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A DIGITAL GAME FOR COMPETENCE MAP- PING USED IN ADULT EDUCATION



ABSTRACT

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This product-based thesis aims to promote the social inclusion of immigrant adults to find the right path into Finnish society through education. Education is a necessary tool used to integrate people into society and help adjust in the unfamiliar environment, therefore, supporting the welfare society of Finland.

The digital game used for competence mapping was conducted together with our working life partner Helsinki Skills Centre. The target group were the immigrant adults associated with the Helsinki Skills Centre.

What we aim to achieve with our digital game is for immigrant adults to find their skills and strength, therefore, shall help assess the right services needed to find the right education for their needs. This is valuable information when integrating to the Finnish society through education.

The competence mapping used at the Helsinki Skills Centre is a fantastic way to assess the right study/work path through an individual`s strength and knowledge. This method is used worldwide by professionals in the social field as well as others.

The digital game was built with the help of a platform called Seppo Io. Seppo Io is used in mobile training and teaching mainly by teachers.

The digital game was built after collecting and processing the data from the stakeholders and target group. The data collected was sorted, rewritten and converted for the digital game. The writers of this thesis narrated the process of producing the digital game as an educational tool as well as evaluation and future guidance.

Our digital game used for competence mapping was then licensed by Helsinki Skills Centre and they held all rights to the game

Keywords: Immigrant adults, Immigration, Integration, Finland, Helsinki Skills Centre, Education, Competency mapping, Employment.

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1 INTRODUCTION

This product-type thesis aimed to create a digital game used as a competence mapping tool for immigrant adults and those who work with immigrants in the education sectors. The digital game will help immigrant adults to learn about the different educational opportunities and employment available in Finland and to understand the opportunities education brings to daily life. Our working life partner is Helsinki Skills Centre, which is under Stadin ammatti- ja aikuisopisto.

In most cases when integrating into society, the personality and motivation to adapt are key elements in the entire process. When entering a culture with a lack of language skills it may be harder to integrate. Knowing the values, beliefs, and norms of the host society and being open-minded to diversity may bring access to a different view of life and give an understanding of how to enter a new society.

As bachelor's of social services and people with an immigrant background, we find it important for immigrant adults to feel included in the society and have a sense of belonging in the community by having the right tools to find the educational path necessary to access the education and employment.

The idea for our product-based thesis came from the Helsinki Skills Centre stakeholders.

Throughout the thesis we talk about competence mapping which is a tool used in the process of identifying the specific skills, knowledge, abilities, and behaviours required to operate effectively in a specific profession, school, or job position. It is used to find the strength of a person and that way assists in the correct study path.

The overall structure of our product, the digital game used for competence mapping was conducted with the stakeholders for their use at Helsinki Skills Centre. The service users participated in the layout of the digital game, that way they were able to influence on the content and layout out of the final product.

2 BACKGROUND AND KEY CONCEPTS

This chapter defines the background and needs of our project as well as the key concepts we used to conduct the thesis. Furthermore, we explain some of the statistics and theories behind them.

2.1 Immigrants, refugees and asylum seekers in Finland

As this thesis is titled, Digital Game for immigrants to integrate to the society through education, we talk about immigrants as people who have moved from their country of origin to a host country where they then need to learn about the country, culture and find their place in the society and thus make it easier to adapt to the norms of the culture. Unfortunately, when migrants arrive at the host country, they encounter many problems such as the denial of citizenship rights, discrimination, and lack of equal educational opportunities. (EBanks 2017.)

According to Statistics Finland, the migration gains for Finland in 2018 decreased clearly as it was 19 percent lower than in 2017. The migration gains for Finland decreased to 11,958 persons from the previous year's 14,824. The reason for the lower migration gain was a decrease in immigration and an increase in emigration. In 2018, altogether 31,106 persons moved to Finland from abroad and 19,148 persons moved abroad from Finland. (See figure 1)

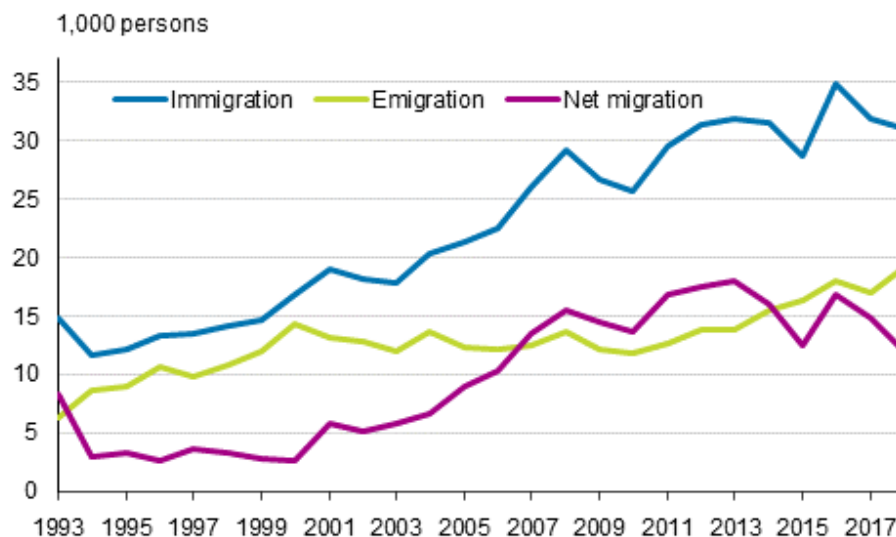


Figure 1. Migration between Finland and other countries 1993–2018 (Source: Statistics Finland 2019)

The services the society has to offer help in the integration process as well as the need for education and language skills in a culture such as Finland where they appreciate hard workers (Swallow 2011). We also look at the role that Helsinki Skills Centre plays in this integration process. Furthermore, the information we collected from Helsinki Skills Centre helped us as we conduct the digital game. The digital game based on collected data will be useful material for professionals, students, and immigrants all over Europe working with the integration of immigrants through education.

According to the Finnish immigration services, the largest group of Immigrants come from Estonia, Russia, Iraq, China, Sweden, Thailand, Somalia, Afghanistan, Vietnam, and Syria. (See figure 2).

The Russian, Estonian, Swedish, American, and British are so-called voluntary immigrants and they come mainly because of the Finnish labor market, education, health benefits and in search of better living conditions whereas the involuntary migrants who come from countries such as Afghanistan, Iraq, Somalia, Syria, and Vietnam come to Finland to seek refuge and therefore had no choice but to escape their country of origin in search of a better future, safety, and opportunities. (Heikkilä & Peltonen 2002.)

Between 5/2018-4/2019, there was 10,988 citizenship inquires received. Out of these 9,820 were granted and 1,168 declined. (Statistics Migri)

The most granted Finnish citizenship went to people who originated from countries like Russian Federation, Somalia, Iraq, Estonia, Sweden Afghanistan, Iran, Thailand, Kosovo Vietnam, Turkey, Congo, United Kingdom, Syria, and many others.

(see figure 2.)

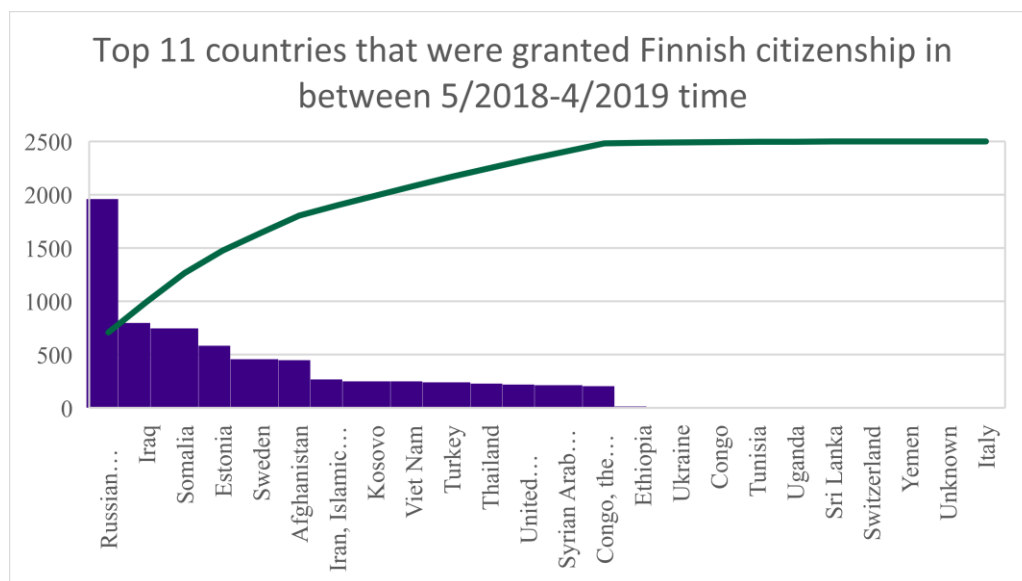


Figure 2. Decisions citizenship 5/2018-4/2019. (Source: Statistics Migri 2019)

As an immigrant in Finland, to integrate into the Finnish society, one need's to know how the Finnish system works, therefore, it is encouraged by the state to learn the Finnish or Swedish language, find work, study, and build a social network. Nowadays, there have been different tools used to support the integration of immigrants in social work.

According to the UN Refugee Agency UNHCR (United Nations High Commissioner for Refugees), there are currently more than 60 million refugees in the world and of this total, 41 million are internally displaced people. Only a fraction of the world's refugees ends up in Europe and specifically in Finland because most of the refugees settle in the countries neighboring the crisis-hit states.

Finland has been receiving persons entitled to international protection (commonly known as refugees) for about forty years. However, people coming to Finland have usually been motivated by work, studies, or family reasons rather than humanitarian considerations.

Prolonged international conflicts and wars caused an increase in the number of asylum seekers in Finland and elsewhere in Europe during 2015. A total of 32,476 asylum seekers arrived in Finland in 2015. Most of the asylum seekers and quota refugees entering Finland in 2015 came from Iraq, Afghanistan, Somalia, and Syria.

Since 2001, Finland's annual refugee quota has been 750 people. In 2014 and 2015, the refugee quota was increased because of the tricky situation in Syria, and 1,050 quota refugees were admitted.

The figure below represents the total number of applicants who applied for asylum in Finland between the years 2000-2018 although some applications were rejected, one can still notice the development in beginning on the year 2014 due to refugee crisis arrival in Finland.

The blue line shows the total number of applications from asylum seekers. The red line indicates rejected applicants and the green states the number of recognized refugees however the number of acceptances or rejections may not sum up to the number of applicants because there may still be open cases that are processing.

(See figure 3)

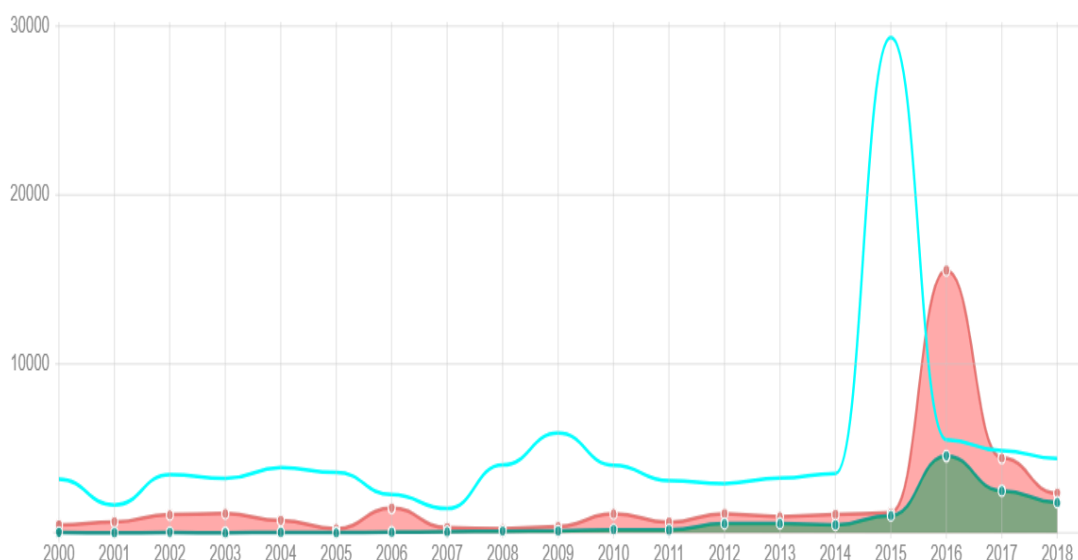


Figure 3: Development of incoming asylum applications in Finland from 2000 to 2018 (Source: World data info/Europe/Finland/Asylum)

2.2 Structural, cultural and interactional integration

As noted by Saukkonen (2016), there are many dimensions to integration.

Structural, cultural, and interactional are some of these dimensions:

In the year 1999, came the law of the integration of immigrants and asylum seekers. (493/1999). The aim was to make the integration process as flexible and efficient as possible furthermore to make it easier to integrate into Finnish society and working life. (Saukkonen 2016.)

According to Saukkonen (2016), Finnish integration politics are equivalent to the accepted basic principles that came from the European Union in the year 2014. (European Commission) The principles have a lot to do with acknowledging the fact that integration is a two-way process. For the host country and the person integrating.

Employment is a huge advantage and key during this process as well as getting to know the receiving society`s culture, language, and history.

Moreover, educational opportunities are important for the immigrant especially for the new generation to be able to activate them and create a sense of belongingness to the community.

Hence throughout, the integration process it is important to be active in Democratic and integration politics because they support integration, especially in the local setting. Additionally, all in all, during the integration process it is necessary to remember to have a clear goal as well as indicators and developing own values. It is useful when adjusting the integration politics, assessing the integration process, and when enhancing data exchange. (European Commission 2004.)

When we talk about integration, we discuss inclusion, opportunities, equality, and interaction.

Getting work is important and to be able to get work one may need to have an education. Education then brings language and the necessary social network that may be needed to give a sense of belongingness to the society.

The structural integration dimension has to do with the labor market and financial structure. It also holds the access and information to success in different educational institutions as well as housing. Taking part in political discussions and voting are good ways to make an influence.

Whereas cultural integration explains the importance of learning the host countries' culture and language. Language opens doors. It is good to embrace the host countries' norms and principles; however, it applies to the receiving countries too. They should also try to be open-minded and try to understand multiculturalism.

While interactional integration is about building the social network. It is good to have versatile connections when coming to a new society. This is also a good way to gain confidence and learn the language necessary to be able to live a more fulfilling life (Saukkonen 2016).

As discussed above, all these phases and dimensions of the integration process are not only essential but vital. These functions so that integration is as successful as possible because then one can adapt and be included in the receiving country as well as for the

local community to be aware of the changes and make one feel welcome. Openness, helpfulness, knowledge, and understanding are useful tools

2.3 Integration into a new society

In a new society, one may tend to stress a lot because of the new language and culture however with the help of education it can help to reduce your stress level and improve memory and build confidence.

Integration means that culturally and otherwise differing persons and groups live together in a society under equal rights. In this context integration policy must create frameworks for integration, promoting the elimination of discrimination and supporting and promoting mutual acceptance and appreciation. (Valtonen 2009.)

Today, the successful integration of migrants in Finnish schools and society is both an economic necessity and a pre-condition for democratic stability and social cohesion. With increasing migration into and within an already quite culturally differentiated Finland and with a high proportion of such immigrants from countries whose social and political cultures are significantly different and where levels of economic prosperity are much lower than most EU (European Union) Member States, there is an urgent need for more knowledge sharing on the nature and effectiveness of cultural and social integration processes.

Immigration has been in the past and will be in the future the main feature of European societies.

Recent refugee and migrant arrivals in Europe hit an unremarkable high in 2015, more than million people made the hazardous journey to Europe making it the most complex refuge and migrant crisis that Europe has experienced since the 2nd World war.

According to Castles (2017) he emphasizes on how migration is an important aspect of human development and how it is a challenge for education to be made into a tool of social inclusion.

Integration is the cooperation between the state and the individual to synchronize their efforts to integrate people in their new host country because it will eventually become their homes. Together with social and employment policies, educational policies are a

meaningful tool for constructing integrated and cohesive societies. Education is a public good and a human right. Access to inclusive, equitable, and excellent quality educational opportunities and assistance for all learners of any age needs to be ensured. Indeed, they are a precondition for social inclusion and protection, full participation in social and civic spheres of life, long-term integration into the labour market, and prevention of exploitation. (UNESCO)

In the act on the promotion of immigrant integration (1386/2010), it is stated that:

“The purpose of this Act is to support and promote integration and make it easier for immigrants to play an active role in Finnish society. The purpose of the Act is also to promote gender equality and non-discrimination and positive interaction between different population groups.”

According to Kallen`s (1995) research on ethnicity and Human rights in Canada he says that integration is not a one-way street, it always takes two. Someone who wants or must be integrated into a society and a society to take them in. In the process of integration, therefore, a smaller outside group joins a larger group creating a homogeneous society. The outside group must adapt to the larger group. For integration in a foreign country, this means learning the language, knowing, and following the laws of the respective country, and respecting the rituals and of the receiving society. (Kallen 1995.)

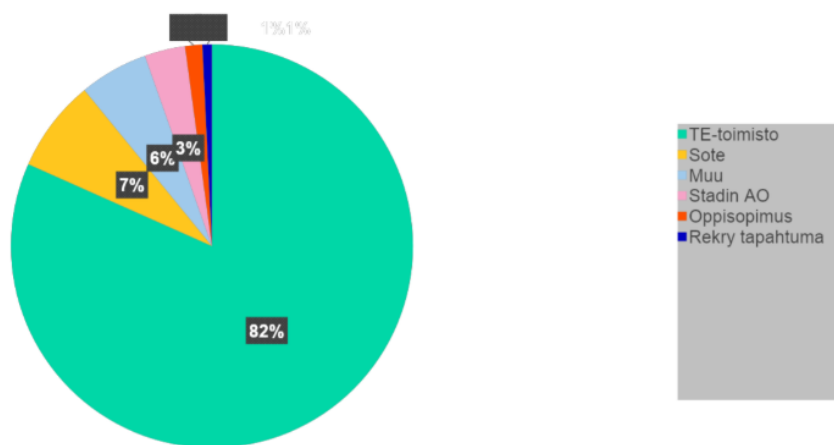
In cultural integration, however, one needs to adapt the cultural patterns and ethnicity to adopt the ways of the culture in so to become integrated into a foreign country it is particularly important to speak the language and specially to contact the local population by creating a social network. So, if you are educated and secure yourself a meaningful occupation or a job in the new society you live in, it will be easy to see yourself as a new member of society. (Valtonen 2009, 64.)

The figure 4 below shows how most of the customers that have been guided to Helsinki Skills Centre come from the employment and economic offices (TE-offices).

To become a service user at Helsinki Skills Centre, it is necessary to register through the local TE-offices where they interview by using competence mapping to see what the customer's skills and goals are.

The customers support channel is important throughout the whole integration process.

Figure 4. Helsinki Skills Centre customers support channels



Source: The City of Helsinki. Primus -public customer database 2019, Statistics Helsinki/Finland)

Furthermore, many services help to assist integration into the Finnish system. These services can either be private, public, or third sector.

The employment and economic offices (TE-offices) are there to help in search of work and to improve knowledge of the Finnish society. The TE-offices state that:

“Finland is one of the best places in the world to live and work. The Finnish labor market and Finland’s workplaces operate on a foundation of equality and fairness”

-TE-offices

The third sector services, also known as organizations, are non-profit registered associations. These associations help for example an immigrant to assimilate into the Finnish culture by using different approaches in the process

2.4 Previous projects and products of related topics

There have been many projects and products done on this same topic around the world. It just indicates how necessary, essential, and meaningful our digital game is for immigrants and other professionals working with the integration of immigrants through education in Finland.

In the year 2012, James Frideres and John Biles published a book on Integration and Inclusion. In their book, the authors focused on diverse societal integration and social cohesion. This book shows that by using the necessary tools for immigrants to integrate, it helps to facilitate the entire process. The authors state that language and labour are vital to integration.

This book also has a chapter where Tuomas Martikainen, Kathleen Valtonen, and Östen Wahlbeck (2012) wrote about the social integration of immigrants in Finland. There they discuss and evaluate social integration from a Finland context. The evaluation shows that education promotes participation in the labour market, and it is a useful tool for social networking and inclusion. (Frideres & Biles 2012, 127.)

Furthermore, there is a product-based handbook by Paloma-project which has been conducted in the year 2018 in collaboration with the national institute of health and welfare (THL), Mieli, Hus, Kys, EU (European Union), and the municipality of Hämeenlinna. This book aims to show how essential it is for an immigrant individual to get the necessary support to maintain psychological wellbeing. This includes integration, inclusion, social networking, and other developmental needs. The significance of language and education was a good approach to promote integration to the society. (PALOMA-käsikirja)

Educational integration is seen to be a key aspect when integrating into a host country. (Chen 2010). Education also helps a person, in this case, an adult to improve their competencies and thus empower other adults to be active members of the society. Schools are there to enhance social networks and help adapt as well as adjust not losing focus on the reason it is necessary. (Uusiautti & Yeasmin, 2019, 1.)

Applicants have been using the competence mapping method manually at Helsinki Skills Centre (see appendix 2), however, it has been extremely challenging for service users to understand how it works. Our idea was to make an updated version that is as easy as possible to understand. We converted this game into a digital form so it can be accessed anywhere. This is an effective way to expand it to everyone in need of such information we provide.

Our working life partner Helsinki Skills Centre provides several types of educational possibilities for Immigrant adults and other service-users. Some of the difficulties these immigrants face is, lack of IT skills, little knowledge of the Finnish language, little knowledge in the Finnish education system, little knowledge in the legislation, and some of them have no educational background. Most of these students find it exceedingly difficult to apply to study places and they find it difficult to find what they want to study or what might be their strengths in the field.

Lastly, there have been many kinds of research done on integration such as a guidebook for integrating Vietnamese immigrants to Finland and other guidebooks for associations to use to assist in the integration process of immigrants (Nguyen 2019).

3 GOALS AND OBJECTIVES OF OUR PROJECT

In this chapter we define our clear goals and objectives of the project. Additionally, we discuss the reason we found it important to do our thesis of this relevant topic.

The objectives of our project were to create a digital game that will enhance learning, social interactions, proper behaviours, problem-solving, higher order thinking, critical ability, memory, and eye-hand coordination skills.

The objectives in project management need to be specific, measurable, articulate, relevant, and time bounding S.M.A.R.T. This is used to see if the project is a success and what is needed to make it a success whilst the goals are broad. (Stephanie 2007.) Below in Table 1 you can see the 5 key elements on how we identified our objectives of the project.

Table. 1 Objectives of our project

Specific	The digital game used for competence mapping in adult education. Clear understanding between all parties what it is that we are aiming to do and why.
Measurable	The feedback we got from target group which is gathered from game data and evaluation from stakeholders.
Articulate	This was an ongoing process and the communication between working life partner was key to succeed in the outcome of the game hence, it was always monitored and documented.
Relevant	The digital game used for competence mapping in adult education is a good tool for professionals and their service users in the social field. The game is extremely necessary.
Time-bounding	Managing the time to do everything. Meetings and schedules with stakeholders and target group also communication between project managers.

Through the table above we were able to see what actions needed to be taken for the project to be a success and we reach our goal.

The goals of our project are to promote social inclusion of immigrant adults by creating a digital game used as a competence mapping tool for those who work with immigrant in the education sectors thus assist in the integration of immigrant adults into the Finnish society through education. Additionally, hopefully this shall improve the educational possibilities of immigrants and gain more knowledge of the different educational opportunities and employment available in Finland.

4 EDUCATION, EMPLOYMENT AND OPPORTUNITIES FOR IMMIGRANT ADULTS

The purpose of our thesis is also to show our readers how important the educational aspect is to integrate; therefore, it is used as a tool that will open bigger opportunities in the host country and life.

Education eases adult`s access to many of their other rights throughout their lifetimes. In this regard, education has a vital role to play in empowerment because it supports democratic action, is a means to promote people`s rights and social right and can equip individuals and groups with the skills to move on in their lives. Thus, education is a very profound right.

Strengthening the social network is a necessity when moving to a new country. It is incredibly important to try to build a social network to get support from people in your surroundings to feel included in society. Education brings a feeling of belongingness and that way it is seen to be a successful way to integrate into society.

The pathway of education is not only vital but essential for immigrant`s success in adapting to the new culture and it also has long-term effects although unfortunately many migrants try to go straight to work without education since, they must support themselves and in some cases their family (Chen 2010) However, those with education increase the opportunities life has to offer.

The opportunities education also brings is a better understanding of Human rights, values, and democracy. Finland has been highlighted to be part of the Western culture where all individuals should have the right to good living which means that in Finland one has the right for food, good health care, and opportunity for education. (Hahl, Niemi, & Longfor 2015.)

Education also offers the opportunity to learn Finnish language skills and thus is a crucial factor for interacting in society, networking, and inclusion. Therefore, a good education is a way of developing skills that are important and necessary in social life.

Also, it may help one to navigate in the Finnish system and thus increase a sense of belongingness to the society.

Institutions and schools also have a significant role in educating people to understand social diversity around them. The responsibility of education must also come from the teacher thus they must have a good understanding of intercultural education as well. Unfortunately, in cases, there may be distance or misunderstanding due to language barrier, religion, values, or other reasons between student and teacher. This may lead to social exclusion so to avoid this; the system must also work from inside the institution of education. (Gundara 2000.)

The collaboration between partners must be efficient. In this case, it would be Helsinki Skills Centre, TE offices, municipalities, authorities, and associations that are there to assist with the guidance and support of the service user which may require getting the proper education and from there move on to working life.

Working nowadays in Finland requires experience and a certain level of education, of course, this all depends on what sort of work you are aiming to do, it also matters what occupation you decide to educate in. It is unfortunate how many people leave their studies to go to work or choose not to study but to work.

According to Statistics Finland's Education Statistics," employment among students increased by 2.5 percentage points in 2017 from the previous year. Over one-half of students were employed during their studies. Working was most common in connection with university and university of applied sciences studies."

(see figure 5

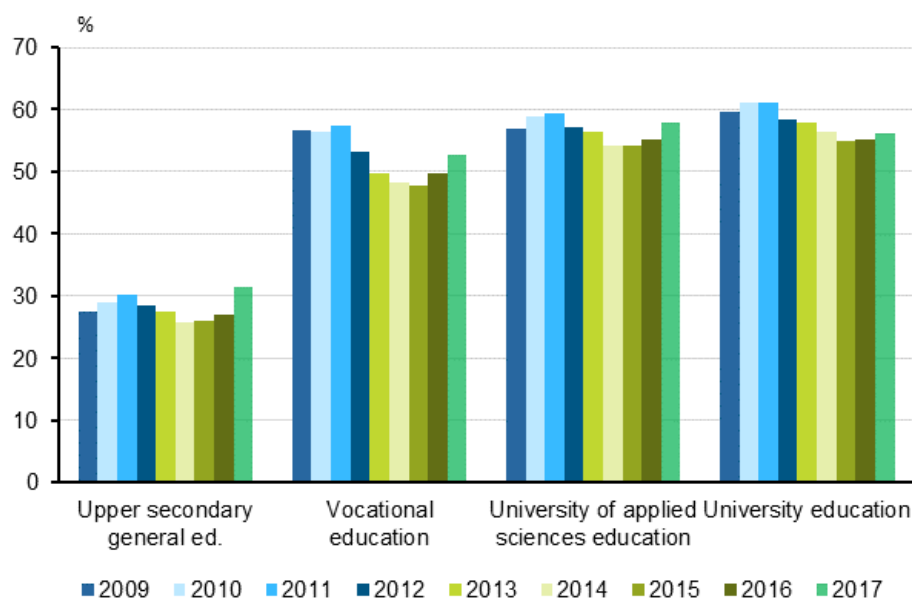


Figure 5. Shares of employed students aged at least 18 of all students in 2009–2017 (Source: Education. Statistics Finland)

It was stated that men worked less than women whilst studying and the rate of employed women in upper secondary general education as well as in the University of Applied Sciences was 10% higher than men. The employment rate was also affected by the field of education because 60 percent of the students employed studied social sciences, journalism, and information whilst 59 percent studied health and welfare as for 48 percent studied arts and humanities. (Statistics Finland 2019)

As the chart above shows, education is necessary if one is aiming to get employed and this is very much emphasized not only in integration plans but everywhere and it has been proven to be the way to provide safety and stability in life.

Furthermore, we also looked at the statistics of adult education in the year 2017. It said that in the year 2017 every second person aged 18 to 64 took part in adult education and the reason they took part in adult education was to prepare them for work or occupation meaning they would get the right training for the desired occupation they wanted to get employed to. These educations/training that were work-related were supported by their employers and 1.2 million people attended them.

Adult education that was not work-related attracted 390,000 people age 18 to 64, more women than men since they were a hobby or general studies related. (See figure 6)

Participation in adult education in 2017, between years 1980-2017

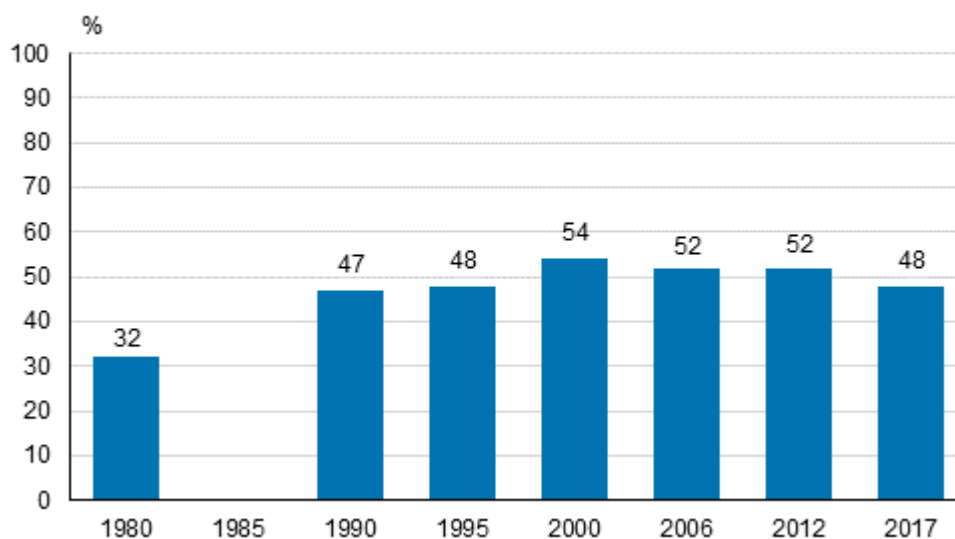


Figure 6 Participation in adult education in 1980, 1990, 1995, 2000, 2006, 2012 and 2017 (population aged 18 to 64), and %

Source: Participation in adult education 2017, Statistics Finland)

Helsinki Skills Centre offers adult education for immigrants over 17 who have a residence permit in Helsinki to support learning skills, languages, and employment. The education is specifically made according to what the customer needs. For them to know what the customer needs they perform a learning assessment to everyone?

According to Helsinki Skills Centre education Manager Frans Winsten (in the lecture on *luovuudella tavoitteet toteutuu monialaisessa yhteistyössä*, 27.3.2019), he states that at Helsinki Skills Centre about half of the students get employed which means that the results are excellent.

5 TARGET GROUP AND STAKEHOLDERS

5.1 Target group- Immigrant adults at Helsinki Skills Centre

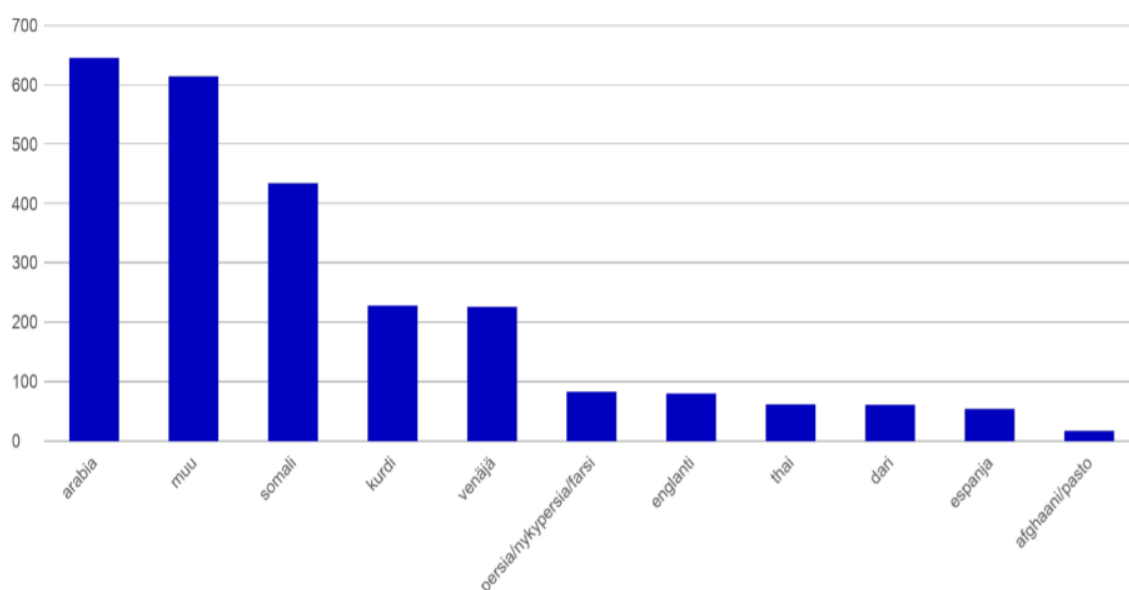
Our target group are immigrant adults who study in Helsinki Skills Centre and those who would like to apply to study at Helsinki Skills Centre.

These adult students come from diverse backgrounds with very little Finnish language skills or not and may not have a previous educational background from their own home countries if any, thus the employment rate has been extremely low for them in the host country, this case Finland.

The immigrant adults are over 17-years old with Finnish residence permit but a very weak educational background. Limited knowledge of how the system works in Finland may tend to lead to exclusion.

Overall, Helsinki Skills Centre is extremely diverse. There are 89 different spoken languages and the figure below shows the most common language used in Helsinki Skills Center as well as several students using it. (See figure 7)

Figure 7 the top 11 most spoken languages at Helsinki Skills Centre.



Source: The City of Helsinki. Primus -public customer database 2019, Statistics Helsinki/Finland)

5.2 Stakeholders –Helsinki Skills, Te-Offices and City of Helsinki

This thesis is conducted with the collaboration of Helsinki Skills Centre. Helsinki Skills Centre combines the services provided by the city of Helsinki and the services provided by the Uusimaa work office. They combine education and employment services for adult immigrants in Helsinki. (see table 2. below)

Table 2. Stakeholders involved in our project

Name	Position	Role in Project
Helsinki Skills Centre	Education and employment path	Working life partner
The City of Helsinki	Approval of research permit	Helsinki Skills Centre operates under The City of Helsinki
TE-Office	Service users are guided to the Helsinki Skills Centre through the Employment and Economic Development Office (TE Office) or social services.	The digital game for competence mapping shall be in there use so they shall be helping with layout design.
Target Group ("Immigrant adult")	Target Group	Target Group/Participants
Dembo & Nkiru	Project manager	Project manager

Table 1. The different parties that were communicated with to conduct the thesis and product.

Helsinki Skills Centre have a multi-professional team doing the work together. The idea is to help integrate immigrants into society easily and be able to find work.

Helsinki Skills Centre is in collaboration with Kansaneläkelaitos (Kela), TE-offices, Social Services, and Health Care division, Stadin ammatti- ja aikuisopisto (Finnish courses) and many other services that help an immigrant to settle in Finland.

Helsinki Skills Centre starts by mapping the customer's skills (asiakaskartoitus) and builds a training and employment plan, they offer a rehabilitative activity before the start of the training or work.

They combine languages and vocational training into a functional whole, customers get training for working life and a network of comprehensive business partners (Helsinki Skills Centre)

Our working life partner Helsinki Skills Centre not only provides education for immigrants but also various kinds of services and supports such as mental health and social services.

6 WORK PLAN

Product design and development can be defined as a process of creating a new product effectively, economically, and optimally to make the user's life easy and comfortable (Ulrich and Eppinger 1995).

The way we planned to produce the information used to carry out this thesis helped to achieve the knowledge and information needed. The information was gathered at Helsinki Skills Centre and from the combination of the services provided by the city of Helsinki and the services provided by the Uusimaa work office.

The method used to develop and conduct this thesis was the participatory approach which helped us to get the necessary information and knowledge. Therefore, we gathered information through open ended conversations and observations at Helsinki Skills Center from the service users and professionals.

Conversations are believed to be one of the most important ways of acquiring information because it is a natural way of interacting and may help to achieve a better understanding of the related topic and thus also get reliable answers. (Gillham 2000.)

Furthermore, we had two workshops to get information of layout and content of product as well as took part in competence mapping assessments help to immigrant adults by Helsinki Skills Centre employee.

6.1 Time-management

When conducting a work plan, communication in the planning phase between all parties is extremely important. This way misunderstandings can be avoided, and everyone knows which task is been conducted. Effective communication brings better results and thus incredibly important that communication is ongoing through-out the project. (Hyttinen, 2017.)

We used Google doc/calendars, teams and other means of communication such as WhatsApp amongst the project managers and stakeholders.

Furthermore, we had scheduled meetings held online. The meetings with the stakeholders and target group help us with the data collection as well as the whole thesis process

This product-based thesis was implemented at the beginning of the year 2020, Between February and April. To start collecting data and proceeding with the thesis we needed our Diak supervisors to approve our thesis plan, get the research permit, present manuscript, take part in thesis seminars, and have a contract signed with the working life partner, Helsinki Skills Centre as well as consent from other participants who took part in our project. We sent the participants an information letter (Appendix 1) where they were fully aware of the reason for the product and other ethical matters such as data protection.

Time management of thesis and product process (Table 3):

PERSON RESPONSIBLE	DEADLINE FOR TASKS	TASKS
Dembo	August-September 2018	Contacted Helsinki Skills Centre about a collaboration
Nkiru & Dembo	August 2018	Participating in Literature workshop/ Literature search
Nkiru & Dembo	February-March 2019	Gathering literature and Data
Nkiru & Dembo	July-September	Gathering data, meetings in Helsinki Skills Centre +conducting the digital game +writing manuscript

Nkiru & Dembo	October 2019	Apply for permits from City of Helsinki & Consents forms/ cooperation agreement with Helsinki Skills Centre
Nkiru & Dembo	October-December 2019	Designing the actual product layout +contents with stakeholders
Nkiru & Dembo	October-December 2019	Scheduled meetings with the target group
Nkiru & Dembo	October-January 2020	Collecting Data and Evaluating
Nkiru & Dembo	February 2020	Having the research permit, consent to move on with manuscript and continuing with the product process
Nkiru & Dembo	February 2020	2-day Workshops at Helsinki Skills Centre with stakeholders +target group
Nkiru & Dembo	May 4th 2020	Submit Final thesis

Table 3: Time management of the thesis process

6.2 Resources and budget required

According to PMI (Project Management and Innovation) (2010) In general, project resources are defined as the people, capital, and material or supplies needed for successful management and completion of a project. When about to begin a project, one needs to consider what resources are required to finish the product or project successfully and efficiently.

The resources used to conduct our thesis were human resources, meaning the people involved in the making of the digital game. Our working life partner Helsinki Skills Centre head of training and other stakeholders had taken their time and energy to assist in the process, design, and layout of the game.

The conversations and observations we have had with the participating students (target group) about their motivation, interest, and wanting to succeed in educating themselves and getting work, enables us to shape the game according to their needs and standards.

Overall, Helsinki Skills Centre and students were the resources used in the game and data collection process. Their experiences and knowledge combined helped us to create the game.

A project budget is the total sum of money allocated for the particular purpose of the project for a specific period. The goal of budget management is to control project costs within the approved budget and delivered the expected project goals. PMI (2010)

The materials needed for our product included a wider range of requirements such as utility, electricity, access to the internet, and website. All of what we use daily so no additional costs.

The actual product, our digital game was designed with the help of a platform application called Seppo IO which is a gamification platform used to create educational games for teaching and training however due to Covid-19 the Seppo application was free of charge and thus our game design did not cost anything..

6.3 Risks assessment

The risk assessment is there so that we can prevent risk from taking place by acknowledging the fact that it is a possibility.

Risk management is an ongoing process, as old risks disappear, and new ones come up. It is important that all the risks assessed and there are measures formulated to

prevent all risks or at least there are ways to minimize the effects. Hence the first step is to show and evaluate all potential risks involved. (Hyttinen 2017.)

The challenges we came across had to do with language barriers of the service users since they are immigrants learning the Finnish language. Other challenges had to do with not enough service users acquired given time frame we have. The service users also needed E-skills to be capable to create the digital game and this we found to be a challenge as many had weak basic IT skills. Thankfully, we got the professionals help from the Stakeholders.

6.4 Project ethics

Many ethics needed to be followed to show that the data collected was done the right way. The ethical guidelines and rules helped us to obtain on the right track and worked as a guarantee for the participants providing information that it shall not be misused in anyway.

When conducting a thesis work, we followed the instructions of the ethical principles to assure that the information acquired ethically correctly therefore, we shall be following the ethical guidelines whilst preparing for the thesis data collection.

We drafted a confidentiality agreement with the participants, an information letter to let them know what the purpose of the project is and why. Additionally, the confidentiality, voluntary participation, and other code of conduct.

All collected data was protected, and no personal information will be used in our product or production process.

6.5 Research permits and consents

The research consent was approved by the working life partner as well as participants. It needs to state what the thesis is and where the information is used. Furthermore, we applied for a research permit from the organization and agreeded to the thesis cooperation signed by all parties involved.

6.6 Documentation

A “document” is a collection of data, regardless of the medium on which it is recorded and can include both paper and electronic. Documentation is the process of systematically collecting, organizing, storing, retrieving, and sending information; a process used for learning or sharing or for recording intellectual property. The output of the documentation process can be written, visual and audio information about, for example, an object, a practice, a product, or an event. (Mosse 1998.)

The basic aim of Process Documentation is to learn from implementation experience and in the light of this change the strategy and policy. (Mosse 1998)

Data collection methods can include interviews with individuals, review of meeting minutes and other documents, observation of meetings, and photography or video.

Process Documentation is a planning and evaluation tool that can help the project team and stakeholders track meaningful events and discern what is happening, how it is happening, and why it may be happening. Process documentation involves a structured, focused way of capturing the change process, organizing the information, and sending the information quickly enough to be the most useful. (Mosse 1998.)

Documentation is a big part of a project starting phase and planning phase. It helps to keep the project at a steady pace, in the organization, and communication between all who are involved in the project, not just the project managers.

It is always good to have a documentation plan before the actual documentation (Rakos, Dhanraj & Kennedy 2004). We created a Wix website as one of our platforms that withheld all valuable collected material for building the game. All phases of the product were documented here. (see appendix 3.)

7 THE PRODUCT PROCESS DESCRIPTION

The project management has been divided into phases which make the process simple to understand and execute by all parties involved.

” The five project process groups are defined as 1. Initiating 2. Planning 3. Execution 4. Monitoring and Controlling 5. Closing At the beginning of a project, the basic idea needs to be well explored and elaborated. Moreover, this initial phase includes goals for the project, decisions concerning the partners and parties to carry through the project”. (Hyttinen 2017).

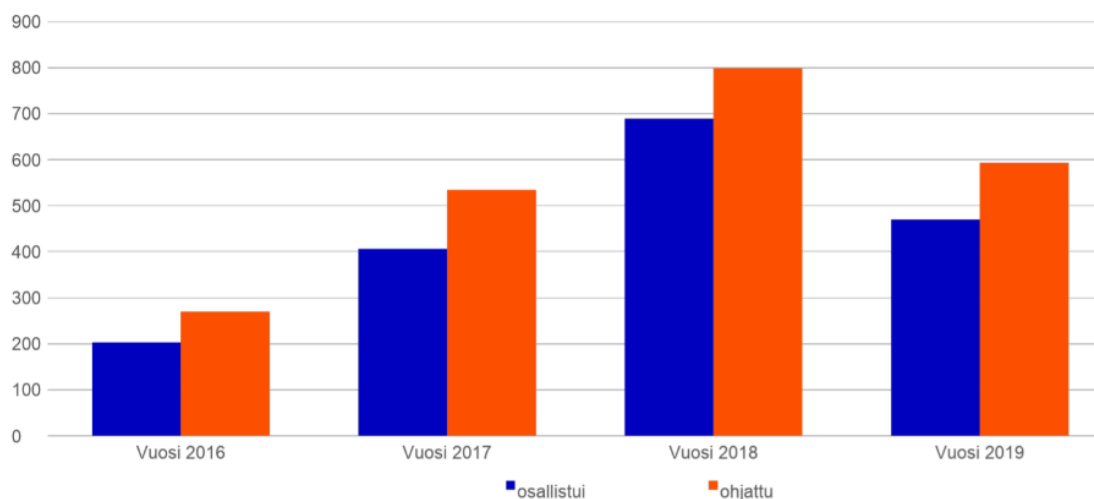
7.1 The idea to do the digital game: competence mapping

Helsinki Skills Centre had been using “dialogue platform” which is a competence mapping board game and it has been used manually. The aim was to improve the already existing manual form of competence mapping into a digital game thus the request to do it digitally came from Helsinki Skills Centre

In the year 2018, the employment and economic offices (TE-Offices) transferred to a new standard where guidance to Helsinki Skills Centre services was done only through them. The guidance involved competence mapping and preparation for working life. Incompetence mapping meant a vocational path and other educations. The ones who did not participate were still registered as students even though they were not active students.

The blue column shows the number of participating customers and the orange shows the number of guided customers. (See figure 8 below)

Figure 8. 2196 customers guided through competence mapping in the year 2016 of which 1768 (81%) participated



Source: The City of Helsinki. Primus -public customer database 2019, Statistics Helsinki/Finland)

7.2 Initiating the process and planning meetings

We could not start the research without the permit. So, before we initiated the field-work, we got acceptance from the City of Helsinki, education division administration to carry on with the production process. We received the clearance to gather data for our digital game, the target group being 18 years and older adult immigrant students.

Dembo Daffeh oversaw contacting the stakeholders since he was the one with connections to Helsinki Skills Centre. This he did by emailing and calling the stakeholders.

Nkiru and Dembo both met with the stakeholders to plan the schedule of the workshops.

Planning the meetings with stakeholders and the target group was not as easy as we thought everyone had hectic schedules and timetables kept changing however with the help of Helsinki Skills Centre stakeholders, we were able to reach some of the target group.

We decided to have two scheduled meeting days to meet our potential target group. The meetings took place at the Helsinki Skills Centre premises on Thursday the 5th-6th of March. The meeting hours were from 09-13 on both days. We planned to gather 5 participants who would take part in our project process.

Once we had these 5 participants and data collected during the 2 meeting days, we then started planning the workshops for the actual execution of the digital competence mapping. We decided to have a few interpreters at the workshop to assist with communication.

7.3 Gathering information for execution and layout of the product

According to Ulrich and Eppinger (1995), a product is something sold by an enterprise to its customers and product development is the set of activities beginning with the perceived idea of a market opportunity, sale, and delivery of a product.

The information and data collected at Helsinki Skills Centre during the workshops and observations gave us the idea of how to start the game and what we need to focus on. Nonetheless, the information and data we collected needed to be narrowed down because we had too much information. Moreover, the content was analyzed and through all that, we were able to draw the layout of the game.

The idea was to make the content easy to understand and for immigrant adults as well as professionals to access easily.

In addition to gathering information through workshops and observations, we had scheduled online meetings with the stakeholders to assess our product process and to assist with the execution.

Because of the Coronavirus epidemic, the end of the product process was done online. We used the team's channel to communicate/meetings (sometimes by phone) with the project managers, managers, game designers and teachers of Helsinki Skills Centre. We were able to share the online game platform in case of sudden changes and comment.

The game shall be developed according to the development of the modern world; thus, this is a development-oriented product.

7.4 Monitoring and controlling the project implementation

Successful controlling and monitoring of project implementation, in the end, provide us with the necessary information used to carry out the product. Thus, this phase was critical for the product to be complete and done according to expectations.

As project management body of knowledge (PMBOK) states, project monitoring is the method of keeping track of all project-related activities including the way the team works/delivers, the duration of the task, identifying/solving problems and making sure project is on the scope on budget and meets deadlines.

The project and product were monitored by the project managers, and the stakeholders. Their ability played a significant role in the project implementation, monitoring, and controlling process.

The stakeholders were extremely active during the implementation process. All necessary changes done in the layout of the product came straight from them.

All communication about the implementation of the project was online. The game was shared between all parties which made it easier to give feedback and communicate at all levels. Furthermore, we always used a lot of internal communication tools such as email and video conferences to distribute information and be updated. (Hyttinen 2017)

8 THE PRODUCT: DIGITAL GAME FOR COMPETENCY MAPPING

We created a digital game with the students, developing ideas inside the game which shall assist immigrant adults to find their study path and that way be able to know what education paths there are to offer and which ones to follow career-wise.

Educational games are believed to result in a wide range of benefits such as increasing the learning effectiveness, interest, and motivation as well as a reduction of training time and instructor load. (Connolly 2009.)

The digital game we created is quite simple and easy to understand. (see appendix 4.)

It is an ongoing development and once fully ready it shall come in different languages however as we are trying to get the students to learn Finnish, all the text will be translations from Finnish to the foreign language. Additionally, it will be a free app for all students and anyone in need of such an application.

Hopefully, this way it shall also reach “stay at home immigrant adults” who do not have the information on services the Finnish system has to offer and who have been a concern of falling outside the Finnish system for some time. (OECD)

This whole idea of doing a digital game came from Helsinki Skills Centre personnel, the stakeholders. They find the idea useful and extremely current as technology is evolving and everything happens nowadays online, so the student shall also achieve skills to be able to use in everyday life.

Educational digital games are specifically designed to instruct people about a certain subject, expand concepts, reinforce development, or help them in drilling or learning a skill or seeking a change of attitude as they play. (Dempsey 1996.)

In recent years, educational digital games have been used as an innovative instructional strategy to achieve more effective learning on higher levels in diverse knowledge areas, such as mathematics, language, business, health, computing, nutrition, entertainment, among others. (Connolly 2009.)

We did not need to know how to code as we used a ready platform called Seppo Io where we were able to build the game on

8.1 Development-oriented product thesis

This digital game provides necessary and essential knowledge to immigrants, professionals, and anyone working with the integration of immigrants to society through education. Although this is conducted in Finland, it can be expanded and used in other parts of Europe as well.

The digital game shall help to promote awareness of immigrant education and hopefully can develop the field so that it meets everyone's needs. Through relevant data incorporated in, it will also show how education is a wonderful way to empower immigrants in a very global world.

The game shall be developed according to the development of the modern world.

Helsinki Skills Centre will be licensing the game; therefore, we shall be conducting an agreement with them where we hand over the rights of the game to them.

9 EVALUATION OF THE PROJECT

Our evaluation was based on the success of getting the immigrant adults to take part in the project, as this was crucial for the implementation. Secondly, we were evaluating how understandable the project is for the end-users and how we can implement the project in the most user-friendly way.

The evaluation was conducted by the cooperation between project managers and stakeholders.

The evaluation process was carried in stages. Each stage of the evaluation was carefully monitored. The main goal was to make a product that is useful for all the people involved in the project. There was a conversation after each stage to evaluate if the project had met the “stage” goals.

9.1 Evaluation of project/product

The evaluation was based on how well we reached our objectives and goals. Was the project specific, measurable, articulate, relevant, and time-bounding. The aim was to solve a problem by developing the already existing competence mapping user friendly, easier to access, digital, and that way reachable making it easier for the professionals to reach more costumers. (Green & South 2006.) Furthermore, to assist in the integration of immigrant adults to the Finnish society.

What made the project successful was the feedback we got from the stakeholders and participants.

The success of the product was measured by seeing through the database, the actual number of participants accessing the digital game and by the number of people logged in during a period.

Helsinki Skill Centre sent the access codes of the game to their applicants and through that they could calculate how many people took part in their assessments. Additionally,

the game was licensed by Helsinki Skills Centre and will be used by Te-offices when doing their assessments.

It will be primarily use by Helsinki Skills Centre in their study plan/curriculum. The TE-services (Employment and economic offices) will find the digital game to be a useful tool when assisting immigrants to find their strengths when choosing their study paths furthermore, Helsinki Skills Centre aims to translate the digital game into different languages for those who find it hard to learn Finnish

This is going to be an ongoing evaluation at Helsinki Skills Centre.

9.2 SWOT-analysis of the whole product

<p>STRENGTHS</p> <ul style="list-style-type: none"> -Product completely innovative -Easy access and user friendly -Easy and wide possibilities of usage -Social network -Strengthening own digital skills 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> -New product -Lack of digital knowledge of target group -Not everyone has access to computer or mobile phone however this is also an opportunity because everything is digital nowadays
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> -Ability to learn and understand Finnish society and be socially included -Strengthen knowledge, language- and IT skills -Empower other immigrant adults 	<p>THREATS</p> <ul style="list-style-type: none"> -This is a multi-professional team and it might not suit everyone -The difficulty of usage for some

10 PROFESSIONAL DEVELOPMENT

Nkiru is working in the social field as a youth worker. What she has realized throughout this project was that the teaching of IT skills should be more emphasised on amongst youth and should be more involved in the curriculums of schools. The world is evolving and having necessary skills seems to be extremely necessary in daily life. The product, digital game used for competence mapping could have not been conducted without basic IT skills.

Whilst been a project manager I also learned how to multitask. Working daily and working on thesis as well as been in contact with working life partner was not easy however, it was something that needed to be done hence, scheduling and communication were extremely vital. When we ran into challenge's (such as Covid-19) we had to think of plan B that suited everyone. I believe we achieved that very well, taking the circumstances.

Dembo have been working with people with disabilities for the past years and in the process of my own personal development and maturing I have become more conscious of my inner feelings, attitudes, and thoughts, and through relating more to myself I have become a well-informed person. Personally, this helps me to enter the Social Work career because I would like to share my personal experiences with people facing the same.

The world now has changed forever because of COVID-19, the game we developed is very needed at the moment for the stakeholders and service users. The game was done with the help of the multi-professional team, everyone has the chance to put in their effort into the making of the game. It is particularly important when collaborating with people to take each and every one into account and work as one team.

The digital game cannot be done without modern technology and IT expertise. Hence the game targeted to adult immigrant what I realize is that most of them are lacking the IT skills. Schools that offer adult immigrant education should offer IT lessons to their students at the starting of their school.

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11 CONCLUSIONS AND RECOMMENDATIONS

The digital game used for competence mapping is to assist professionals in their line of work as well as the target group immigrant adults to support their understanding and knowledge of how the Finnish system works when we talk about the educational aspect. Furthermore, it gives tools to recognize own strengths when looking for right education, work, and training path as well as to help develop skills and competencies needed in this modern world.

The digital game brought to our knowledge the lack of digital skills that immigrant adults have and thus may face social exclusion in many aspects of life.

Access to the internet should be highlighted in educational institutions, especially amongst immigrants. Digital skills should be more accessible and be a big part of the educational curriculum.

The use of technology is developing in the modern-day society and thus should be more focused on in today's teaching with immigrant adults. One cannot assume that everyone has the needed digital skills.

Our thesis aims to benefit from digitalization and what the internet can offer when it comes to adult education in this digital era. Hence some of the service users have little knowledge of digital skills and we considered that during the planning of the game.

Furthermore, we were able to establish the game content through our workshops. This enabled us to make a game according to Helsinki Skills Centre standards and easily accessible to the service users as well. It was made simple, effective, and fun whilst learning and playing the game. Helsinki Skills Center will obtain all copyrights of the digital game.

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APPENDIX 1. An information letter to the participants

An information letter to the participants

Diaconia University of Applied Sciences

10.02.2020

Bachelor`s Degree Program in Social Services

Community-Based Participatory-Oriented Development

Bachelor`s product-based thesis

Project Managers: Dembo Daffeh and Nkiru Ikegwuonu

Information to the participants

•

We are conducting a product-based thesis used in collaboration with Helsinki Skills Centre to assist integrate immigrant adults into Finnish society through education

We are going to be developing a competence mapping tool that is already in use at Helsinki Skills Centre and with the help of the participants/target group makes it easier to access and use in a digital form.

Concerning our thesis work, we shall be visiting Helsinki Skills centre frequently and will be taking notes and observations.

However, neither you nor your family cannot be recognized from any of our documents or materials without your consent.

It is your choice how much information you would like to share with us.

All the material gathered at Helsinki Skills Centre for the digital game is through observations, notes, and participation in our activities.

We most likely shall be asking for your opinion on the result of the digital game through a survey however it is your choice whether you would like to take part in the survey or not.

Your name or personal information shall not be in any part of our work. Again, taking part in our Project is not compulsory.

Participating in our product design process is fully voluntary. You may quit or stop at any stage of the process. Besides, you can refuse to answer any questions at any stage.

All the data and findings gathered are only for our use in the project.

Helsinki Skills Centre shall be having the product, which is the digital game for competence mapping in their use. It shall be used in some curriculums as well as at the TE-services when helping service users find their right study/employment paths.

This thesis will be Published hopefully in the year 2020, in the Theseus publication archive and have a printed version in the University of Applied Sciences library.

Thank You for participating:
Dembo Daffeh & Nkiru Ikegwonu

APPENDIX 2. The manual competence mapping used by Helsinki Skills Centre



APPENDIX 3. The WIX website used in documentation of collected material to design the content and layout of the digital competence mapping game.

1 INTRODUCTION

The digital game used for competence mapping in adult education is aimed at students trying to get a study place at Helsinki Skills Centre. Our expectations and goals of the game are for the student to be able to access it anywhere, increase their abilities to find the right education, work, and training path as well as to help develop skills and competencies needed in this modern world.

Moreover, the digital game is also a tool used to assist teachers in time-management as well as cost-effectiveness for Helsinki Skills Centre.

Lastly, during this unfortunate time of Covid-19 (Coronavirus), the digital game can be used as a distance learning collaborative tool between students and teachers as it also comes with diverse types of communication methods inside the game.

Additionally, Helsinki Skills Centre shall be licensing the finished product.

We hope you get familiar with the product and enjoy what we have designed.

2 THE WEBSITE DESIGNED FOR COMPETENCY MAPPING

The site was designed to get an idea of what the game shall hold inside. We used the Wix site to create ideas for the game platform.

The site also gives a piece of detailed information on Helsinki Skills Centre education, training, and work path they have to offer.

OSAAMISKARTOITUS

Guidance tool to help choose the right study path and work opportunities



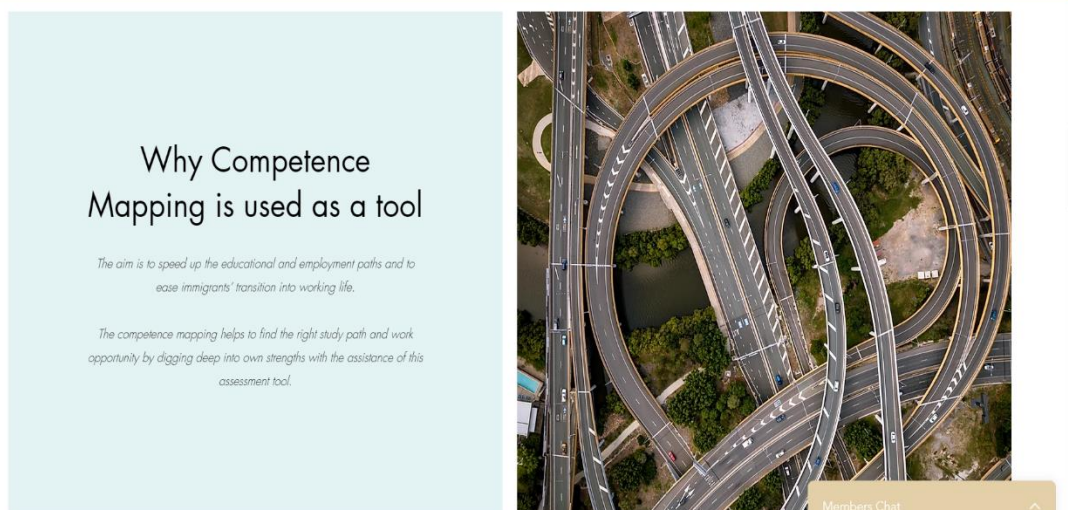
Picture 1. To the Market Square A scenic summer panorama of the Market Square at the Old Town Pier in Helsinki by Oleksiy Mark

<https://www.shutterstock.com/fi/image-photo/scenic-summer-panorama-market-square-kauppatori-154741178>

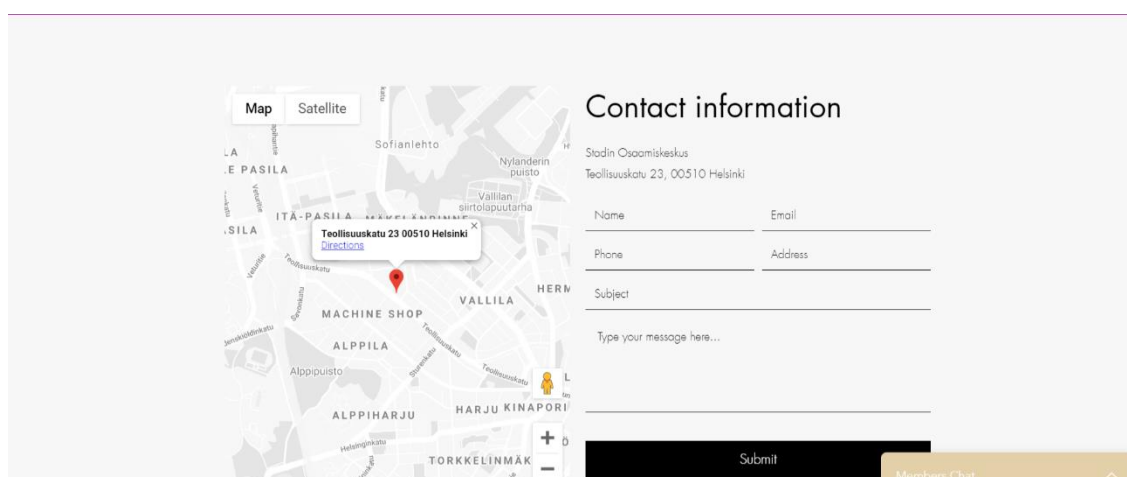
Why Competency Mapping is used as a tool

The aim is to speed up the educational and employment paths and to ease immigrants' transition into working life.

The competence mapping helps to find the right study path and work opportunity by digging deep into own strengths with the assistance of this assessment tool.

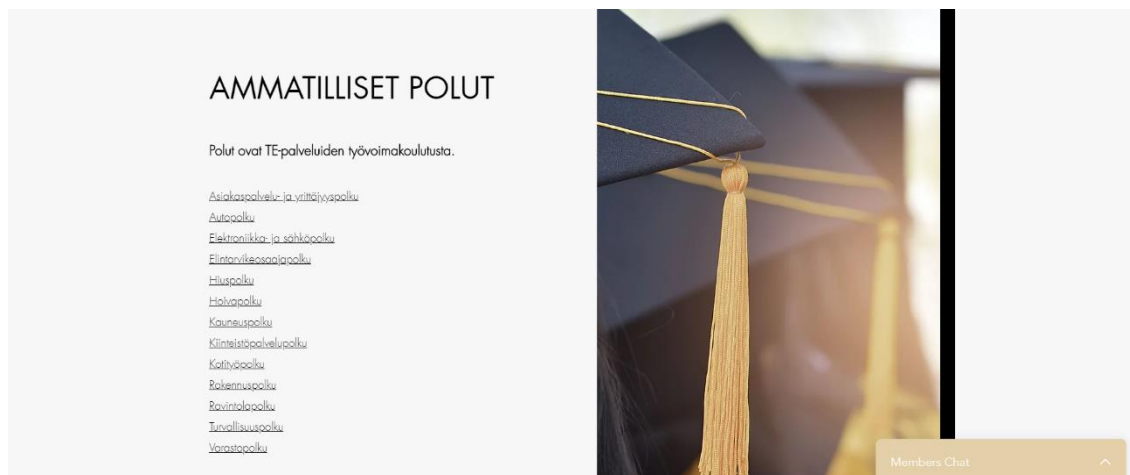


Picture 2. Why Competency Mapping is used as a tool



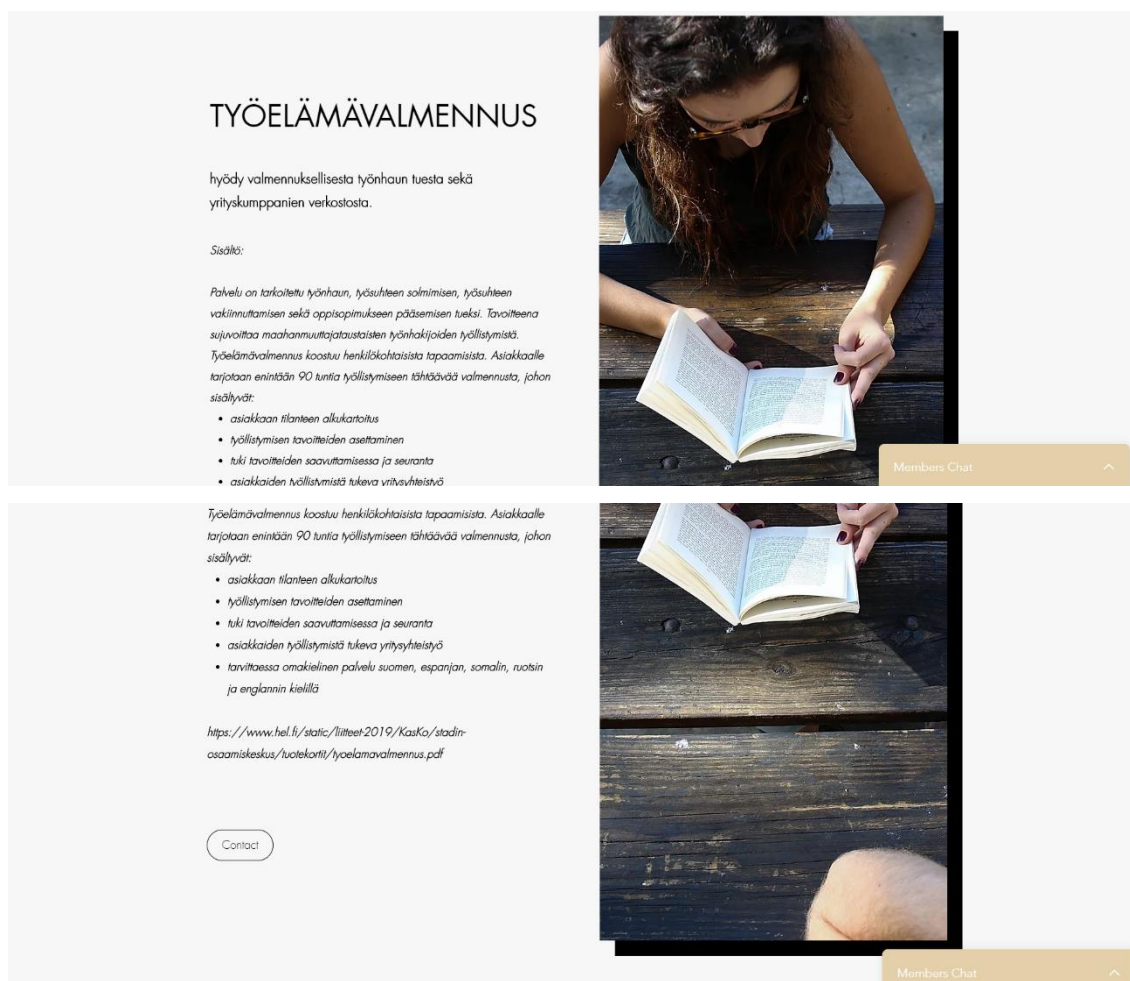
Picture 3. Contact information
Helsinki Skills Centre
Teollisuuskatu 23, 00510 Helsinki

3 THE EDUCATIONAL, TRAINING AND WORK-LIFE PATH



Picture 4. Helsinki Skills Centre educational path (ammattilliset polut)

<https://www.hel.fi/stadin-osaamiskeskus/fi/palvelut/>



Picture 5. Helsinki Skills Centre work life training/opportunities (työelämän valmennus)

<https://www.hel.fi/stadin-osaamiskeskus/fi/palvelut/>



Picture 6. Helsinki Skills Centre other training (muut koulutukset)

<https://www.hel.fi/stadin-osaamiskeskus/fi/palvelut/>

4 THE PRODUCT -DIGITAL GAME USED FOR COMPETENCY MAPPING

Helsinki Skills Centre and other educational institutions provide distance learning, in digital form. We developed a tool that shall be used by the social field professionals as well as their customers.

Competence Mapping

Distance learning task

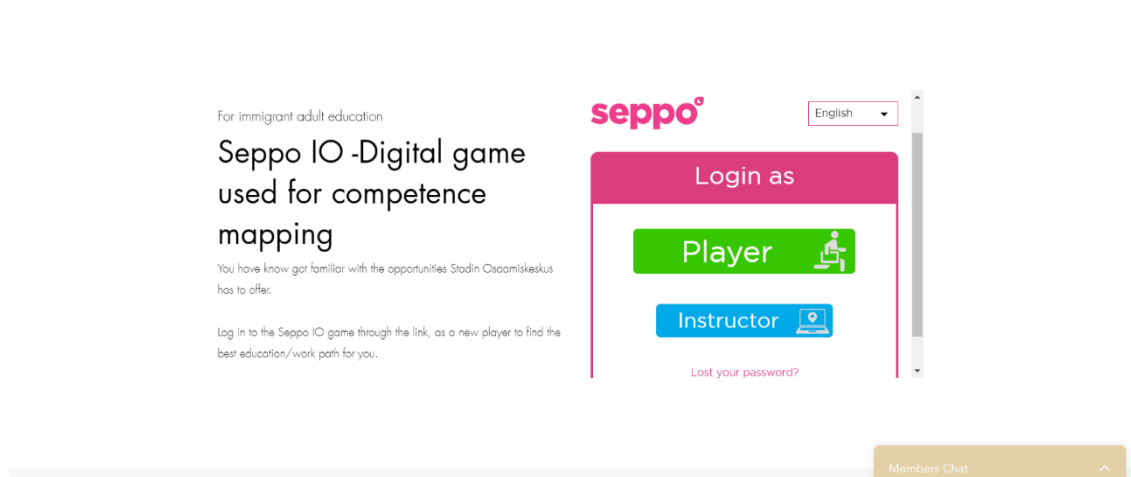
Get started!

Competence mapping is a great tool that is designed for you to assist find the right study path and work opportunities that go well with your previous work experiences, schooling or interest.

This is a good way for you to dig deep into your inner self.

Members Chat

Picture 7. Competence mapping



Picture 8. Log in and get started to play the SEPPO IO digital game



Picture 9. (ROUGH DRAFT) One of the platforms of the designed game. Helsinki Skills Centre shall be licensing the game.

To get inside the game go to:

- 1) Play.seppo.io
- 2) pin-code: E7C666

5 THE QUESTIONS ASKED IN THE GAME AND ASSESSMENT PROCESS

Nimi _____ (etunimi _____ sukunimi _____)

TEHTÄVÄ 1 Kirjoitustaidot

KIRJOITA KOKONAISET LAUSEET.

Kuka sinä olet? kerro esimerkiksi: missä asut, minkälainen asuinalueesi on, mistä pidät, mitä harrastat, millainen perheesi on...

Mitä työtä sinä olet tehnyt kotimaassasi tai jossain muualla?

Mitä työtä sinä olet tehnyt Suomessa?

Mitä työtä haluaisit tehdä?

Minkä ammatin sinä olet opiskellut ammattikoulussa/yliopistossa?

TEHTÄVÄ 2 Tekstin ymmärtäminen

Lue teksti ja vastaa kysymyksiin.

Hei,

Minä olen Seija Lehto. Olen 24-vuotias. Opiskelen yliopistossa venäjää ja englantia. Olen opiskellut 3 vuotta. Minusta tulee tulkki.

Minulla on sisko ja veli. Siskollani on kolme lasta. Sisko asuu Kuopiossa. Veli on naimisissa, mutta hänellä ei ole lapsia.

Minä asun kerrostalossa Niittykummussa, isällä ja äidillä on omakotitalo. Me lapset matkustamme usein vanhempien luokse kotiin. Meillä on aina hauskaa yhdessä.

Mikä on Seija sukunimi? _____

Kuinka vanha hän on? _____

Mitä Seija opiskelee? _____

Missä Seija asuu? _____

Millainen koti isällä ja äidillä on? _____

TEHTÄVÄ 3 sanasto

Yhdistä sanat, esimerkki: iso -----suuri

Mitkä sanat tarkoittavat samaa?

kookas	kipeä
valaisin	ravinto
ruoka	lamppu
sairas	suuri

Mitkä sanat ovat vastakohtia?

pimeä	suuri
Pieni	iloinen
surullinen terve	
sairas	valoisa

TEHTÄVÄ 4 Tietokoneen ja puhelimen käyttäminen - Digitaaliset taidot

Käytätkö tietokoneella?	KYLLÄ	EI	EN OSAA SANOA	VÄ- HÄN
Internet				
Sähköposti				
Verkkopankki				
Wilma				
Kelan www-sivut				
Te-palvelujen www-sivut				
Word				
Excel				
Hakemus työpaikkaan sähköisesti				
Käytätkö puhelimella?				
Tekstiviestit				
Ääniviestit				
Kartta				

HSL-reittiopas				
Messenger				
WhatsApp				
Kamera ja kuvat				

Vastaa kysymyksiin

1. Kuinka monta tuntia (= h) ja minuuttia on 90 min?

Vastaus: _____ h _____ min

2. Kuinka monta minuuttia on 3 tuntia ja 20 minuuttia?

Vastaus: _____ min

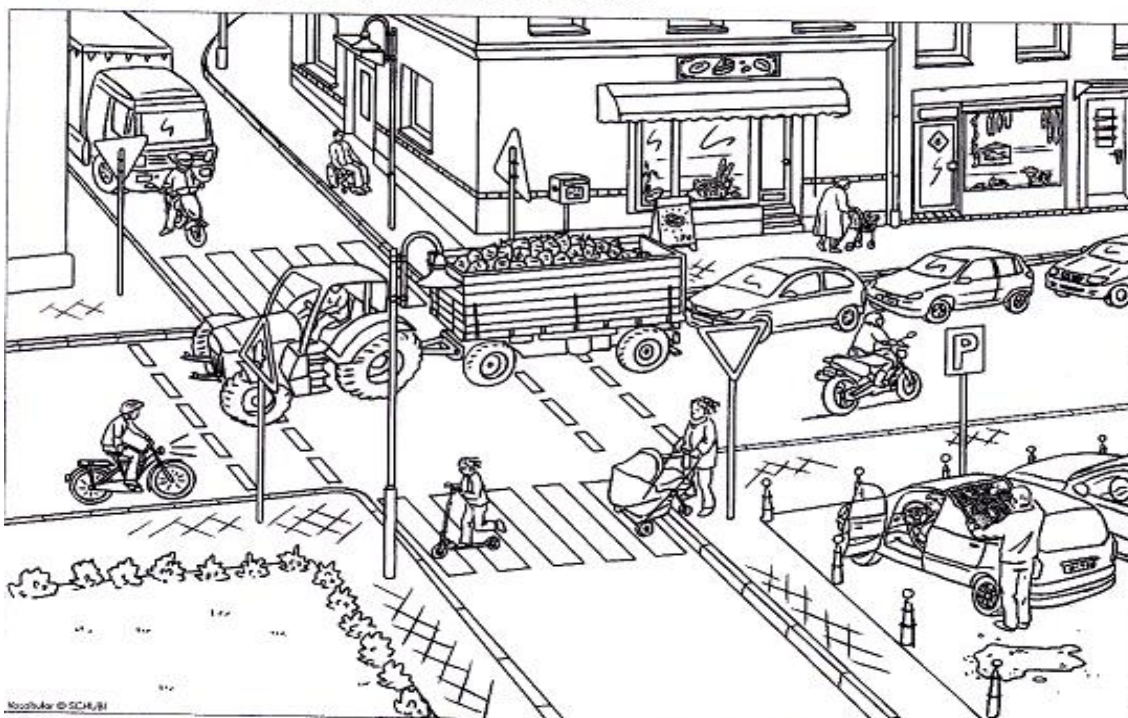
3. Kello on nyt 14.30. Kuinka paljon se on kahden ja puolen tunnin kuluttua?

Vastaus: _____

TEHTÄVÄ 5 KERRO, MITÄ KUVASSA TAPAHTUU. KIRJOITUSTAITOT


Stadin Osaamiskeskus
Stadin osaamiskeskus
Osaamiskartoituksen tehtävät 2 9/2019

Kirjoita kuvasta. Kirjoita niin paljon kuin osaat. Voit kirjoittaa esimerkiksi, mitä siinä tapahtuu, ketä kuvassa on, mitä ihmiset tekevät....



KIRJOITA KOKONAISSET LAUSEET.

TEHTÄVÄ 6 Matematiikan taidot

Jakolasku- merkki: Yhteenlasku -merkki +
 Kertolasku - merkki **x** Vähennyslasku -merkki -

Laskutehtävät

$18+5=$	$12-2=$
$20+35=$	$25-20=$
$100+20+25=$	$36-8=$
$4 \times 7=$	$21:3=$
$3 \times 6=$	$27:3=$
$2 \times 12=$	$10:8=$
$80-140=$	$0,25+1,25=$
$-15-23=$	$5,5+0,15=$
$1,2 \times 6=$	$10+5 \times 4=$
$5a+2a+2b=$	$5:(3+7) =$

Ratkaise x:

$$5x = x + 4$$

$$x =$$

Laske vielä nämä laskut

267	290
+32	+ 539
_____	_____

	25
948	100
-539	+ 20
_____	_____

Täydennä tyhjiin kohtiin numerot:

2	4		8		12	14	16		22		26		30
3		7		11			17		21		25		29

Lue tehtävä ja vastaa

1. Maija järjestää juhlat. Maijan juhliin tulee 30 vierasta.
 Maija tarjoaa jokaiselle juhluvieraalle yhden jäätelötuutin.
 Yhdessä pakkauksessa on 10 jäätelötuuttia.

Kuinka monta pakkausta Maijan täytyy ostaa?

Vastaus: _____

2. Opettajalla on luokassa 21 oppilasta. Oppilaat muodostavat 3 ryhmää.

Kuinka monta oppilasta on yhdessä ryhmässä?

Vastaus: _____

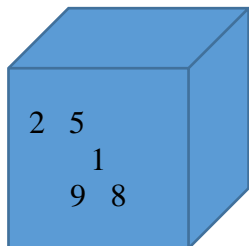
3. *Esimerkki:* Sinulla on sata euroa rahaa. Sadasta eurosta (100 €) yksi prosentti (1 %) on yksi euro 1 €.

Sinulla on 500 €. Kuinka paljon siitä on 10 %. Vastaus: _____

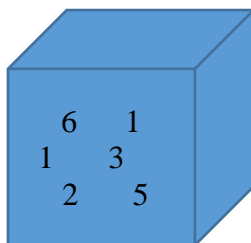
Sinulla on 100 €. Kuinka paljon siitä on 25 %. Vastaus: _____

4. Missä laatikossa kaikki numerot ovat pienempiä kuin 7? Vastaa _____

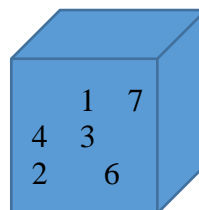
Laatikko 1.



Laatikko 3.



Laatikko 2.



The questions used in the assessment process are there to help find out information about the applicants the information shall assist to find the right path to education, training, or work possibilities.

Prepare to answer these questions during the assessment:

Competence Mapping

IKÄ:
KANSALAISUUS:
KIELTAITO:

AIEMMIAT KOULUTUKSET:
AIEMMIAT TYÖKOKEMYKSET:

HARRASTUKSET:

OMAT VAHVUUDET:
OMAT HEIKKOUEDET:

MATEMATIKAN TAITO:

SUOMENKIELEN KIRJOITUS- JA LUKUTAITO:

DIGITAITO:

Members Chat

Picture 10. Questions asked during assessment/interview at Helsinki Skills centre after the game has been played and evaluated.

The picture above shall be used during the interview process once the student has passed the game and moved to the final stage. Unfortunately, not all students have been able to pass due to a lack of Finnish skills or understanding the tasks.

APPENDIX 4. The final product: A Digital game used for competence mapping in adult education

