhat agreed to all off the questions. With this feedback form I researched that everyone seemed satisfied for the Chinese space and the themes which were presented. Everyone said that they got enough support in the building process. Everyone also answered that they understood the tasks, and everyone

would participate similar project. I am very satisfied with the answers and with the feedback I saw that people really enjoyed the workshops and I managed to lead the group well.

Some of the responds consisted improvement ideas which could be taken into consideration when using the Multisensory Space for similar events. The biggest subject for the improvements was time. I received few answers which considered timing and lack of time. In general, there could have been more time for each workshop for ending discussion and active part. Some wrote that they were not happy for own skills to draw, some hope for more tools to work with and when building the Multisensory Space some wished for more materials to decorate.

Pälvi Rantala (2013 91-91) discusses the effect of artistic actions and says that results of creative methods are multi-ways with no specific answer. But what is clear is that with creativity and art can support well-being. As a conclusion of the feedbacks I could say that the Multisensory Space was suitable for creative classes and workshops which were held during the thesis project. I could state that participants liked the relaxation sessions because many said that they would like to experience similar classes again. The space provides a safe environment to share thoughts and feel relaxed. Both themes were defined as a goal to support the acculturation. People can feel empowered in the space when participating to active workshops. Being part of the community and working together with other people supported the belonging and well-being. Creativity and making art inspire many people. It allows one to use imagination and provides a possibility to focus on the moment. By analyzing all the received feedback, I found out that majority of respondents would like to use the Multisensory Space again in the future.

5.5 Self-assessment

During the thesis process I tried hard to find my place in workshops. At the beginning I did not know where to place myself when holding the workshops. I did not feel like a teacher, but not as a student either. After one workshop I asked for the feedback and one of the students has wrote that they did not know who the leader of the workshop was. This sentence shook my professional side and straight away I wanted to fix the situation. During the weeks, I took my place in this process and fixed my position time to time. Over the process I learned that the empowering does not focus only to the centered client group but also for the leader oneself. I experienced the successful empowerment in action. As a plan to empower others I noticed that being present one can experience a lot. When being surrounded by the people who has come to the class to experience the actions I have planned, had a great input for my own empowerment. It is not easy to take a role as a leader but after searched my place for few first session, but I finally found my place and guided the workshops till the end. I managed to empower myself while empowering others.

For my professional development, I learned that not always everything goes as planned and then I need to act, as a professional the most beneficial that the environment allows. What I noted, is that sometimes there can be a language barrier between me and a client but with a modern technology which is used in Finland, it is possible to find a way to communicate. I think that is also a theme which this thesis has been worked around; using creativity not just with hands but also with digital tools. During the sessions, I learned to be patient and use the tools what has been learned past years at school. The process taught me culturally sensitive approach. I learned a lot of a culture that differs from a Finnish one, such as what kind of values and habits people have. As a professional of social services, I learnt when meeting people from different background they might not have the same habits. That is why it is important to be patient and listen what one wants to tell. By gaining a knowledge of cultures I can learn more of culturally sensitive approach.

I researched the theory of group dynamics and reflected if there were developmental phases which I noticed during the workshops. Niemistö (2007) has examined the concept 'group' and its philosophy in his book. He presents Bruce Tuckman's theory of developmental description of a various group. There are five stages, how Tuckman has described the group development. First is the forming stage where group members find the way for communication within other members and with the leader. The second is a storming stage where participants show their personality and possibly show their disagreement of certain subjects. the third phase is focused on social cohesion. In this norming stage members accept one another, and communication is open. After this phase the fourth stage explains that the group has become strong and group dynamics works smoothly. Last phase is the adjourning stage what is also the finishing phase where the group finishes the action and each other's.

I evaluated the past workshops and if the group development and dynamics followed the same formula as Tuckman's model. There do was similarities comparing to the model, during the workshops. The first session allowed people to get to know each other's but also for me it was a phase where I tried to find my place within the group. According to my own evaluation the second phase where people showed more their personalities also came true because little by little people were more open about their opinions and feelings but there were no conflicts appeared. Third and fourth stages happened quite hand-in-hand. I noticed that the group became solid and people respected one on another. There do was little bit division inside the generations but as a whole the group had good spirit and if looking back to the workshops where was built the Chinese Multisensory Space, the collaboration worked very well. By looking the actions and dynamics there was lot of trust inside the group and some people were very open about their thoughts.

5.6 My role as a group leader

This project taught me skills for being a group leader. During the project I practiced schedule making, planning the sessions and themes, adapting to changes and how to work in multicultural environment. I noticed that as a group leader I am positive and creative thinker. If I face misfortune, I try to make the best of the moment and with creative thinking I make my way to the best possible goal. As a leader I might need more experience of being precise and slightly more demanding of the actions. Even the thesis project was worked among lot of people, all the leading and planning I made alone. The process has been lot of independent work and all the responsibilities has been my own. There was quite one to share the tasks but as a conclusion the process went quite smoothly, and I managed to find my way through the long process.

When guiding a multicultural client group, the basic premises of the professional ability is to face the client as an individual. The professional need to have a skill to communicate, solve problems but also be patient and listen. Using clear expression in communication is important when working with someone who does not have the same mother language. With plain language professionals intend to provide the information so that the receiver would understand it the most exact as possible. (Vuoti 2017, 198-199)

Puukari & Korhonen (2013, 36) discusses that for part of knowing the multicultural counselling, the counselor, in this case the professional of social services, it is important to know yourself and how the culture you have experience, has affected to you. One must learn self-assertion to understanding diversity and change when working with multicultural clients. I believe when person own a skill to adapt from situation to another the professionalism will emerge. Trusting oneself and own skills is a great development step for a more professional behavior in the future.

6 Ethicality

In the theoretical part in this thesis' was used public material which can be found both, in the libraries of Laurea universities or the public ones. Also, public scientific materials were used. The feedback received from the workshops has two different forms; self-created, open questions where participants has answered or ready-made form with DISC - stamp and which are analyzed from the aspect of the project's goal.

For this functional thesis the object was the set of workshops and from the sessions was collected feedback what can be used as a material for the DISC. After the first workshop, the participants were asked if the gathered feedback could be used as a material in the thesis and everyone agreed. As a reminder I did present the question again on last two workshops just to

make sure that everyone has given their concessions. All the feedback was received anonymously respecting everyone's privacy. When analyzing the results of the feedback, no names, ages or sexes are mentioned in the thesis. No one can be recognized from the given feedback. In addition, the figures attached to the thesis, names of the participants have been censored.

7 Conclusion and developmental ideas

People need to go through not just physical but psychological obstacles during the migration process. New environment and new culture can be challenging to adapt if the departure place differs from its cultural attributes. Creating relationships with persons in new country is a key-stone for the newly arrived survival. When there is someone to rely on and someone to discuss with everything does not seem so scary anymore.

In social and health care services the clients are seen as an individual. Need for social or health care services are evaluated together with the client so that one can be part of finding a solution as well. (Vuoti 2017, 190.) Same aspects were seen during the workshops and empowerment process. There were always many participants in the room at the same time, but everyone put effort in their own way. In the workshops were used various creative methods. With creativity the experienter has possibility to express oneself and use imagination. And if I think of the term imagination, I believe it is a moment that allows person to escape own thoughts. Seeing results of empowerment is one of the greatest goals that student, or professional of social services can achieve.

When using workshops instead of lecturing something in front of class, it cuts the 'authority status' from someone leading a group. I think that while having a class in a flexible form it gives possibility to approach people with low threshold. Some might ask or discuss more easier in the space or even approach physically when there is not the image of powerful leader. With workshops can be easily created relaxed feeling and be surrounded diverse people even the activity would be organized. With the workshops held for the students I got a chance to get to know a whole new culture and history. In a planning phase I had researched what activities I should try and with what kind of approach. When implementing the workshops and telling the instructions for the participants I was swollen into a world where the rules must be followed. But it was not the key point. What was important during the process, was being there. Being present and listening if participants like to talk and share thoughts. Sometimes I focused too much organizing the activities when the most effective action supporting the acculturation and integration process was just being there for the participants.

While analyzing the feedbacks was noticed that few persons mentioned, that during some of the workshops there was not enough time for both, creating and reflecting. As a development

idea for similar workshops is to improve the time management. By providing large amount of time to the participants it respects one's creativity and allows everyone to use time for their own creativity. Another developmental suggestion is when holding workshops within one certain group, the time gap in the schedule could be more solid. I had a few workshops with few weeks gap and personally, I think that it might have affected to the group dynamic and trust what comes to the artistic aspect and sharing the objects.

When working in an international environment one must understand the culturally sensitive approach. As a future professional of social services, I understand that with culturally sensitive approach, I face everyone equally and as individual. In addition, I am aware of different cultures and values, but with sensitive approach two -or more - different cultures can be mixed and create a cross cultural communication. During the thesis process I had no idea of anyone's background or the reason to migration in Finland. If I would have known any background stories or needs that one has, I could have focused on certain themes while the sessions were on. In this situation was needed to work as professionally as possible and face everybody as an individual. Working in a multicultural environment there can be faced difficulties which are hard to solve. For example, finding a common language for communication. With an intercultural knowledge, professional can adapt their skills when working in challenging situation. As a personal view, thesis process has gained a lot of new information from social work field and it has supported my professionalism. Working among multicultural clients or working in multicultural community is part of the modern world in Finland. People from different cultural backgrounds raises awareness of human diversity. Adapting knowledge of intercultural communication strengthens the ability to face new personas from different backgrounds. And of course, facing everyone as an individual respect the ethicality of social service field.

In a social service field, the professionals can meet a lot of persons from different cultures. Despite is it youth work, elderly care, guidance or teaching people always have different background and everyone has their own story. Professionals learn to do the work, take risks and adapt the working methods by experience. I bet there will happen lot of misunderstandings and mistakes when communicating with different people. But from the mistakes everyone can learn. And this is also where the creativity is needed. Creative thinking dares to think outside the box and creative minded dares to take risks.

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