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Visual Literature and Gamified Activities as Methods to Overcome Gender- and Ethnicity-based Barriers

Teaching tools for preparatory education for vocational training

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| Tekijä(t) | Sara Pacelli |
| Otsikko | Kuvallisten ja pelillisten menetelmien hyödyntäminen lieventämään sukupuoleen ja etnisyyteen perustuvaa jakaumaa |
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| <p>Tämän opinnäytetyön tarkoituksena oli nostaa esiin sukupuoleen ja etniseen taustaan perustuvaa jakaumaa Suomen työmarkkinoilla. Yhteistyössä Stadin ammattiopiston kanssa kehitettiin opetusmetodiksi maahanmuuttajille suunnattuun VALMA-koulutukseen (ammattilliseen koulutukseen valmentava koulutus) verkkosivusto lieventämään sukupuolen ja etnisen taustan roolia ammatinvalinnassa.</p> <p>Verkkosivusto suunniteltiin 10-viikkoa kestäneessä työharjoittelussa VALMA:ssa yhteiskehittämisen keinoin oppilaiden ja opettajien kanssa. Osallistavan toimintatutkimuksen (participatory action research PAR) ja sosiaalipedagogisen toiminnan menetelmät olivat käytössä luokahuoneessa. Menetelmät auttoivat hahmottamaan opiskelijoiden sukupuolen ja kulttuuritaustan merkitystä ammatinvalinnassa. Verkkosivuston ensisijainen tavoite oli kannustaa opiskelijoita ammatinvalintaan, joka vastaa heidän kiinnostuksen kohteita ja suorituspotentiaalia, riippumatta heidän sukupuolesta tai etnisestä taustasta.</p> <p>Sivusto jaettiin kolmeen osioon: <i>Ammatillinen koulutus</i>, jossa esitellään ammatillisen koulutuksen alat, <i>Ammatillinen minä</i>, joka tarjoaa työkaluja tunnistamaan omat henkilökohtaiset mieltymykset ja taidot, sekä <i>Haastattelu</i>, joka valmentaa opiskelu- tai työpaikkahaastatteluun ja opastaa CV:n tekoon. Koska VALMA-opiskelijat eivät puhu äidinkieleltään suomea, sivusto hyödyntää visuaalisia ja pelillisiä menetelmiä. Sukupuolten tasa-arvon edistämiseksi sivuston kuvituksissa on käytetty sukupuolisensitiivistä lähestymistapaa.</p> <p>VALMA-opiskelijat ovat harvoin valmentavan koulutuksen aloittaessa asettaneet koulutus- ja uratavoitteita, eikä heillä ole selkeää kuvaa ammatillisesta koulutustarjonnasta. Moni opiskelija koki verkkosivuston hyödyllisenä työkaluna oppia eri ammattialojen tarjoamista mahdollisuuksista. Sivuston visuaalisuuden vuoksi opiskelijoiden oli helpompi ymmärtää, mitä eri ammattialat sisältävät. Pelillisyyden hyödyntäminen koettiin myös hyödyllisenä keinona oman ammatti-identiteetin arvioimisessa.</p> | |
| Avainsanat | Sukupuoliroolit, etnisyys, työmarkkinat, maahanmuuttaja |

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| <p>This functional thesis aimed to address gender- and ethnicity-based division of labour in Finland. The purpose of the developmental task was to provide a teaching tool for preparatory education for vocational training for adult immigrants, also known as VALMA, at Helsinki Vocational College and Adult Institute to help students overcome existing gender- and ethnicity-based barriers when setting their educational and occupational goals.</p> <p>The developmental task was created during the 10-week-long work placement in VALMA - education. The participatory action research (PAR) methods and social pedagogical approach were used in the classroom to understand the role of gender and cultural background of students in the choice of a career. As the result of this functional thesis, a website was created in dialogue with the students and the staff as a method to mitigate the gender and ethnicity-based division of students in vocational education. The primary focus of the developmental task was to meet the needs of students.</p> <p>The website is divided into three sections; <i>Vocational Education</i> that introduces different vocational study fields; <i>Professional I</i> that provides tools to discover the study program that meets each student's personal preferences and competences; and <i>The Interview</i> that helps to create a curriculum vitae and prepares for an interview for a study place or employment. The gender-sensitive approach was used in the introduction of different vocational study fields to promote gender equality. As VALMA students do not speak fluent Finnish, visual literature replaced some written text to break down the language barriers and cultural divide. Also, gamified activity as a teaching method was designed for each section.</p> <p>Often students of VALMA do not have clear educational and occupational goals set. The students found the website a useful tool to discover study options. Due to visual literature on the site, students found it easier to understand what different study fields consist of. Also, the gamified activities were found as an alternative tool to critically evaluate their personal dispositions and competences, regardless of their gender or ethnic background.</p> | |
| Keywords | Gender roles, ethnicity, labour market, immigrant |

1 Introduction

Finland is considered one of the world's leading countries in fostering gender equality; for example, the percentage of men and women in working life in Finland is nearly the same. However, gender-based division of labour in Finland is high compared to other European countries; less than 10 per cent of employees work in the field where there is a balanced representation (40 – 60 %) of men and women. For instance, 86 per cent of social and healthcare workers are women, while 92 per cent of construction workers are men. The strong gender-based division of occupations is a problem at the societal level because many male- and female-dominated sectors face labour shortages; at the same time, in some sectors, unemployment is high. Also, the salaries are higher in many male-dominated sectors, even though women are more educated than men. (Keski-Petäjä & Witting, 2018; THL, 2020a.) The gender-based occupational division is considered a problem at the individual level, too; due to prevailing gender stereotypes, educational and occupational choices are not necessarily based on personal dispositions and competences, but gender roles and beliefs; therefore, gender norms create disadvantages for all genders. (Keski-Petäjä & Witting, 2018.)

Gender role beliefs also predict migrants' educational and occupational aspirations and choices in Finland. Apart from gender, also ethnic background influences their career outcomes. For example, often Somali women work in social and healthcare services. In contrast, Somali men in the logistic industry and nearly half of Turkish background migrants work in the accommodation and catering sector. (Helsinki, 2019a.) At the same time, the unemployment rate of migrants is higher and the employment rate lower than the Finnish born population. (City of Helsinki, 2020c). Those who come to Finland as refugees through the asylum application process or because of family reunification, often have low educational achievements from their home country. There are not many jobs for those without post-comprehensive qualifications. Therefore, they are at a higher risk of unemployment and becoming socially excluded compared to other migrant groups. (Tilastokeskus a; City of Helsinki, 2019 a; Pösö: 2014: 24.)

The Finnish social democratic welfare model relies on high employment rates. Therefore, the labour market participation of migrants is essential to economic growth. However, it is challenging to find employment in Finland without speaking the language or having the required certificates. Immigrants, who aim for further vocational studies to enable

employment, can participate in a year-long preparatory education for vocational training, also known as VALMA, which aims to help immigrants discover a profession that meets their competences, provide them with skills needed for further studies and improve their Finnish language skills. This functional thesis is done in cooperation with VALMA -education at Helsinki Vocational College and Adult Institute. The staff raised the concern of gender- and ethnicity-based division of labour in Finland – and the lack of teaching tools to encourage students set their educational and occupational goals based on their personal preferences, regardless of their gender or ethnic background.

The theoretical framework of this functional thesis focuses on the labour force participation of immigrants in Finland and gender stereotypes and cultural beliefs related to education and occupation in different cultural contexts. Also, the theoretical part covers the use of gamified activities as a method of learning and visual literacy in intercultural communication. As a result of this functional thesis, a website was developed in dialogue with the staff and students during a ten-week-long work placement in VALMA. The website users are not required to have fluent Finnish linguistic skills; visual literature is utilised to break down language and cultural barriers. Also, the website consists of gamified activities as a method of discovering a suitable profession. All gamified activities are designed to be played with a facilitator. The website's primary goals are to meet the needs of students; provide information they lack regarding vocational education, help them acknowledge the existing gender and cultural beliefs; and challenge students to critically evaluate their personal preferences and competencies, regardless of their gender or ethnicity, when setting educational aspirations.

2 Labour market integration of migrants in Finland

2.1 Employment of migrants in Finland

For the last 30 years, the number of people with a migrant background has constantly increased in Finland. In the early 90s, Finland received the first wave of migrant groups, mainly Russians and Somalians. In one decade, the number of migrants rose from 26 000 up to 91 000. (Launikari & Puukari, 2005: 219). In 2015, due to the Syrian Civil War and the conflicts in North Africa, the whole of Europe, including Finland, experienced the largest mass migration since World War II. By 2019, 404 000 foreign-born people were

living in Finland, which was 7,3 per cent of the total population of 5,5 million people. (Tilastokeskus 2121a & c.)

Migrants in Finland are a heterogeneous group; age, cultural and educational backgrounds and reasons for migration vary, but most of them are in the working age. Approximately half of the migrants reside in the capital area. (Tilastokeskus, 2121a.) Labour migrants often do not have difficulties entering the labour market, whereas non-European, especially humanitarian migrants, have lower chances of obtaining employment. Migrants have a higher unemployment rate and lower employment rate than the native population. Women with a migrant background have a higher unemployment rate than men with a migrant background. Also, migrant women, as well as native women, are employed for part-time and fixed-term positions more often than men. The employment rate of migrants aged 20–64 in Helsinki at the end of 2018 was 56,4 per cent, and the unemployment rate was 18,6 per cent. The difference with the native population was notable, as the employment rate of people with a Finnish background was 78,4 per cent and the unemployment rate 7,4 per cent. (City of Helsinki, 2020c.)

The ones, such as Somalis, Iraqis, and Afghans, who come to Finland as refugees through the asylum application process or as a result of family reunification, are at a higher risk of not finding employment and becoming socially excluded compared to other migrant groups. Also, the unemployment rate of women is significantly higher for humanitarian migrants than other migrant groups. (Tilastokeskus, 2121a; City of Helsinki, 2019a; Pösö: 2014: 24.)

2.1.1 Employment of Middle Eastern and North African women

Female labor force participation rates, 2017

Labor force participation rate is the proportion of the population ages 15 and older that is economically active.

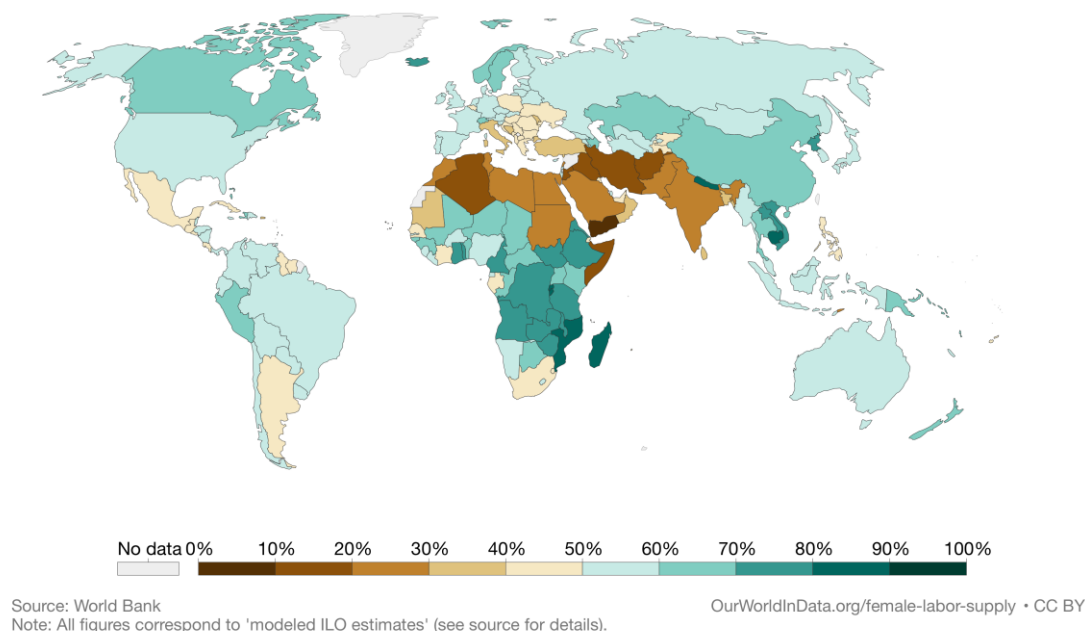


Figure 1: Female labor force participation rates, 2017 (World Bank).

Figure 1 illustrates female labour force participation rates around the world. According to the statistics, the female labour force participation rate is low in North Africa, Somalia, Middle East and South Asia. Comparing these figures with unemployment rates of women with an ethnic background in Finland, female migrants with North African, Somali or Middle Eastern backgrounds have a higher unemployment percentage than other ethnicities. Migrants from these countries often come to Finland for humanitarian reasons, and both men and women are at a higher risk of not finding employment. However, the high unemployment rates of women can indicate that the gender roles in these countries are more patriarchal; women stay at home to look after the children, whereas men are considered the providers. Also, the birth rate of migrant women from the Middle East, North Africa and Somalia is higher than other migrant groups or natives (Tilastokeskus, b). In addition, a female without children is in a more favourable position in the labour market than a female with children (Työ- ja elinkeinoministeriö, 2019: 37).

2.2 VALMA as a steppingstone to education

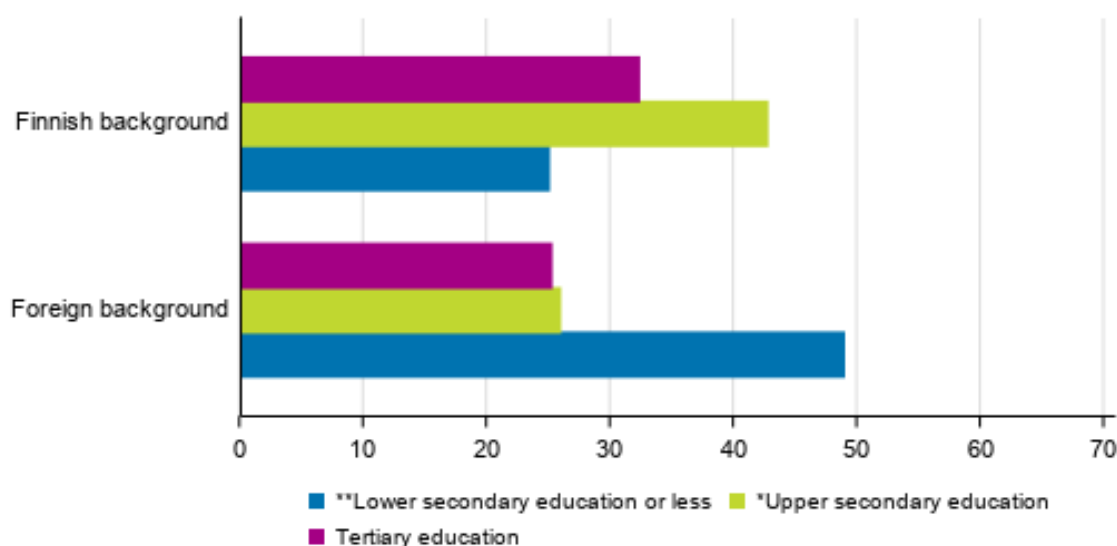


Figure 2: Population by origin and level of education, 2018 (Statistics Finland).

Figure 2 illustrates the level of education of migrants compared with the Finnish born population. Even though over 25 per cent of persons with foreign backgrounds had completed tertiary level of qualifications in 2018, nearly 50 per cent were without post-comprehensive qualification. In the Finnish labour market, there are not many jobs available for those without a degree. Therefore, education increases migrants' employment opportunities and human capital. (THL, 2021a; Nordic Council of Ministers, 2019b: 10-34b; Tilastokeskus, 2019a.)

Preparatory education for vocational training, VALMA, is aimed at youths and adults, such as immigrants, to find a vocational study program that meets their personal interests and improves their skills for further studies. Applicants are required to have a qualification equivalent to basic education, and basic Finnish language skills. VALMA does not lead to any qualification; however, students can raise their comprehensive school grades in VALMA, if necessary. The main goal is to obtain a study place; students enrol in the joint application system when it takes place or in continuous admission. There is continuous admission to VALMA, and the studies last from 6 to 12 months (30 to 60 credits). An individual study plan is drawn up for each student based on their skills and interests (City of Helsinki, d; Pösö, 2014: 24.) Students of VALMA are eligible for student financial aid or integration allowance if preparatory education for vocational training is part of their integration plan (Kela; TE-palvelut, 2021).

In preparatory education for vocational training for immigrants, students' educational backgrounds vary from comprehensive school to university graduates. Besides introducing different vocational study programs, and providing knowledge and skills necessary in further studies, improving Finnish language skills is emphasised. After all, Finnish linguistic skills are considered one of the most important factors in terms of integration. Also, students become familiar with the Finnish culture and its customs and learn how to navigate through the Finnish education system, which can be challenging, especially for those from undeveloped countries, where educational opportunities are limited. The concept of VALMA is promoting inclusion and integration by helping students to get rooted into the Finnish society; therefore, preparatory education for vocational training is considered as a steppingstone to vocational education. (City of Helsinki, d; Pösö, 2014: 24.)

2.3 The need for methods of mitigating gender- and ethnicity-based division in education

Besides gender-based division in the Finnish labour market, there is an occupational division based on ethnicity. For example, many Estonians work in the administrative and support service sector, but men particularly in construction; often Somali women work in social and healthcare services, whereas Somali men in the logistics industry; almost half of the Turkish background immigrants are working in the accommodation and catering sector and a quarter of Indian background immigrants in the information and communication technology sector. (Helsinki, 2019a.) However, the range of different professions is wide, as vocational colleges offer education and training in 10 different fields; in agriculture and forestry; business, administration and law; education; health and welfare; humanities and arts; information and communication technologies; natural sciences; service industries; social sciences; and technology. Vocational education includes basic vocational degrees, vocational qualifications, and special vocational qualifications. (Studyinfo.fi.)

According to the SEGLI-report, youths in secondary and upper secondary schools in Finland aim for the fields they are familiar with and have positive connotations. Therefore, the SEGLI -project develops new operating models for youths in Finnish education to mitigate gender and ethnicity-based division in education. The SEGLI project takes an intersectional approach to alleviate gender and ethnicity-based division, also acknowledging the cultural background and social class. (Tanhua, 2019: 25-26). The SEGLI -report states that it is essential to pay attention to how educational paths are presented.

It is vital to promote different fields in a positive light, in a gender-sensitive way and encourage students to choose a field that they are interested in regardless of their gender or ethnicity. This intersectional approach encourages students to set educational goals that match their personal dispositions. Also, particularly with students with an ethnic background, it is essential to give prompt information about various study program opportunities and what different fields consist of - and to emphasise that the study field can be changed if it does not meet their expectations. (Tanhua, 2019: 38-41.)

This functional thesis is developed in cooperation with VALMA -education at Helsinki Vocational College and Adult Institute, and it applies a similar approach to the SEGLI -project. According to Pia Karaspuro, a teacher of preparatory education of vocational training at Helsinki Vocational College and Adult Institute, students are motivated to obtain a degree in order to participate in the labour market. However, they do not have a comprehensive understanding of various study programs that vocational education offers. Instead, they aim for fields that they are familiar with. Also, gender stereotypes are reflected in students' educational choices. For example, a female student often does not consider a male-dominated sector as an option, such as the logistics or information technology, even though she would have the competence to perform well. Additionally, students base their decision on how advanced their Finnish language skills are to be selected for the applied study program. Students with a higher degree from their home country or long employment history from a specific field are more goal-oriented and persistent in improving their Finnish language skills to pursue a career. Yet, their knowledge of different occupational opportunities is limited.

Students' diverse educational backgrounds and different levels of Finnish language skills make teaching challenging. Due to continuous admission, new students enter the class every month, and students leave after finding a study place or employment. In VALMA -education for immigrants; besides improving study skills and introducing different educational opportunities, language learning and Finnish cultural studies are part of the curriculum. (Stadin ammattiopisto, 2008: 3-8.) However, it is challenging to follow the curriculum due to student turnover, especially with language teaching. Therefore, Karaspuro finds visual aids and game-based learning activities as efficient tools in intercultural education. However, there is a shortage of teaching material for adult immigrant education with relevant content. There are various challenging topics to teach, from Finnish grammar to social problems, such as gender inequality, especially in education and working life.

Therefore, the developmental task of this functional thesis aims to provide practical tools for teaching. The developmental task is a website that presents the fields of vocational education. The presented study fields are narrowed down to the ones that vocational institutions offer because the website's target audience aims for upper secondary vocational education and training. The fields are presented using gender-sensitive approach; for example, a male figure represents a female-dominated sector to encourage male students to consider the field as an option. Also, the website consists of game-based learning activities as a method of helping students to discover and set their educational and occupational goals that meet their personal interests. A role-playing game as a game-based learning activity helps students to prepare for an interview. The website is designed to be used with a help of a facilitator. Each game includes instructions about how to facilitate the game using culture-sensitive approach and considering cultural dimensions. For example, a facilitator needs to be aware of cultural differences and explain in detail why do we behave in a particular way, for example, in an interview situation. The website is designed to be used in a learning environment, such as in a classroom. However, the users' low Finnish language proficiency is considered by utilising visual aids to replace linguistics and break down communication barriers. Therefore, students can benefit from using the website independently, too.

3 Gender roles and ethnic background

3.1 The role of gender in culture

According to Fons (2017), who investigates cultural and gender differences in gender-role beliefs, sharing household tasks and childcare responsibilities, and wellbeing among migrants and majority members in the Netherlands, claims that first-generation migrants have stronger gender role beliefs compared to their children who were born in the host country and have been exposed to the mainstream culture. To define cultural differences, Fons refers to Hofstede's study (2001), using the terms masculinity and femininity to describe cultural dimensions. In masculine cultures, gender roles are more traditional, and the belief of inequality of genders dominates; men are considered the head of the family, whereas women's duty is to look after the nonmaterial quality of life and children. In feminine cultures, the gender roles are less defined, and they overlap; both genders are encouraged and enabled to study and work, and the female is in a more dominant position in the family than in the families of masculine cultures. (Fons, 2017: 814.)

The Western world, including Finland, represent feminine cultures. In addition, countries can also be divided into collectivist and individualistic cultures. The Western countries represent individualistic cultures where personal achievements are emphasised, and people look after themselves and their direct family only; whereas the Eastern countries represent collectivist cultures, which are family-oriented, and the concept of family is wider, and the group goals and needs are more important than individual desires. Also, the gender norms and beliefs are more patriarchal in collectivist cultures compared to individualistic cultures. According to Fons' study, there was no significant difference in sharing household tasks and childcare responsibilities between the second-generation migrants with a collectivist cultural background and the natives (2017: 819-822).

However, the study of Aslan, Ahmadi, Sjöberg and Wikström (2018) that investigates influences on occupational aspirations among descendants of Middle Eastern migrants on the Swedish labour market claims that to find the balance between the individualistic and collectivist cultures is challenging for the second-generation migrants. For instance, collectivist cultures are achievement-oriented because education and high-status positions at work have symbolic value – it uplifts the family's social status in the community. If the family lacks socioeconomic capital in their community, the children often need to earn higher socioeconomic status through academic achievements. Also, the parents with a migrant background have high expectations for their children, even though they cannot provide substantial support. This indicates that it is not only the gender norms limiting the educational options of migrants; in addition, parental pressure for academic success to achieve academic attainments desired in their community influences children. (2018: 136-138.) Regarding to Aslan et al (2018: 146-151) there are specific occupational fields, such as economics, law, or psychology, that are more desired than others; therefore, descendants of the Middle East may feel obligated to study the field that fulfils their parents' expectations in terms of educational and occupational attainments. However, if the choice of education is not based on the individual's personal preferences, the sense of self-fulfilment and achieving well-being and life satisfaction are low.

3.2 Gender equality in labour-markets in the world

Across the globe, men have participated in the labour market more than women, even though women's labour market participation has increased substantially in the last few decades worldwide. In low-income countries, women are heavily involved in the agricultural sector, whereas in high-income countries, women are educated and build a career.

(Ortiz-Ospina & Tzvetkova, 2017.) The significant factors that have allowed women to enter the labour market in the West are the invention of birth control pills in the 1960s and reasonably priced daycare (Ministry of Social Affairs and Health). Still, women are spending more time on domestic housework and childcare than men. However, gender differences are becoming less apparent in industrialised societies; for instance, in the labour market, the percentage of women in management positions is still lower than men, but the number is growing. (Ortiz-Ospina & Tzvetkova, 2017.)

Are non-pregnant and non-nursing women allowed to do the same jobs as men?



'No' indicates that there are specific jobs that non-pregnant and non-nursing women explicitly or implicitly cannot perform (except in limited circumstances).

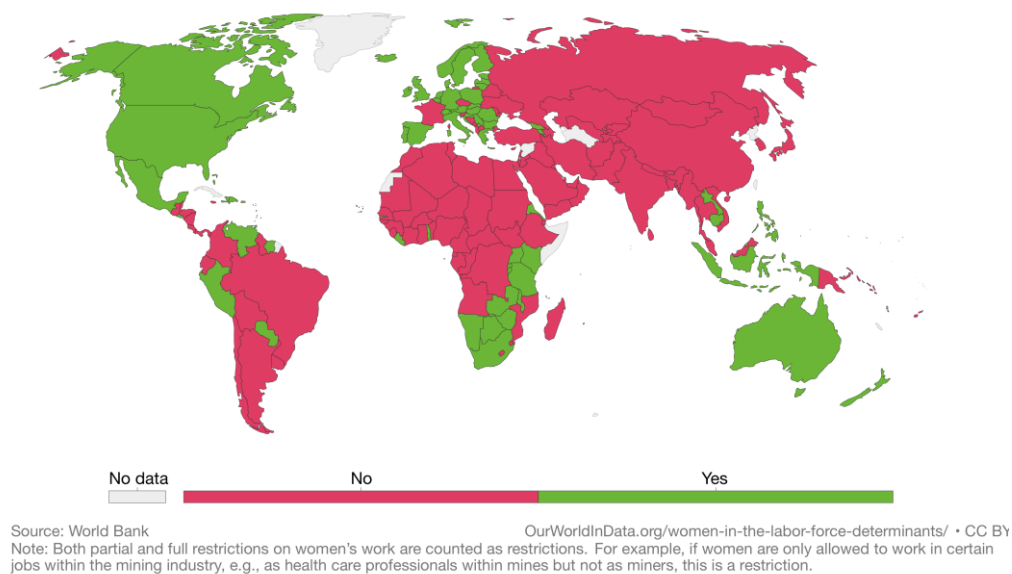


Figure 3: Are non-pregnant women and non-nursing women allowed to do the same jobs as men (World Bank).

Figure 3 illustrates public opinion in different countries if non-pregnant and non-nursing women can do the same work as men. Most Europeans consider that there is no work that women could not explicitly or implicitly perform, which illustrates attitudes on gender equality in the labour market. The studies show that women have more egalitarian gender-role beliefs than men, and the educational level and employment status affect the views of less traditional gender roles. (Fons, 2017: 813-814.)

In 2019, the percentage of labour participation of women and men in Finland was nearly the same (71,8 % - 73,3 %). However, the gender-based occupational division is high in Finland compared to other European countries. For example, 86 per cent of social and

healthcare workers are women, while 92 per cent of construction workers are men; less than ten per cent of occupations are equally balanced (40 % - 60 %) between men and women. Also, the gender pay gap remains notable; in 2018, women earned 84 per cent of the amount earned by men, which directly affects pensions. (THL, 2021b.) The gender-based division is problematic for several reasons; it perpetuates gender stereotypes. Therefore, it is considered a problem at the individual level; gender role beliefs affect personal educational aspirations. The gender-based division is regarded as a problem at the societal level too, as many male- and female-dominated sectors face labour shortages; at the same time, unemployment is high in some sectors. Also, the pay is higher in many male-dominated industries, even though women are more educated than men. Due to the gender-based division, the position of women and men differs; the economic power and incentives are unequally distributed between women and men. (Keski-Petäjä & Witting, 2018.)

3.3 Policies directing labour market integration in Finland

Labour market integration of migrants is the sum of several policies, such as education, active labour market and social benefits. There are not many vacancies available for those migrants, who have attained only low educational achievements. The education and Finnish/Swedish language skills of migrants increase human capital and have positive employment effects. However, the studies show that subsidised private-sector employment is the most beneficial labour market program to improve migrants' labour force participation. Still, it is used only to a limited extent. Social benefits are designed to reduce income inequality in case of sickness, unemployment, et cetera. However, they are also considered to weaken individuals' incentives to self-efficiency, educating and finding employment, especially among migrant women. (Nordic Council of Ministers, 2019b: 10-34b.)

The Employment and Economic Development Office (TE Office), together with municipalities, provide integration services for migrants to support employment, such as designing an individualised integration plan. After the migrant has received a residence permit, an immigrant advisor is provided, who makes an initial assessment to provide the necessary support for integration. According to a migrant's educational background, employment history and language skills, the personal integration plan is prepared for the next three to five years. VALMA -education can be a part of the integration plan. (Te-palvelut, 2021.) Many positions in Finland require a higher education degree. Therefore,

the level of education of natives and foreign-born peers affects entering the labour market. However, for a migrant outside of Europe, finding employment is more challenging in the Nordic countries than in many other European countries, which indicates that Nordic employers favour local educational merits when hiring. (Nordic Council of Ministers, 2018a: 54-58.) Recognition of foreign degree certificates in Finland is done by the Finnish National Agency for Education or another authority; for instance, the licence for professional practice rights in health care is granted by National Supervisory Authority for Welfare and Health (Valvira). Valvira estimates if the training completed outside the EU/EEA member state is comparable; Valvira may mandate to complete additional studies if the training differs from the Finnish one. Also, sufficient oral and written language proficiency in Finnish or Swedish is required. (Valvira 2015.)

Parents' social and economic problems influence their children's outcomes as adults; social exclusion and poverty are intergenerational; the more resources the parents have to offer their children, the better the children do in their adult lives (Vauhkonen et al, 2017: 42-43). The first- and second-generation migrants are at a higher risk of poverty and social exclusion than the natives due to the lack of Finnish language skills and education (Pösö, 2014: 24). Therefore, it is vital to stop the intergenerational transmission of disadvantages through education. Also, the labour market participation of migrants has economic value because the Finnish welfare model relies on high employment rates. Furthermore, unemployment of migrants leads to income inequality between migrants and natives, which increases discrepancy, threatens social cohesion and integration, and is also considered a hindrance to social sustainability (Nordic Council of Ministers, 2019 b: 6.)

4 Visual tools and serious games in intercultural communication

4.1 Intercultural communication

In intercultural communication, people with diverse backgrounds interact with one another. Encoding the message is usually done by verbal communication; however, the lack of mutual language creates a barrier for interaction. Besides the language barrier, there are many other culturally related norms in communication, such as the tone of voice, personal space, eye contact, postures, gestures, punctuality, et cetera, which can be misinterpreted and make communication challenging. (Chi-Takornkijasil, 2010: 6-10.)

Hall and Hall (1987: 7) claim that societies have inherent cultural differences, and communication can be defined in high-context and low-context messages.

A high context (HC) communication or message is one in which *most* of the information is already in the person, while very little is in the coded, explicit, transmitted part of the message. A low context (LC) communication is just the opposite; i.e., the mass of the information is vested in the explicit code. Twins who have grown up together can and do communicate more economically (HC) than two lawyers in a courtroom during a trial (LC), a mathematician programming a computer, two politicians drafting legislation, two administrators writing a regulation. (Hall & Hall: 1987: 8).

All the cultures have characteristics of both communication styles. However, the East is considered a high-context culture, where symbols are used in communication, such as social hierarchies. In contrast, the West is a low-context culture, where verbal communication is emphasised. Due to different communication styles, misunderstandings emerge between high-context and low-context cultures. Therefore, the backbone to support communication across cultures is respecting cultural diversity and having cultural-sensitive communication skills; being aware of cultural differences, people's diverse backgrounds and diverse cultural practices. (Hall & Hall: 1987: 8-11.)

4.2 Visual literature as a tool to break down language barriers

When there is no mutual spoken language, visual literature, such as visual aids or infographics, helps to break down the language barriers and bridge the cultural divide in intercultural communication. The VALMA students' perceptions of vocational education and occupational opportunities vary. Therefore, visual literature is utilised on the website to deliver information about different vocational opportunities. For example, the qualification in *Health and Welfare* (Terveys- ja Hyvinvointialat) gives the eligibility to work, for instance, as *a practical nurse* (lähihoitaja). However, it can be difficult for someone who is not familiar with the Health and Welfare services and does not speak fluent Finnish to understand the career options of a practical nurse, who can work, for instance, in hospitals, housing units, schools or daycares, with different client groups, such as with children, youths, the elderly, substance abusers or clients with mental illness. Using visual literature to illustrate the diversity of practical nurse roles helps the viewer better understand what the field consists of and encourages further exploration of the field of Health and Welfare. Also, implementing gender-sensitive approach to present different occupations promotes gender equality in the labour market. For instance, Health and Welfare field is female dominated. However, male figures representing the profession breaks

gender stereotypes and may encourage men to consider the Health and Welfare sector as a profession.

4.3 Utilising serious games in education

Instead of pure entertainment, the primary purpose of serious games is to educate or be informative and develop new habits. Nowadays, gamified activities are implemented in education; health; advertisement (the games that include advertising elements are called *advergAMES*); cultural heritage; interpersonal communication; and health care. They are designed to be used in different contexts, such as for classroom learning and online learning. Educational- and *advergAMES* are the most dominant application domains in the market. (Laamarti, Eid & El Saddik, 2014: 5-6.)

According to Laamarti et al (2014), the taxonomy of serious games is important to acknowledge in the design process of a serious game; *activity*, which defines the type of gaming activity, such as physical or physiological exercise; *modality*, which is the channel used to communicate from the device to a player, such as visual, auditory or haptic; *interaction style*, which refers to traditional interfaces, such as a keyboard or mouse, or intelligent interfaces, such as eye gaze or movement tracking; *environment*, which can be, for example, 2D or 3D, or combination of both or virtual or mixed reality environment; and *application area*, which refers to application domains. (Laamarti et al, 2014: 4-5.) Laamarti et al (2014) refer to digital serious games applications; however, the listed elements are important in the design process of any type of gamified activity to make the learner engage with the game, such as in boardgame design.

Gamification elements are not efficiently utilised in immigrant education. There are only a few projects, which have created gamified activities for adult immigrant education in Finland. *The CONNEXT for Inclusion*, an ongoing project in Finland, Sweden, and Belgium, aims to empower the players by utilising gamified activities to get physically active. The target audience is young men with a migrant background, who are statistically at a higher risk of dropping out of school and becoming socially excluded. The phenomenon of young men not being in education, employment or training is identified across Europe. (Vauhkonen, Kallio, Kauppinen & Erola, 2017: 43-44; CONNEXT for inclusion.) Also, the projects, such as *Kepeli-* or *KAMU-projects*, provide game-based learning activities for intercultural learning environments. The games, which are designed to be played with

the help of a facilitator, promote integration and offer alternative ways to strengthen professional competences. (KAMU; Kepeli.)

The created website consists of different gamified activities, with similar design elements than Laamarti et al (2014) have listed. Game-based learning is used as a method to educate players of different study fields available and make players critically evaluate their personal dispositions and competences when choosing a career path, as well as to help create a curriculum vitae and prepare for an interview. The games are designed to be used with the help of a facilitator. Therefore, each game consists of instructions about how to facilitate the game having a culture-sensitive approach.

5 Methods and implementation of the developmental task

This functional thesis is developed in cooperation with preparatory education for vocational training for adult immigrants at Helsinki Vocational College and Adult Institute. The need for the developmental task initially came from the staff, as there was a demand for tools to mitigate gender- and ethnicity-based division of students in vocational education. The developmental task is developed during a 10-week-long work placement in dialogue with the students and the staff. The primary aim of the developmental task is to meet the needs of students.

The theoretical part of this functional thesis addresses the problem of gender and ethnicity-based division of labour in Finland; gender roles and cultural beliefs in different cultural contexts; immigration in Finland; labour force participation and employment rates of migrants in Finland; the concept and the role of preparatory education for vocational training as part of the integration process; game-based activities as a teaching method and the role of visual literacy in intercultural communication. The developmental task is a website called *Ammatillinen koulutus – Mikä minusta tulee?* (Vocational Education – What will I become?), which is designed as a teaching method for VALMA -education. The website presents different study fields that vocational education offers, helps students discover an educational path that meets their competences and interests and encourages students to set educational aspirations based on personal preferences, regardless of their gender or ethnic background. The website also instructs to create a curriculum vitae and helps to prepare for an interview. As the website users are not native Finnish speakers, visual literature is utilised to break down the language barriers and

cultural divide instead of using only written language. Also, the website consists of different types of game-based learning activities as a teaching method.

There are three sections on the website: *Ammatillinen koulutus* (Vocational education), *Ammatillinen minä* (Professional I) and *Haastattelu* (The Interview). The Vocational education -section presents different fields of vocational education utilising visual literature in a gender-sensitive way to break down gender stereotypes and cultural assumptions and encourage students to challenge their limiting beliefs when setting their educational and occupational goals. The section also includes a gamified learning activity called Alias of Professions. The Professional I -section consists of a linear life cycle model to illustrate a lifespan and Finland's current general retirement age. Also, the section consists of a game-based learning activity as a method to help a user critically evaluate and discover their personal dispositions and competences. The interview -section provides information and tools to create a curriculum vitae and prepare for an interview.

All game-based learning activities require a facilitator, such as a teacher, who is familiar with different study programs that vocational education offers. The facilitator's role is to lead the game and teach about the Finnish cultural and social norms. Also, based on the player's interests, the facilitator instructs the player to explore more the profession that would possibly meet their interests. Also, in the interactive game-based learning activities, the facilitator's role is to correct the player's grammar when speaking Finnish. Each game consists of the detailed facilitator's instructions. Even though the website's primary purpose is not to teach Finnish, users improve their oral language skills and widen their Finnish vocabulary.

5.1 Methods

The backbone for the developmental task is the theoretical background. Based on the theoretical knowledge, a mock-up of the website was created before the work placement, which consisted of visual aids and gamified activities. The website was developed further and finalised during a 10-week-long work placement in preparatory education for vocational training for adult immigrants at Helsinki Vocational College and Adult Institute.

To better understand the concept of preparatory education for vocational education and the needs and requirements of teaching tools, participatory action research (PAR) methods were used, which “*aims to understand the reality as it is to change it.*” In education,

PAR aims to improve the curricula by studying, reframing and reconstructing practices in the classroom. (Athew, Kemmis & Weeks, 1998; 21-22.) The methods of PAR were beneficial to understand the concept of VALMA from the students' and the teacher's points of view. Due to enrolment that is open year-round, the student turnover is constant; during a 10-week-long work placement in VALMA, five new students joined the class, and three left after finding a study place or employment. Therefore, it is impossible to follow a coherent curriculum with a clear structure. In addition, the COVID-19 pandemic created unexpected challenges; remote teaching has required independent study. Therefore, it has had a negative impact on students' Finnish language development. According to students, language learning is challenging remotely due to low self-management skills and lack of motivation. Some of the female students had been stay-at-home mothers for several years. They especially required group support for learning. Also, many students recorded that they consider contact classes more beneficial in terms of learning because the school environment is the only place where they communicate in Finnish; at home, they speak, watch TV and read the news only in their mother tongue.

Also, social pedagogical methods were used in the classroom, as social pedagogy provides a well-established framework, using a holistic and relationship-centred approach to work in a multicultural context. Social pedagogy addresses inequality and supports the most disadvantaged members of the society by advocating sociocultural diversity and believing in an inclusive and culturally diverse society. It promotes human development in terms of participation, inclusion, and integration in every course of people's lives. Everyone is considered competent to take charge of their lives in an active and participating way and feel empowered. (Storo, 2013; 11-23). The developmental task encourages students to question their cultural gender norms and beliefs without relinquishing their cultural traditions or identity. An individual can have several layers of cultural identity; integrating into another culture does not mean forgetting their cultural traditions and habits. Nevertheless, the core idea of the developmental task is to support students to reach their full potential and empower them to take an active role in their lives.

The role of a trainee in the classroom has been both an observer and an educator. Participatory action research and social pedagogical methods have helped to understand the concept of preparatory education for vocational training and the factors that determine the educational goals. The Theory has guided in the design process of the developmental task, and the following aspects were considered; what are the factors that in-

fluence students educational preferences, and how they are in relation to students' gender or ethnic background; what kind of practical tools can deliver information about vocational education opportunities in the way that gender stereotypes and cultural beliefs are critically viewed.

5.2 Implementation

As one of the criteria to enter preparatory education for vocational training is to know the basics of the Finnish language, the website users are expected to know some Finnish. Therefore, the written language on the website is plain Finnish, except for the facilitator's instructions. Due to the existing language barriers, visual literature is also used to replace linguistics to get the message across and make the website user-friendly. The introduction of different study programs is narrowed down to vocational education as the working-life partner offers vocational training. The information about different educational fields that vocational education offers is delivered in a gender-sensitive way to break down gender role expectations. Ideally, the approach makes students consider a career path that is unexpected to their gender or ethnic background, in case they discover that they are competent to perform well in that profession. Gamified activities on the site provide methods of discovering, setting, and reaching educational goals. Apart from mentioned goals, because the website consists of professional terminology and the language used for game-based learning activities is Finnish, students also improve their Finnish oral linguistic skills and widen their vocabulary.

The primary focus on the developmental task is to provide information that students lack regarding to obtaining education. The VALMA students' backgrounds, educational levels and ages vary. Therefore, the website represents a broad description of obtaining an education. Nevertheless, there are similarities in gender norms and cultural beliefs practised in different cultural contexts, such as the idea of *male* and *female* work. For example, men are considered more suitable for performing technical tasks, whereas women are more suitable for nursing. The aim is to break gender stereotypes and promote gender equality. The primary goal is to encourage students to set concrete educational goals that meet their personal dispositions and competencies, regardless of their gender or ethnic background.

The lack of adequate Finnish language skills is considered a hindrance to reach educational goals or participate in the labour market. Many VALMA -students have lived in

Finland for several years, trying to find employment without success. For some, participating in VALMA is their first attempt to integrate into Finnish society. The developmental task aims to help students set educational goals and also motivate students to study the Finnish language efficiently.

6 Observations and the process

Before starting as a trainee at the work placement, a mock-up of the website was ready with some ideas for gamified activities, which were created based on the theoretical studies related to the subject. On the first day in the classroom, the topic and the goals of the thesis were introduced. No matter the students' cultural background, everyone identified and shared similar thoughts about the concepts of *men's work and women's work*. For instance, nursing was considered as a feminine and technical work as a masculine profession.

Students spoke openly about their personal aspirations related to education. Many women in the classroom considered obtaining a teaching assistant, practical nurse or confectionary qualification, whereas men considered professions in transportation and logistics. Even though the number of students (15) was a small sample to explore differences in educational goals between men and women; still, the influence of gender was identified in educational goals. The only profession that was considered as an optional career choice for both genders was being a chef.

Some students had no education apart from a comprehensive school, and some had never participated in working life. Few of the students had a higher degree from their home country and long employment history, also in a management position. More education and work experience the students had; more ambitious they were achieving their educational goals. Also, those with higher education or a long employment history had a more realistic idea of working life. However, everyone found Finnish language learning challenging. Those whose English language skills were adequate to obtain a degree in English, considered obtaining vocational education or a higher degree in English.

The duties of a trainee included helping students discover a suitable career path, enrolling in the joint application system or continuous admission for study programs and writing motivation letters with students to be attached to the application. Not many students had a clear idea of the field they wanted to pursue or what different fields consist of. Most students enjoyed VALMA -education because it created the structure for their daily lives and enabled social contacts. Therefore, even without having educational goals, some students applied for study programs they were familiar with, hoping to have a similar daily routine in the future that VALMA provided.

7 The website

7.1 The website presentation

The name of the website is *Ammatillinen koulutus – Mikä minusta tulee?* (Vocational education – What will I become?). There are three different sections on the site: *Ammatillinen koulutus* (Vocational Education), *Ammatillinen minä* (Professional I) and *Haastattelu* (The Interview). Visual literature partly replaces written text; the photographs are royalty-free, and the illustrations are the author's drawings. Each section contains a game-based learning activity, which is designed to be played with the help of a facilitator. The facilitator's instructions are attached for each game. The website is created on a customised version of a wix.com designer-made website template. The domain of the website is www.ammatti.info.

7.1.1 Section I: Ammatillinen koulutus – Vocational Education

Section I: *Ammatillinen koulutus* (Vocational Education) provides information about ten different fields of vocational education. There is a slideshow of ten images that presents each field by utilising visual aids with limited text. The primary aim is that the viewer understands the concept of each field by looking at one image. There are various study programs, and one image cannot provide detailed information about any of them. There is more information about the field added in the footnote. However, each image consists of a link for *Opintopolku* -website to provide further information.

As an example, the field of *Health and Welfare* includes two study paths; *Social and health services*, and *Welfare, Education and Guidance*. The image gives an idea for the viewer of what the qualification in the field of Health and Welfare attains competence to.

The written text provides further details about the study paths, professional titles and potential client groups. For example, vocational qualification in Health and Welfare field gives the eligibility to work as a practical nurse in nursing, care, education, housing and rehabilitation with children, youths, people with disabilities, the elderly, substance abusers and clients with mental health problems.

According to the statistics, over 80 per cent of social and healthcare workers are females. Therefore, both genders represent the Health and Welfare field. The use of male figures is to catch males' attention and encourage them to consider the field as their future profession.

The Ammatillinen koulutus (Vocational Education) -section also contains a game-based learning activity, *Ammatti Alias* (Alias of Professions). The game consists of multiple cards of different professions, which can be printed out as a PDF document. Before playing the game, the players familiarise themselves with different professions presented in the slideshow. Alias of Professions can be played in multiple teams of two or two to three players can compete with each other. The players or teams take turns explaining *in other words*, *acting*, or *drawing* professions in a limited amount of time, using an hourglass or a timer. The others are trying to guess the profession in Finnish. The goal is to collect points by guessing as many professions as possible before the time is up. The player or team who has the highest score wins. Alternatively, if players want to have a digital interface, the Pictionary Air drawing pen can be used; the player draws clues in the air using the pen, while others are trying to guess the drawing of the profession that appears on the screen. The game is designed to be played with the help of a facilitator, who corrects the players' Finnish grammar and wording. The detailed instructions are attached to the game.

7.1.2 Section II: Ammatillinen minä – Professional I

Section II: *Ammatillinen minä* (Professional I), consist of a linear life cycle model to illustrate a lifespan and Finland's current general retirement age. The linear life cycle model concretises the user's possible years left in working life before retiring. For example, a forty-year-old can consider themselves as old, but if they see that they still have 22 years left before reaching the average retirement age of 62, this can motivate them to pursue a career.

The section also contains a game-based learning activity to challenge users to consider their skills, competences and interests. In the game, a player must imagine themselves in working life. A facilitator asks a player *yes* or *no* -questions, for example, *physical work* or *creative work*. The questions are asked in random order. The game aims to help those players who are uncertain of what type of work they want to do. Answering the closed questions, a player discovers their personal preferences, which helps a facilitator form the idea of a potential profession to a player regarding their preferences. Therefore, it is easier for a facilitator to provide educational guidance.

7.1.3 Section III: Haastattelu – The interview

Section III: Haastattelu (The Interview), contains information about how to create a curriculum vitae. There are two different CV examples shown with different structures. Because structuring a CV can be challenging, the structure and information listed in both CV examples are explained in detail, such as is it mandatory to attach a photo to the CV, or to remind a user to ask for permission when using someone as their reference. There is also a link for a ready-made Word document template for the user to design their CV.

The section also contains information about the most common interview questions for a study/workplace, such as *what are your strengths* or *what makes you a suitable candidate?* The users are encouraged to prepare to answer the questions in Finnish with the help of a facilitator. The facilitator's role is to explain a player what the interviewer aims with each question and how should the player form their answers. Also, a facilitator goes through in detail of what to do when receiving an invitation for an interview for a study place or work, such as responding to the invitation as soon as possible, setting the time, getting to know the college/workplace by studying their homepage, bringing school- and work certificates for the interview et cetera.

The section includes a role-playing game. First, the players practice for an interview by preparing to answer the listed interview questions. What makes practising more challenging is that the users need to prepare to answer the questions in Finnish. In the game, a facilitator is the interviewer and creates the setting for an interview. The interview setting is a creation of fictional reality, which can take place face-to-face or online. The purpose of the game is to practice the ability to adapt to the role of a candidate and get prepared for the real-life situation. In the role-play, besides answering the questions, the player is practising to face the interviewer, such as looking the interviewer in the eye

when greeting, giving a handshake, et cetera. The situation is challenging because everything is in Finnish in the Finnish context. Therefore, a facilitator is instructed to go through the Finnish gestures and greeting habits with the players. The details that a facilitator should point out are, for instance, the importance of looking in the eye because in Western culture, it is considered trustworthy and polite; or greeting everyone the same way, no matter what their gender is.

7.2 The feedback

No one teaching method would serve all the students' needs; therefore, the website provides various sections with different types of game-based learning activities and visual aids. While developing the website to its final form, the feedback from the students was vital. Students' opinions of the most beneficial section of the website varied depending on the student's background. For instance, someone, who was not aware of the study fields that vocational education offers, found the illustrated material of different professions useful. The CV section was benefitting those who had set their educational goals but were preparing for an interview for a study place or were looking for a part-time job. Depending on the student's Finnish language and IT skills, some found it crucial to have a facilitator guide them through the site. In contrast, someone with more advanced Finnish language and IT skills found the site useful even when using it independently.

All students considered that they raised their cultural awareness when playing the games, especially in the interview role-play. Not many students had gone through several interviews, especially those with no further education and never entered working life. Those students, who had a long employment history, came from collectivist cultures, where the communication style in the interview situation follows social hierarchies. Having an interview in the Western context was something new for them. Therefore, the role-play in the interview situation was benefiting all users.

One of the aims of the website is to alleviate the gender and cultural divide in education. Therefore, the professional fields are introduced by using a gender-sensitive approach; all genders with different ethnic backgrounds and ages represent different professional fields. Not all the students paid attention to the figures. However, a gender-sensitive approach made few of the students investigate some professions further. For instance, one student paid attention to a black male figure representing Health and Welfare. He had always associated a nurse as someone who works with the elderly or childcare. A male

nurse figure caught his attention, and he was positively surprised to find out that a practical nurse can work in mental health, which he considered more masculine than child-care.

8 Conclusion

We have come a long way in achieving gender equality in Finland. The strong policy and legal framework securing the same rights for both sexes have strengthened gender equality. Also, gender-variant identities are recognised. Women's right to vote, municipal early childhood education, the Finnish education system, the Finnish parental leave system, sexual and reproductive rights, Gender Mutual Marriage Act, to name a few, can be considered as significant milestones towards gender equality.

Even though discrimination based on gender is prohibited, we still maintain gender stereotypes, which are reflected in the gender-based division of labour in Finland; less than 10 per cent of employees work in the field where they have a balanced representation (40 – 60 %) of men and women. The gendered division is considered a problem at the individual level; due to prevailing gender stereotypes, educational and occupational choices are not necessarily based on personal dispositions and competences. In addition, this is considered a societal problem; many male- and female-dominated sectors face labour shortages, and in some sectors, unemployment is high. Unfortunately, gender affects educational and occupational outcomes of immigrants living in Finland, too. However, in addition to gender, ethnic background also influences their career choices.

This functional thesis aimed to create a website as a teaching method for preparatory education for vocational training for adult immigrants to mitigate the gender and cultural division of students in vocational education. The website utilises visual literature and gamified activities to overcome gender- and ethnicity-based barriers and encourages students to choose a career path that meets their personal aspirations and competences, regardless of their gender or ethnic background.

The website is a minor effort to mitigate gender inequality. Similar methods, such as creating infographics or different game-based learning activities, could be developed, and used in different content, such as in cultural studies for migrants, which are emphasised in VALMA -education. Digitalisation provides new types of learning methods and platforms. Technological solutions, such as a website or mobile application as a learning

platform, enable students to have easy access to pedagogical material. Especially due to the COVID-19 pandemic, pedagogical methods in e-learning have improved as there has not been space for traditional learning methods.

Integrating into the Finnish society takes more than learning the language – it is the matter of understanding cultural behaviour and finding a way to contribute to society. We are a product of our environment. Therefore, subconsciously, we all have some restrictive gender role and cultural beliefs. However, based on the feedback, the website successfully challenged students to critically evaluate their educational aspirations and encouraged them to pursue a career, or at least to imagine themselves in a profession that they had never considered before.

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Appendix 1: The homepage



Amiksesta ammattiin

Tutustu eri ammatillisiin aloihin



Ammatillisessa koulutuksessa voi opiskella kymmentä eri alaa.

PALVELUALAT ammatillisessa koulutuksessa



TERVEYS- JA HYVINVOINTIALAT ammatillisessa koulutuksessa



Lisää tietoa koulutusaloista ja hakumenetelmistä **Opintopolusta**

Kun olet tutustunut ammatteihin, testaa tietosi ja taitosi

Ammatti
Alias

Sivusto on suunniteltu valma -koulutuksen opetusmateriaaliksi. Kukin osio hyödyntää pelillisiä menetelmiä, jotka on suunniteltu käytettäväksi fasilitaattorin kanssa. Jokaiseen peliin on liitetty ohjeet fasilitaattorille.

TERVEYS- JA HYVINVOINTIALAT ammattillisessa koulutuksessa

Kasvatus- ja ohjausala

mm. nuorisotyö, viittomakielen
ohjaus, varhaiskasvatus, koulunkäynti
ja iltapäivätoiminta, perhepäivähoito,
vammasala

Sosiaali- ja terveysala

mm. vanhus- ja vammaispalvelut,
mielenterveys- ja päihdetyö,
kotihoito, varhaiskasvatus,
lastensuojelu, laitoshoido



Appendix 4: Alias of Professions, example of cards

| | | | |
|--|---|--|---|
|  <p>VALOKUVAAJA</p> |  <p>PUUSEPPÄ</p> |  <p>ARTESAANI</p> |  <p>MUUSIKKO</p> |
|  <p>TULKKI</p> |  <p>LIIKENNE- OPETTAJA</p> |  <p>AJOKOKEEN VASTAANOTTAJA</p> |  <p>KOKKI</p> |
|  <p>PARTURI- KAMPAAJA</p> |  <p>LIIKUNNAN- OHJAAJA</p> |  <p>KUORMA-AUTON- KULJETTAJA</p> |  <p>HÄTÄKESKUS- PÄIVYSTÄJÄ</p> |
|  <p>TARJOILIJA</p> |  <p>LÄHIHOITAJA</p> |  <p>LASTENHOITAJA</p> |  <p>ERÄOPAS</p> |

Appendix 5: Section II: Professional I

Etusivu

Koulutus

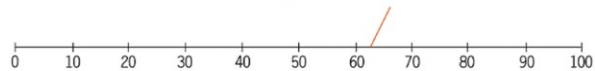
Minä

Haastattelu

ammatillinen minä

Tiesitkö, että Suomessa *keskimääräinen* eläkeikä on noin 62 vuotta.

Suomessa eläkkeelle siirrytään keskimäärin noin 62-vuotiaana.



Kuinka monta vuotta sinulla on jäljellä eläkeikään?
Onko sinulla aikaa lukea itsellesi ammatti?

Koskaan ei ole liian myöhäistä opiskella uutta ammattia! Ammatillisen peruskoulutuksen kesto on noin 3 vuotta.

Ammatteja on monia. Mikä ammatti sinulle sopisi parhaiten? Se selviää pelaamalla!

ammatillinen
minä

Sivusto on suunniteltu valma -koulutuksen opetusmateriaaliksi. Kukin osio hyödyntää pelillisiä menetelmiä, jotka on suunniteltu käytettäväksi fasilitaattorin kanssa. Jokaiseen peliin on liitetty ohjeet fasilitaattoreille.

Appendix 6: Facilitator's instructions: Professional I

Minä ammatissa -säännöt

Aloita tulostamalla alla olevat väittämät ja leikkaa ne pelikorteiksi.

Pelin tarkoituksena on saada tarkempi käsitys pelaajan mieltymyksistä ja toiveista työelämässä. Kysymykset auttavat niin pelaajaa kuin fasilitaattoria muodostamaan käsityksen siitä, mitä pelaaja työltään toivoo. Vastauksien pohjalta voidaan pelaajan kanssa yhdessä lähteä puntaroimaan sopivaa ammattia. Jos esimerkiksi pelaaja toivoo työskentelevänsä mielenterveysongelmaisten aikuisten kanssa tai hektisessä työympäristössä asiakaspalvelussa, mutta ei halua tehdä fyysistä työtä yms. on fasilitaattorin helpompi ohjata pelaajaa tutustumaan hänelle sopiviin koulutusohjelmiin.

Pelissä fasilitaattori esittää pelaajalle **väittämiä**. **Pelaaja ajattelee itsensä ammatissa ja vastaa väittämiin *kyllä* tai *ei***, riippuen siitä, mitä hän työelämältä toivoo. Jos pelaaja ei ymmärrä väittämää, fasilitaattori selittää pelaajalle *toisin sanoen*, mitä väittämä tarkoittaa. Myös **sanakirjaa/käännösohjelmaa voi käyttää apuna**.

Kysymykset voidaan esittää missä järjestyksessä tahansa. Osa väittämistä voi olla samankaltaisia. Tarvittaessa fasilitaattori selittää tarkemmin väittämien tarkoitusta pelaajalle, kuten esimerkiksi *säännölliset työajat/vuorotyö/yötyö*. Jos pelaaja ei ole aiemmin ollut työelämässä, hän ei välttämättä ole tullut ajatelleeksi, että on ammattialoja, joissa tehdään myös öisin töitä. Fasilitaattori voi myös kehottaa ajattelemaan esimerkiksi yötyön sopivuutta pelaajalle perhetilannetta ajatellen: epäsäännölliset työajat ovat usein vähemmän houkutteleva vaihtoehto perheelliselle.

Kysyttyään fasilitaattori kerää kortit kahteen kasaan. Pelaajan vastattuaan kaikkiin väittämiin, fasilitaattori käy vastaukset läpi pelaajan kanssa, joiden pohjalta pelaaja tutustuu hänelle sopiviin ammattialoihin fasilitaattorin johdolla.

Kortit

| | | | |
|-----------------------------------|---------------------------|---------------------|-----------|
| IHMISTEN KANSSA TYÖSKENTELY | ITSENÄINEN TYÖSKENTELY | LAPSET JA NUORET | VANHUKSET |
|-----------------------------------|---------------------------|---------------------|-----------|

ISTUMATYÖ

TYÖSKENTELY
HOITO-
LAITOKSISSA

TYÖSKENTELY
SAIRAALASSA

TYÖSKENTELY
PÄIVÄKODISSA

TYÖSKENTELY
KOULUSSA

KAUNEUDEN-
HOITO

HIUSTEN
LEIKKAAMINEN

ELOKUVAT

GRAFIIKKA

KUVATAITEET

SUUNNITTELU

SIIVOAMINEN

PUHELIMESSA
PUHUMINEN

RAHAN-
KÄSITTELY

KIRJOITTA-
MINEN

LÄÄKEHUOLTO

TEHDASTYÖ

MATEMATIIKKA

PIKKU-
TARKKUUS

NUMEROT

KÄRSIVÄLLISYYS

AUTOLLA
AJAMINEN

KÄDEN-
TAIDOT

KÄSITYÖT

OMPELU

RAUHALLINEN
TYÖYMPÄRISTÖ

HEKTINEN
TYÖYMPÄRISTÖ

VUOROTYÖ

YÖTYÖ

SÄÄNNÖLLISET
TYÖAJAT

TOIMISTOTYÖ

ULKOTYÖ

VAMMAISET

MIELENTER-
VEYSONGELMAT

ASIAKAS-
PALVELU

KIELTEN
PUHUMINEN

AIKUISTEN
KANSSA
TYÖSKENTELY

PÄIHDE-
ONGELMAT

TIETOKONEET

TIIMI-
TYÖSKENTELY

UUSIEN
IHMISTEN
TAPAAMINEN

RASKAAT
KONEET

LUOVUUS

FYYSINEN
TYÖ

ELÄIMET

IHMISTEN
HOITAMINEN

LEIPOMINEN

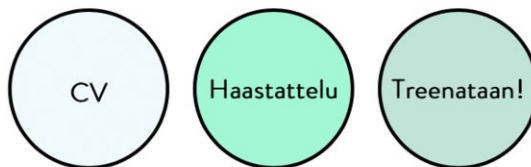
RUOAN-
LAITTO

Appendix 7: Section III: The Interview

Etusivu Koulutus Minä **Haastattelu**

Haastattelu

Nyt teemme CV:n ja valmistaudumme haastatteluun.



Sivusto on suunniteltu valma -koulutuksen opetusmateriaaliksi. Kukin osio hyödyntää pelillisiä menetelmiä, jotka on suunniteltu käytettäväksi fasilitaattorin kanssa. Jokaiseen peliin on liitetty ohjeet fasilitaattorille.

Appendix 8: Instruction to create a CV

Etusivu

Koulutus

Minä

Haastattelu

CV eli Ansioluettelo

kertoo osaamisesi

Aika hankkia töitä! Miten se tapahtuu?

Aloita laatimalla CV eli *ansioluettelo*. CV:n tarkoituksena on kertoa mahdolliselle tulevalle työnantajalle *millainen sinä olet työntekijänä*. Ei ole yhtä oikeaa tapaa tehdä CV:tä, vaan niitä on monia erilaisia.

Voit halutessasi laittaa kuvasi CV:hen. Kuvan on hyvä olla valoisa ja luonnollinen

Kerro ensin koulutuksestasi tai työkokemuksestasi, riippuen siitä, kumpaa haluat korostaa CV:ssäsi. Mieti, kumpi on työpaikan saannin kannalta relevanttia eli olennaisista?

| ETUNIMI SUKUNIMI | |
|---|---|
| KUVA | KOULUTUS |
| <ul style="list-style-type: none">1 Kotiosoite2 Puhelinnumero3 Sähköpostiosoite4 LinkedIn-profiili | TUTKINTO/KOULUTUS Oppläros 2011 - 2013 |
| KIELITAITO | TUTKINTO/KOULUTUS Oppläros 2012-2013 |
| <ul style="list-style-type: none">kieli: äidinkielikieli: erinomainenkieli: hyväkieli: tyydyttävä | TUTKINTO/KOULUTUS Oppläros 2008-2009 |
| KURSSIT | TYÖKOKEMUS |
| TYÖTURVALLISUUSKORTTI , 2020 HYGIENAPASSI, 2018 | TITTELI Työnantaja / maaliskuun 2020 - joulukuun 2020 <ul style="list-style-type: none">Tarkempi kuvaus työstäsiVoit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisaaminnastasi |
| SUOSITTELIJAT | TITTELI Työnantaja / joulukuun 2016 - helmikuun 2020 <ul style="list-style-type: none">Tarkempi kuvaus työstäsiVoit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisaaminnastasi |
| Suosittelee nimi ja nimen sekä yhteystiedot | TITTELI Työnantaja / maaliskuun 2020 - joulukuun 2020 <ul style="list-style-type: none">Tarkempi kuvaus työstäsiVoit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisaaminnastasi |
| | TYÖTURVALLISUUSKORTTI , 2020 HYGIENAPASSI, 2018 |
| | SUOSITTELIJAT |
| | Suosittelee nimi ja nimen sekä yhteystiedot |
| | KOULUTUS |
| | TUTKINTO/KOULUTUS Oppläros 2011 - 2013 |
| | TUTKINTO/ KOULUTUS Oppläros 2012-2013 |
| | TUTKINTO/ KOULUTUS Oppläros 2008-2009 |

Mainitse mahdolliset suorittamasi kurssit

Listaa mahdolliset suositelijasi. Kysythän suositelijalta luvan!

CV:ssä on hyvä kertoa kielitaitosi, IT-taitosi tai muut erityiset taidot. Voit myös halutessasi kertoa mm. harrastuksistasi, vapaaehtoistyöstäsi, vastuutehtävistäsi tai kunniamaininnastasi.





Listaa CV:hen asioita, jotka sinä koet tärkeäksi työsaannin kannalta: kaikkea ei tarvitse mainita.

Kerro asiat *aikajärjestyksessä*, aloittaen viimeisimmästä koulutuksestasi tai työkokemuksestasi.

Halutessasi voit tehdä CV:stäsi persoonallisen - *sinun näköisesi*.

Tee oma
CV

ETUNIMI SUKUNIMI

-  Kotiosoite
-  Puhelinnumero
-  sähköpostiosoite
-  LinkedIn profiili

KIELITAITO

| | |
|-------|-------------|
| Kieli | äidinkieli |
| Kieli | erinomainen |
| kieli | hyvä |
| kieli | tydyttävä |

KURSSIT

HYGIENIAPASSI, 2020

TYÖTURVALLISUUSKORTTI, 2018

SUOSITTELIJAT

Suosittelijan nimi ja nimike sekä yhteystiedot

TYÖKOKEMUS

TITTEL

Työnantaja / maaliskuu 2020 - jatkuva

- ☐ Tarkempi kuvaus työtehtävistäsi
- ☐ Voit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisosaamisestasi

TITTEL

Työnantaja / joulukuu 2016 – helmikuu 2020

- ☐ Tarkempi kuvaus työtehtävistäsi
- ☐ Voit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisosaamisestasi

TITTEL

Työnantaja / kesäkuu 2010 – marraskuu 2016

- ☐ Tarkempi kuvaus työtehtävistäsi
- ☐ Voit myös kertoa saavutuksistasi tai työssä hankkimastasi erikoisosaamisestasi

KOULUTUS

TUTKINTO

Oppilaitos

2018-2020

TUTKINTO

Oppilaitos

2015-2017

TUTKINTO

Oppilaitos

2008-2009

Appendix 10: Facilitator's instructions: Let's train!

Treenataan!

Haastattelu -osiossa pelaaja valmistautuu vastaamaan yleisimpiin haastattelukysymyksiin **suomeksi**. Korosta, että haastattelukysymysten vastaukset on hyvä olla mahdollisimman kuvaavia, sillä todellisessa haastattelutilanteessa haastattelija arvioi haastateltavan sopivuuden lisäksi koulupaikkaan/työhön myös hänen suomen kielen taitoa.

Käy myös läpi pelaajan kanssa yleisimmät käytänteet

- *Vastaa haastattelukutsuun mahdollisimman nopeasti.* Muistuta, että odottaessa mahdollista haastattelukutsua, tarkasta sähköpostisi säännöllisin väliajoin, myös roskaposti!
- *Tutustu koulutusohjelmaan/työpaikkaan* ennen haastatteluun menoa. Instituutiolla/työnantajalla on omat kotisivut, joista saa kattavan kuvan heistä. Vinkkaa käyttämään käännösohjelmää, jos nettisivujen lukeminen suomeksi tuntuu liian työläältä.
- *Pelaajan pitää valmistautua kertomaan itsestään suomeksi.* Jos on jotain erityistä, minkä uskoo haastattelijaa kiinnostavan, kuten aiempi työpaikka tai harrastus, on pelaajan hyvä treenata aiheesta kertomista mm. kerryttämällä sanavarastoaan kuvataksaan aihetta.
- Muistuta, että haastattelutilanteeseen otetaan aina mukaan *CV sekä koulu- ja työtodistukset*. On myös hyvä ottaa mukaan *oleskelulupakortti*.
- Muistuta, että *Suomessa on tärkeää saapua virallisiin tapaamisiin ajoissa*. Jos haastatteluun saapuu syystä tai toisesta minuutinkin myöhässä, kuuluu hyvin tapoihin ilmoittaa haastattelijalle myöhästymisestään. Myöhästyminen ensitapaamisesta antaa haastattelijasta huonon ensivaikutelman.
- Haastatteluun mennään *huolitellun* näköisenä.

On luonnollista, että haastattelutilanteissa *jännittää*. Jos haastateltava tietää, mitä mahdollisesti tuleman pitää ja miten tilanteessa kuuluu käyttäytyä, luo se itsevarmuutta ja mitä todennäköisimmin haastattelu sujuu paremmin. Fasilitaattorin on hyvä käydä läpi pelaajan kanssa myös nämä kulttuurilliset käytänteet.

- Suomessa vallitsee **kättelykulttuuri** – haastattelijaa kätellään tavatessaan ja usein myös pois lähtiessään (koronan myötä kättely tehdään mahdollisesti kyynärpäätä käyttäen). Tavatessa kätellessä myös tervehditään haastattelijaa ja esitellään

itsemme. Haastattelun lopussa kätellessä kiitetään ja hyvästellään haastattelija.

- **Puhuessaan katsomme aina toisiamme silmiin** – mutta ei saa tuijottaa. Fasilitaattori voi näyttää esimerkin, mikä on silmiin katsomista ja mikä tuijottamista. Jos haastattelijoita/haastateltavia on useampi, pelaaja huomioi katsekontaktillaan jokaisen heistä. Jos ihmistä ei katsota silmiin hänelle puhuessa, tulkitaan se epäkohteliaaksi. Jos pelaaja tuijottaa lattiaa, tulkitaan se epävarmuudeksi.
- Ryhmähaastatteluissa, joissa haastateltavia on useampi, ryhmädynamiikka vaihtelee. **Keskusteluissa huomioi kaikki osapuolet.** Voi olla, että yksi henkilö on toisia dominoivampi ja eikä anna toisille puheenvuoroa. Jos pelaaja ei pääse keskusteluun osalliseksi, on hänen yritettävä saada äänensä kuuluviin kohteliaasti keskeyttämällä puhujaa. Hän luo myös itsestään hyvän kuvan, jos hän ottaa hiljaisemmat keskustelijat huomioon kysymällä heidän mielipidettään tai ohjaamalla puheenvuoron heille.
- Suomessa **kohtaamme haastattelijan/toiset haastateltavat samalla tavalla sukupuolesta riippumatta.**
- Haastattelijaa ei tarvitse teititellä. Haastattelutilanne voi olla hyvinkin *rento*, mutta silti *asiallinen*.
- Jos haastattelu on etänä, pelaajan on varmistettava, että *nettiyhteys toimii* ja hän on *rauhallisessa paikassa*.

Käy pelaajan kanssa käytänteet läpi ja kannusta pelaajaa puhumaan rohkeasti – *ei haittaa, vaikka tekee puhuessaan kielioppivirheitä.*

Harjoitelkaa haastattelutilannetta mahdollisimman aidosti – fasilitaattori pyytää haastateltavan sisään, tervehditään toisiaan, pyydetään istumaan... niin kuin oikeassa haastattelussa. Osalle pelaajista ei välttämättä ole aiempaa koulutusta/työkokemusta ja itse haastattelutilanne on täysin vieras. Haastattelua voi harjoitella myös luokan edessä siten, että toiset arvioivat lopussa, miten haastattelu sujui. Pelaajia voi myös kannustaa kertomaan oman maansa haastattelukäytännöistä ja yhdessä voidaan käydä läpi, miten tavat poikkeavat suomalaisesta tapakulttuurista.

Korosta myös, että jokainen käy läpi useamman haastattelun, ja väistämättä tulee kielteisiä vastauksia. Niistä ei kannata lannistua, vaan jokaisesta haastattelutilanteesta voi ottaa opikseen. Voi miettiä, jäikö jotain sanomatta, tai olisiko jotain tiettyä taitoa voinut korostaa vahvemmin. Halutessaan voi myös pyytää haastattelijalta palautetta haastattelusta. *Niin kuin jokaisessa asiassa, harjoitus tekee mestarin!*