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HELSINKI – AN EDUCATING, TRAINING AND LEARNING CITY

City of Helsinki

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To the Reader

Since the 1970s, the majority of new jobs in the European Union's member states have been created in the service sector, which today accounts for 85 per cent of jobs in some of the most service-dominated metropolises. In Helsinki, this proportion is 82 per cent. Urbanisation and economic growth are very much based on a developed service sector in which private services and various highly specialised services requested by the information society account for a large proportion of output. Consequently, we have a growing demand for education, training and learning.

Helsinki has a population of 560,000 and the Helsinki Region of 1,210,000 people. Helsinki and its Region have been experiencing considerable population growth since the 90's – a growth which is still going on – and also constitute the largest concentration of economic activity in Finland. The number of jobs in the region is 650,000, which is almost 30 % of all jobs in Finland. The Region has dominated the development of the fastest growing sector of industry, i.e. the information industries. However, growth has been experienced in more traditional industrial branches, too.

The population of the Helsinki Region has the highest level of education in Finland. More than 32 per cent of the population in Helsinki have a higher education. Migration has implied a slight acceleration in the rise of the education level of Helsinki's population. Another reason for the high educational level is the abundance of educational opportunities. The level of education in Helsinki is likely to remain high in the future, too, because attendance at upper secondary general schools is more common than the average for the whole country. Another explanation is life-long learning. Specialised vocational studies intended to provide new skills and knowledge, build on vocational competence, enhance the potential on the labour market, and further career development are available. Long-term additional training updates and consolidates employees' skills in a changing working environment.

Helsinki's educational system has committed itself to building a society of competence and education where members can learn new skills in an inspiring and rewarding environment. The basic principles of the education system are customer awareness, continuous learning, co-operation, fairness and equality. The City of Helsinki continuously carries out extensive assessment of the education it provides. A statistical compilation entitled *Education in Helsinki* on education for children, young people and adults, on the educational level of the population and on the links between education and work in Helsinki and the Helsinki Region has recently been issued.

The present publication Helsinki – an Educating, Training, and Learning City presents research and pilot projects made by various Helsinki City departments responsible for educational, cultural and personnel affairs. Many of the projects and much of the development work described here will be presented during the Educating Cities Conference in Tampere on 16–19 June 2002. We express our gratitude to everyone who contributed to this publication.

Helsinki, 22 May 2002

Asta Manninen
Acting Director

The role of the city in creating and maintaining educational systems

Marjatta Hirvijärvi-Saari and Kaj Lyytinen

Media competence, media literacy, and ITC -skills for everyone

The Adult Education Centre of the City of Helsinki offers space, equipment, support and guidance for open and flexible learning.

The City of Helsinki's Finnish-language Adult Education Centre is the largest of its kind in Finland. The teaching programme includes areas of emphasis within liberal adult education and in non-formal, leisure and self-development studies. General interest courses provide skills and knowledge that help adults cope with everyday life. We opened an Open Learning Centre in 1998. It is called Aino and it is part of our library. The main idea behind this project was that all citizens must have an equal right to acquire basic necessary skills which are needed in using modern information and communication technology. The Open Learning Centre provides room, computers, programmes and guidance for independent lifelong learners. There are always staff members present in Aino. The Open Learning Centre is run by competent tutors who have versatile information and communication technology skills.

Tutoring is available for students who want to study foreign languages and ICT skills at their own pace according to an individual study programme. Students are given guidance in computer literacy and information retrieval. A computer specialist can be consulted by students who need help with technical problems. The librarian helps especially those students who need guidance in finding information on the Internet. Students who want to know more about electronic information retrieval can participate in special courses.

According to an inquiry carried out at this centre in 1999 one third of those who use the learning centre do not take other courses at the Adult Education Centre. The inquiry revealed that more than 50 % of those who use Aino were unemployed or otherwise not professionally active. In 2002 we shall make a follow-up study of user profiles to complete the user inquiry mentioned above.

The Swedish Adult Education Centre (Helsingfors Arbis) would like to present the following theme at the EDUCATING CITIES congress in Tampere, June 16–19, 2001:

Flexibility in language learning through computer based teaching and tutoring. The theme is related to Modern learning environments. Local and global networks and will present examples of courses in English and French.

Background

The Swedish Adult Education Centre of Helsinki, founded in 1914, represents liberal and municipal adult education. Non-formal education is well rooted in Finnish society and has very strong traditions.

The curriculum reflects society and current changes in society in order to meet the students' needs and expectations. Subjects taught today and teaching methods are quite different from what they used to be. In the last few decades changes have been particularly rapid in language teaching. The use of computers in language

teaching at Arbis started in 1992 and since then various applications have been tried out, of which we will here give a brief account.

Realisation

The first steps in language teaching with the help of computers through grammar exercises, offered to the students as a complementary activity outside classroom teaching, have today developed into a variety of applications of flexible learning. A starting point for all flexible learning is self-assessment, placement tests, individual definition of aims and choice of study material. The role of the tutor is essential from the very beginning and throughout the whole process. Forms of computer based flexible learning as realised at Arbis:

- Courses created specially within a learning environment, with distance tutoring within the system
- Courses created specially within a learning environment, including both distance tutoring and classroom teaching
- Courses based on a packet of material consisting of booklets and a cd for self-study, combined with tutoring via email and group meetings
- Courses per email
- Self-study courses combined with individual meetings with the tutor for check-ups and oral practice
- The teacher's homepage as support for regular classroom teaching to help students who miss out on classes

Target group

The main target groups for computer based flexible studies are citizens with irregular working hours and those whose work or family situation otherwise prevent them from attending a class regularly. As the principal function of Arbis is to provide classroom teaching for groups, this new development can be seen as an attempt to meet the demands of today's busy citizens.

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Modern learning environments. Local and global networks

The Swedish Adult Education Centre of Helsinki, Helsingfors Arbis: Flexibility in language learning through computer-based teaching and tutoring

Background

The Swedish Adult Education Centre of Helsinki, founded in 1914, represents liberal and municipal adult education. Non-formal education is well rooted in Finnish society and has very strong traditions. The curriculum reflects society and is annually modified in order to meet the students' needs and expectations. Subjects taught today and teaching methods are quite different from what they used to be. In the last few decades changes have been particularly rapid in language teaching. The use of computers in language teaching at Arbis started in 1992 and since then various applications have been tried out, of which we will here give a brief account.

Realisation

The first steps in language teaching with the help of computers through grammar exercises, offered to the students as a complementary activity outside classroom teaching, have today developed into a variety of applications of flexible learning. A starting point for all flexible learning is self-assessment, placement tests, individual definition of aims and choice of study material. The role of the tutor is essential from the very beginning and throughout the whole process.

Forms of computer based flexible learning as realised at Arbis:

- I. Web-Based Learning (WBL) where the courses are created in a virtual educational environment (VEE)*
The tutoring takes place within the system. On the intermediate level the oral training, both in listening and speaking, is arranged with the help of audio cassettes. On the advanced level the emphasis is on developing the writing skills. Contact with the spoken language is established on the Internet through links to radio and TV channels and other sites with sound.
- II. WBL combined with classroom teaching*
This form was chosen for students on a lower level needing more support to develop their oral skills.
- III. Courses per e-mail*
A VEE offers, no doubt, a more attractive environment for studies, but an e-mail course is suitable for a restricted purpose like commercial correspondence or translation. In addition to model letters or translations individual marking and commenting can easily be included.
- IV. Open and distance learning combined with classroom meetings*
These courses are based on a packet of material consisting of booklets and a cd for self-study, combined with tutoring via email and group meetings.

V. *Individual open and distance learning*

Self-assessment, placement test, individual definition of aims form the basis for the choice of study material. As a rule, the student meets the tutor every three weeks for revision, oral practice and support.

VI. *The teacher's homepage*

Students who miss classes can go to the teacher's homepage to find the key to exercises, information about subjects treated during the previous lessons and tasks for the following meeting. On the homepage they can also find links to sites offering additional study material.

Target group

The main target groups for computer-based flexible studies are citizens with irregular working hours and those whose work or family situation otherwise prevent them from attending a class regularly. As the principal function of Arbis is to provide classroom teaching for groups, this new development can be seen as an attempt to meet the demands of today's busy citizens. This type of language learning requires strong motivation, self-discipline and clearly defined goals. The tutor's role is manifold, including dealing with both subject-related, technical and individual problems.

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Anna Bruun, Sirpa Tapola and Henna Lehto

Teaching and Research Clinic for Urban Social Work

The Teaching and Research Clinic for Urban Social Work is a unit of the Helsinki Social Services Department. It is situated at the Vuosaari Social Services Office in the eastern Social Services Centre, address liluodontie 17 B, 00980 Helsinki tel. +358-9-310 61722.

The purpose of the Clinic is

1. to develop and distribute the expertise and specialised expert services required in the social sector
2. to ensure extensive contacts between basic, continuing and supplementary social education and practical work
3. to promote social research, experimentation and development on the basis of practical needs
4. to develop the assessment and anticipation of social effects

The Clinic also aims to create a well-functioning environment for teaching, examining, developing and assessing the professional practises employed in the social sector. It specialises in the social work done in cities that is characterised by social problems typical of the urban environment.

The Clinic is initially engaged in ongoing social development projects that include developing working methods for early support measures and assessing various development projects.

This year the Clinic's staff comprises a designer, a researcher/social worker, a developer/social worker and a secretary. Another researcher/social worker and developer/social worker will be hired at the beginning of the year 2002. A network of counselling social workers will be set up for the social services centres and the joint services department in 2002.

The University of Helsinki provides funding for a lectorate and professorship in social work, to be shared with the Swedish-speaking teaching and research clinic.

The Teaching and Research Clinic for Urban Social Work will be developed jointly with the unit of social work at the Department of Social Policy, University of Helsinki, unit of early childhood education, Department of Education, Palmenia Centre for Research and Continuing Education, and Helsinki Polytechnic Stadia.

The Clinic pursues cooperation with the corresponding Swedish-speaking clinic that is situated in the southern Social Services Centre and is part of the Swedish-speaking centre of expertise.

According to the existing plans, the Capital Region Centre of Expertise and those of Päijät-Häme and Itä-Uusimaa will together form the Southern Finland Centre of Expertise (ESO). The Teaching and Research Clinic for Urban Social Work will be part of the Capital Region Centre of Expertise that is currently at the planning stage.

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Johanna Lindstedt and Liisa Paatsalo

Educating youth through arts

The presentation includes a description and evaluation of the processes of the most innovative educational activities provided by Annantalo Arts Centre. By introducing three methods of working it brings out the role of the city in creating and maintaining art educational systems. Speculations about how coming modifications to the national school curriculum concerning art education in schools will affect the supplementary cultural education will also be presented.

The mission of Annantalo as a unit of Helsinki City Cultural Office is to give children and young people in Helsinki an opportunity to produce and experience arts and culture personally by working together with artists and arts teachers. Annantalo is an interdisciplinary forum for the arts and its main goal is to build bridges between children and art. The fundamental criteria are quality and professionalism. Annantalo co-operates regularly with other city governed institutions and with other art and culture institutions in the Helsinki metropolitan area.

The following activities of Annantalo will be presented:

The 5x2 Art courses have since 1987 been a valuable addition to the art education offered to children and young people. The primary aim is to supplement the school curriculum by offering lessons at Annantalo in a variety of art subjects to preschoolers and schoolchildren in the comprehensive school.

Ever since 2000, Helsinki City Cultural Office has been organising *Cultural courses* for the upper and lower secondary schools. These courses together with the *Cult Card* comprise a rich package of theoretical and practical material designed to foster a curiosity and interest in cultural manifestations. The course also seeks to reinforce the cultural education provided by the school. The partnerships between the school and outside institutions e. g. such as museums, theatres and other arts institutions establish living contacts with the community outside the school.

For seven years already, "A journey into the living past" has been a motivating and, in fact, the most successful form of arts projects for school children in Helsinki. These *surprise history tours* are organised annually by Annantalo together with Helsinki City Museum and Drama students of the Kallio School of the Arts and a handful of other partners.

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Ritva Creutz and Merja Hallantie

Child and Family Welfare Policy Programme of the City of Helsinki

The programme was intended to include an overall review and assessment of the welfare services given to children, youth and families with children, as well as the City's objectives and measures in child welfare policy for the next coming years. The Programme was completed in autumn 2000 and discussed in the City Council in March 2001.

The working group prepared a report on the welfare of children, youth and families with children in Helsinki. The report elaborates the share of society's resources allotted to children and families, child protection and safety as well as the share and participation of children and youth. Several challenges were raised on the basis of the report, such as support to families and parenthood, changes in the urban structure, changes in the social environment, healthy ways of life of children and youth, good standard of education and the participation opportunities of children and youth. These challenges were used as a basis for determining what steps the City should take to ensure the welfare of children and youth in a constantly changing and developing urban community.

The children's angle was chosen as the focal theme of the Child and Family Welfare Policy Programme. Accordingly, children and youth living in Helsinki are entitled to a loving and caring family, good health, versatile education and knowledge, a healthy and safe environment and opportunities for participation and making their voices heard. These five sub-areas were specified by defining target conditions and primary objectives for them.

The City Council received seven motions concerning the implementation of the Programme, claiming to ensure a long-term, systematic implementation of child and family welfare policy in all City administrations. The motions pay special attention to planning, assessment and observing the welfare of children and youth in all activities.

The City Council decided on 28 March 2001 that the child and family welfare policy of the City of Helsinki will be pursued in accordance with the vision, objectives and activity principles in the programme and the measures approved by the City Council.

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Timo Ylönen

A training project for Helsinki City personnel in drug abuse -related issues in 2001–2003

Background

In the Drugs Strategy 2000 of the City of Helsinki the City Council proposed that the City of Helsinki organises a training project for the totality of the personnel of the City. The project was planned by a cross-administrative and multiprofessional workgroup. The training project is the crucial means to carry out the Drugs Strategy 2000 of the City.

The contents of the training is extensive: general information on drugs and alcohol and their use and abuse, the latest statistics on drug and alcohol use, the latest research findings on the prevalence of drug and alcohol addiction, on detection, prevention, early intervention and reparative work as well as rehabilitation.

The training programme is primarily directed to the personnel of the city's authorities for social welfare and health care, education, youth services, cultural services and rescue services. At a later phase, training will be given to the personnel of specific administrations or specific groups of professionals. Other training focuses are presented below.

The trainers and lecturers are the best specialists in the subject of the City of Helsinki, as well as other specialists from, e.g., the A-clinics Foundation, the Kurvi drugs outpatient department, and the Hospital district of Helsinki and Uusimaa.

Raising the level of knowledge of drugs among the personnel

The goals: The personnel has sufficient knowledge on the drugs and alcohol questions

- to identify behaviours of risk,
- to direct the discussion so as to make it easier for the patients/clients to evaluate their own situation
- to advise the clients/patients in their evaluation of their own drug and alcohol use and needs of change
- to discuss various alternative solutions with the patient
- to evaluate the solutions and choose adequate solutions for individual conditions
- to give care to drug and alcohol abusers in a client-oriented manner
- to define one's own professional role and tasks within the drug and alcohol work as part of one's own basic task
- to be able to assume a role in local cooperation in drug and alcohol -related issues and multiprofessional cooperation and to participate in the creation and development of modes of action in the field.

The focus of the project

Training the personnel of the City of Helsinki

The pilot programmes of the project have been implemented since the beginning of 2001, with a programme of four afternoon lectures organised and carried out in three districts of the city. This programme will be realised, after evaluation, in the seven districts of the City of Helsinki.

The Drugs and alcohol strategy/programme of the schools

According to the Drugs Strategy 2000, every school should produce a drugs and alcohol strategy/programme of its' own, containing a plan of the preventive work, of early intervention and the definition of groups at risk as well as the management of care and support. The model involves the teachers, the whole personnel of the school, the pupils or students and their parents.

Since autumn 2000, a training programme has been implemented among the personnel of the schools, in cooperation with the Health Department, helping personnel start the strategic work.

The issues of tobacco, alcohol and drugs in the curriculum of school education

Schools have a crucial role in spreading information on these subjects. Tutoring in health care is being proposed to contain a part of this information. The subject is advised to be integrated in the overall curriculae.

The Klaari Helsinki networks training

The prevention of drug and alcohol use of the young is facilitated by local multi-professional teams and networks of concerned adults. The multiprofessional teams participate in training through cooperation in networks to learn to function effectively in supporting the young of the area.

Drugs and alcohol information to Russian speaking immigrants

Kotiin Helsinkiin (Home to Helsinki) project is directed to the Russian speaking inhabitants of the City of Helsinki who have recently moved from the former Soviet areas. A programme of lectures on the subjects in Russian is being offered.

Series of lectures on drugs, drug abuse and rehabilitation in the open adult education institutes

Directed to the whole of the population and starting in the Autumn 2001, the programme will be repeated in different districts of Helsinki.

Training in drug-related issues at neighbourhood centres

The Council for a Sound and Safe City finances a network for the neighbourhood centres, and during the year 2002, a training programme on the subject will be organised in these centres.

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Margareta Nygård

Bilingualism and the administration of education in Helsinki

Finland is a bilingual country with two official languages, Finnish and Swedish, the Swedish speaking population being the minority of about 5.6 %. Helsinki is a bilingual city with 6.6 % Swedish-speaking people. The city has a Finnish and Swedish educational system. Both language groups have the right to education in their own language. Helsinki has, of course, schools of various other languages, too.

Bilingualism affects education, administration and economy. Both language groups have their own culture and their traditions which reflect themselves in teaching in terms of curriculae of their own with partly different subjects and different contents. This is particularly obvious in the foreign language programmes, which are different in Finnish-language and Swedish-language schools and, of course, in their own mother tongue and literature education. But the objectives of teaching and contents in other subjects may also vary.

Powers of decision have been delegated to the local level. Local administration is managed by a education board, in Helsinki with a Finnish-language and Swedish-language division with the power of decision in matters of their own language group.

Helsinki has delegated power of decision to each school and its school board. The school board decides on the curriculum of the school, its language programme, and the action plan for each school year. The power of decision also includes the election of teachers and the responsibility for the school budget.

The responsibility for educational funding is divided between the state and the local authorities. The state subsidy for operating costs is granted on calculatory grounds which are confirmed annually per pupil. The most significant factor influencing the amount of state subsidy is the number of students, but the costs of maintaining two educational systems are taken into account, too.

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Modern learning environments:
Local and global networks

Ilkka-Christian Björklund

The Role of the city in fostering a learning and creative city – experiences and future prospects of the cooperation between the City of Helsinki and the University of Helsinki

The economic recession in the early 1990's forced Helsinki's City Council to start viewing things in a new light. In autumn 1994, the City Council established that the key factors for Helsinki's future were to stimulate an international outlook and to create a favourable business environment. Human capital, knowledge and skills were regarded as the basis for success. Emphasis was also put on social cohesion and a good living environment.

With its eight universities and eight polytechnics, Helsinki is reasonably fit to call itself a creative and learning city – particularly considering all the other important educational establishments and research centres in the area. Important additional resources were allocated to urban research when Helsinki started implementing its special theme "Science, Technology and Future" in view of its year as a European Cultural City in 2000. While preparing for this jubilee, the City of Helsinki, the Ministry of Education and the University of Helsinki agreed to intensify their cooperation in the field of urban research. The agreement generated six new professorships at the University for a term of five years in the disciplines of social policy, urban history, urban geography, urban economics, ecology and systematics, and sociology. The funds are provided by the three initiators.

The Research Programme 2001–2003 for the City of Helsinki includes more than a hundred projects, almost half of which involve contacts with researchers at the University of Helsinki. Around thirty intend to cooperate with other universities. The six professors for urban research are involved in about twenty projects. Typically, these cooperation projects deal with living conditions in the City, the economy, public services (incl. education) and administration in a descriptive, comparative and evaluating way.

The assessment so far suggests (see Quarterly 3/2001 from City of Helsinki Urban Facts, www.hel.fi/tietokeskus/) that the influence of the professorships in urban research reaches far beyond their personal contributions. The model of local partnerships and international cooperation will be further developed. A memorandum compiled in Helsinki by the Union of the Capitals of the European Union (UCUE) clearly demonstrates the importance and benefits of the cooperation between the city and the local universities (UCUE General Assembly, Helsinki, 28 September 2001). UCUE General Assembly gave birth to new ideas and best practices concerning how to promote cooperation and local partnerships between cities and universities, polytechnics and other establishments of higher education. The opportunities for international cooperation and comparisons are of crucial importance.

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Scaffolding and sustaining as tools for multi-professional cooperation in schools and daycare centres

Since the beginning of 2001, preschool education has been an integral part of the education system in Finland. All municipalities have to offer preschool education to every six-year-old child, and families have the right to choose whether to put their child in preschool or not. Preschool education can be arranged at day-care centres or schools and it is free of charge to families. The new core curriculum for preschool education was confirmed in January 2001. The focus of the curriculum is on creating conditions for the reinforcement of a child's learning abilities. The curriculum presents new challenges for the municipalities in endeavouring to arrange preschool education in an effective manner.

Within the City administration, day-care centres are the responsibility of the Department of Social Affairs, while schools come under the Education Department. There is, however, a strong tradition of cooperation between day-care centres and schools, and the preschool education reform now provides a strong impetus to improving this cooperation. The aim is to ensure that there is a consistent educational continuum from a child's early education to his or her school education. Nursery teachers, preschool teachers and primary school teachers should share a common understanding of educational goals and means. This was seen as a prerequisite for genuine multi-professional work.

Different tools are used for consolidating this multi-professional approach in preschool education. The main areas of action have been curriculum work at the municipal level, leadership training and creating a permanent, area-based network structure for teachers.

Helsinki has more than 300 day-care centres and 78 primary schools. The number of six-year-olds eligible for preschool each year is approximately 5,600. In establishing the cooperative arrangements between day-care centres and schools, the city was divided into 23 areas. In each area a working team was formed consisting of a kindergarten teacher and a class teacher. The team's job is to support cooperation between the schools and day-care centres near the schools, to listen to teachers' ideas and needs and to convey these to the City authorities. The team also communicates the City's common guidelines to every teacher in their area. These local teams thus form a citywide network, known as the ENSIO network. ENSIO is supported by a joint training programme and meetings with the administrators responsible for preschool education.

Teamwork is also a strong element in leadership training and in the curriculum work, as well as the work of the administrators. Together with the University of Helsinki we run an 8-day training programme to promote cooperation between nursery heads and school principals. This programme has places for 20–25 participants, and four programmes have already been completed. Helsinki has prepared its own curriculum for preschool education using the national curriculum as the basis but focusing on matters of special importance to Helsinki, the multicultural capital of Finland. The planning work was done by in a group consisting of kindergarten teachers and primary school teachers. The work of the curriculum group was coordinated by a team of two administrators, one for social administration and one for school administration. The ENSIO network, leadership training and curriculum work are to-

gether managed by a team of two Head Officers, one from the Department of Social Affairs and one from the Education Department. A sound structure has thus been established for team-based, multi-professional work in preschool education in Helsinki.

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Self-directed learning – new approach in engineering education

Aim

To share ideas about our methodology in Total Project Learning: team-based projects, virtual learning solutions, international networking.

Activities

Workshop with contributions of the presenters. The session calls for interactive participation.

Contents

The Total Project Learning concept responds to the industry's needs of self-directed/autonomous learners, who are able to acquire the necessary engineering and business skills integrated in meaningful projects. This four-year B Sc programme provides the participants with more in-depth understanding of entrepreneurship, combined with solid communication and language skills. In the designers' view, this approach promotes the objectives of internationalisation in the best possible way. It is a quantum change from the traditional subject-oriented teaching.

The programme relies on a conjoint effort by staff, students and administration, which the project group has enthusiastically made. The project team includes members of all subject areas, who meet on a regular basis. Team members are committed to splitting their subject areas into meaningful project entities. The project has the full support of the Faculty of Technology and the whole institution.

Evaluation

The motivation for this approach has come from industrial, student and institutional needs. The new approach sets pressure on existing procedures in learning, teaching and administration. Examples of challenges are taken up in the session.

The programme can hopefully address the dropout problem, as well as the students' motivation problem in core requirement studies such as mathematics and physics.

Risk analysis has been an important part of devising the programme. Projects by other universities and polytechnics have been studied and measures have been taken to avoid the risks.

If the programme succeeds to reward the skills of a self-directed, autonomous learner by creating an expert engineer, skilled for the global environment, we have succeeded in the project.

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Kari Lehtonen

Digital portfolios in project-based engineering education

The aim of this research and development project is to find out how digital portfolios (DPF) could enhance the formation of engineering knowledge and skills and what kind of a digital learning environment (DLE) would best support project-based learning. We claim that the DPF is an important constructive and modeling element in DLEs.

Traditionally, portfolios are a mixture of documents and artifacts and they have been used mainly for presentation and evaluation purposes. Our aim is that students should construct portfolio items digitally. DPFs can be used to store and present information, to evaluate and self-assess, to co-operate and share knowledge. They may be used to construct relevant knowledge domains and to structure the learning projects in various dimensions (modeling and structuring the engineering world). Personal DPFs may evolve to a standardised database structure. Personal DPFs may be embedded in engineering and other databases.

This project started in close conjunction with a new model for engineering education, Total Project Learning (TPL). TPL is structured entirely as a series of realistic, interdisciplinary learning projects. Traditional subjects, e.g. physics or marketing, though important domains of principles and theories, are not the foci of the student's world. Initially, TPL projects are short and restricted, but gradually grow and integrate more and more closely with industry and business. We claim that TPL and DLEs are essential elements of tomorrow's successful engineering education.

DPF and TPL started in January 2001 and the first student group (Information Technology and Industrial Management, Helsinki Polytechnic) in this joint project started its studies in August 2001 (First versions of evaluative portfolios are in use and students are taking first steps using co-operative portfolios. DPF (and TPL) will be evaluated using traditional and tomorrow's engineering skills, with enrolment, graduation percentage and success in industry and business as yardsticks.

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Matti Remsu

Broadening internationalisation and co-operation between vocational education and working life organisations in transnational networks within the social and health care sector

Helsinki City College of Social and Health Care is acting as a co-ordinator in a Leonardo da Vinci –pilot project “ETM - Expansion of the Transnational Module and Development of Work Placement Supervising” (FIN-00-B-F-PP-126556).

The ETM –partnership network consists of five national teams (FI, G, IRE, NL, S). All national teams consist of both vocational education institute(s) and working life organisation(s).

The role of working life organisations is to secure the viewpoint of actual working life and ordinary care work, while the colleges provide the theoretical framework.

ETM-network produces learning materials for vocational education, “Handbook for the Care of Children and the Elderly” and develops a “Manual for Work Placement Supervisors”.

The objectives of the project are *to improve student’s learning processes* by developing learning materials for preparation studies before the foreign work placement period, and *to improve the quality of supervising and to intensify the interaction between student and supervisor during the period abroad* by developing the supervisor’s manual.

The first major working phase is to develop client-group based and country-specific learning material packages according to a common structure and topics that cover, e.g., the guidelines for the care work and services available for the client groups together with income security benefits.

The final product of the first phase is “*The Handbook for the Handbook for Care of Children and the Elderly and Their Social and Health Care Services in Six EU-countries*”.

The second working phase is to produce “The Manual for Work Placement Supervisors” that includes the framework regulating on-the-job-training i.e. national legislation and other norms in partner countries and harmonising these into a common and general instruction package. The aim is to secure qualifying work placement periods for students with high quality supervising during the students’ practical training abroad.

Both phases are carried out in national teams according to jointly decided instructions. The development of both products is executed in national teams in co-operation with vocational institutes and working life organisations. The advantage of this twin representation is an integration between theoretical orientation and practical care work. Basically, what the participants, teachers and working life supervisors do is to make better tools for themselves to carry out tasks relating to the sending, receiving and supervising of students that are in the midst of their vocational training process in a transnational setting.

The ETM pilot project is related to other transnational projects. Underlying, there are two former pilot projects and several mobility projects. The ETM is also supported by recent mobility projects (Finnish and Dutch coordinated) that focus on sending out care workers for a 9-week work placement period. The experiences of these “young workers” are used as an evaluation basis when finalising both the learning materials and the supervising manual.

The evaluation of the ETM is carried out by Dr. Paula Risikko, Seinäjoki Polytechnic Research and Development Centre for Social and Health Services. The methods used are surveys, interviews and observation.

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The Same Sea in All of Us: a mutual learning process for environmental educators, Baltic Sea researchers, and artists in Helsinki and Tallinn

The Same Sea Project had a variety of objectives. The basic goal was to make the underwater world of the Gulf of Finland – unknown to most Finns - visible and experiential to people, and thus to awaken a desire to protect the sea. The Same Sea in All of Us Project got its name from a collection of poems by the Estonian poet Jan Kaplinski, and depicts the fact that residents along the Gulf of Finland's shores share the sea, whose protection should be everyone's business. The concrete goals were an extensive exhibition encompassing Harakka Island's six historic buildings and the related guide services for different target groups – fairy-tale adventures on maritime themes designed for day nurseries, for example. It was hoped that the exhibition would combine correct information and the right sort of experience so as to give those visiting the exhibition the emotional strength and the will to protect the Gulf of Finland. That goal was pursued through the cooperative efforts of Helsinki and Tallinn Baltic Sea researchers, artists, and environmental educators.

Another important objective was to use the mutual learning process to expand and develop the project participants' abilities to discover new methods of environmental education. In joint meetings, workshops and working groups of people from different fields, the participants came up with ideas, made plans, gave frank assessments, reformulated plans, gave further frank assessments and remade the plans again. Now and then we paused to get more information and bring in more people, and seminars were held in order to provide us with more and more capabilities to make better and better plans. The adequately long collaboration among people from different fields – about three years in all - enriched the process. Through that collaboration, expertise was increased. The abundance of expertise and doers also motivated people to stay with the project and strive for an ever-more creative final result.

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Jouni Juntumaa and Kristina Virtanen

Helsinki City Library's Internet services as a learning environment

Helsinki City Library provides customers with two virtual environments: the first one is accessible to customers via their own computers at home and the other one is available at the library.

Most Finnish public libraries have their databases on the Internet. There are a number of different library systems in Finland, but only some of them comply with shared standards. Public libraries' web-service provides a possibility to use the so-called meta search function. Meta search scans all those databases chosen by the customer.

"Ask a Librarian" provided by the Finnish public libraries offers online virtual information services. Customers can send their inquiries through a special web-form and they can be answered from anywhere in Finland regardless of one's domicile. Answers also include information on how to benefit from the Internet and library information services.

Information Gas Station is a two-year project (2001–2002) in which virtual and face-to-face services converge in a physical space. These virtual services are provided in many different ways; possible media are e.g. e-mail and text messages. In the physical premises the iGS has adopted a new working method: a librarian no longer sits behind the table. Instead, the librarian and the customers sit next to each other facing the monitor. The librarian is not a concierge of knowledge but rather a consult and a guide.

Library provides an opportunity to use computers and in so doing brings the information society to everyone's reach. At the same time the high quality information resources chosen by the library, guidance and instructions as well as library premises bring additional value, which is not available at home.

As the number of private computers increases, and as future customers may benefit from licensed databases at home as "registered customers" library's role will be further clarified. From merely providing hardware, technology and databases the emphasis will be shifted over to personal guidance and assistance in analysing and absorbing knowledge and information.

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Tuula Segercrantz

Development of practical training abroad

Background

The City of Helsinki provides vocational education in the service sector, in the social welfare and health care sector and in technical fields. Vocational education within these areas comprises a total of 26 different basic vocational qualifications, and 47 training programmes. Courses for vocational qualifications follow the curriculum set down by the National Board of Education.

The target group for practical training abroad project are students participating in practical training at the Helsinki City vocational education institutions mentioned above (a total of 5,300 training places) and the teachers in charge of practical training (about 1,000 full-time teachers).

According to the national core curriculum (National Board of Education 2000), education shall provide the students with skills and knowledge which increase the vocational expertise needed in all fields, and citizen's skills which will enable students to keep up with changes in society and working life and to function in changing conditions. The aim for students is to strengthen their individual character and skills.

Practical training abroad

Practical training should be goal-oriented, guided and evaluated. Periods of practical training should be long enough and varied enough to provide a real grasp of the occupation in question. The vocational education institutions should decide how to fit in practical training and practical training goals with individual students' schedules and qualifications.

Students may complete part of their practical training abroad subject to separate agreement between the student, the institution and the workplace abroad which is to provide the practical training.

According to the national core curriculum, students should acquire a knowledge of global sustainable development and other requirements of globalisation, such as innovative expertise and information and communications technology (ICT) skills. Practical training periods abroad can make a very tangible contribution to attaining these kinds of goals.

The City of Helsinki places considerable emphasis on cooperation between the countries around the Baltic sea. In relation to certain cooperation contracts, however, organisation of student practical training periods abroad has proved problematic for secondary vocational training institutions in Helsinki, because cooperation has been agreed in the form of cooperation contracts between individual schools.

The project for development of practical training abroad will study and evaluate:

- How can student capacity for practical training abroad be improved?
- How could the organisation of periods of practical training abroad be improved?
- What new good practices are emerging in practical training abroad?

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Saila Nevanen and Pirjo Kännö

Evaluation of general education in Helsinki

In Finland, municipalities have a prominent role in organising activities and providing services for education and culture. Most comprehensive schools, upper secondary schools and vocational institutions, as well as adult education institutions, are maintained by municipalities. A strong decentralisation of administration took place in Finland in the 1990s. As a result, the independence of the educational institutions and their maintaining bodies have increased in recent years. The trend towards more autonomy to municipalities and individual schools has also led to a demand for more evaluation of the results of education. Distinct from many other European countries, Finland does not have an inspection system. Instead, according to the new General Education Law (1999) it has become obligatory for maintainers of education and individual schools to evaluate education and its effectiveness and participate in external evaluation.

The aim of this presentation is to describe how evaluation of general education is carried out in the City of Helsinki. The evaluation strategy of general education 2000–2003 combines different and separate evaluation activities into one whole unity. The emphasis is on the evaluation done on the city level (the maintainer's perspective), but it also offers a framework for the self-evaluation of schools and connects schools to the evaluation practices carried out on the city level.

The two main processes of the evaluation strategy and the necessary interaction between the two including analyses and conclusions will be described

- 1) The evaluation associated with the planning of activity and finance both on the city level and on the individual school level (annual action and financial plans and corresponding annual reports)
- 2) The continuous evaluation and development of activity (evaluation practices). The aim is that the different evaluation practices create a system that systematically produces data and information for schools and the Education Department to be used for the purposes of decision making and planning. The following evaluation practices will be described: statistics reports and prognoses, studies, surveys and theme studies, evaluation of student attainment and evaluation of learning-to-learn skills, evaluation of educational outcomes of schools by using performance indicators, evaluation and development of quality including the quality award criteria as a tool for self-evaluation in schools, school audits, result and development discussions and payment by results -initiative. Also the principles of the Balanced Score Card and its four perspectives (financial, customer, learning and growth, processes) will be discussed in connection with the payment by results initiative.

As a background information the mutual philosophy of practice in relations between schools and the Education Department, the key concepts used and the basic principles of the strategy will also be discussed.

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Europe's Network of Excellence for Libraries, Museums and Archives (PULMAN)

Helsinki City Library is one of the partners in The PULMAN Network of Excellence launched under the European Commission's research programme for a User-Friendly Information Society (DG Information Society) May 2, 2001.

Europe's public libraries and cultural organisations have a vital role to play in the development of an e-Europe. The PULMAN Network will stimulate and promote sharing of policies and practices for the digital era, in public libraries and cultural organisations which operate at local and regional level.

The PULMAN Network includes representatives of 26 European countries. The PULMAN approach is inclusive and participation will be extended, in the first instance by the establishment of wider groups of activists in each country.

Methods, activities and plans of the PULMAN Network are to:

- compile and publish digital guidelines manuals covering all aspects of innovative public library service provision, such as support for access to culture online, lifelong learning, social inclusion, digital literacy and e-government. The Manuals will be translated into major European languages and promoted to policy makers and practitioners.
- training workshops on innovative practice for public library managers, to be held in Centres of Excellence across Europe. One of the training workshops will be organised by Helsinki City Library
- Publish and maintain a web-based distance learning registry, to offer improved access to high quality distance learning materials for professionals working in local public libraries, museums and archives.

Objectives

The goal of the PULMAN Network of Excellence is to strengthen the performance and help achieve the potential of public libraries in these new roles by achieving the following objectives:

- consolidating, packaging, disseminating and translating relevant social and technical standards and guidelines on innovative new services, for the professional community in an easily usable electronic format
- encouraging the transfer of knowledge and good practice in policy making and service development.

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Values, ethical and ethnic aspects in education

Harri Romakkaniemi

Preparatory course as a support measure in vocational education

The number of immigrant students has increased rapidly during the last few years in Helsinki. In the autumn 2000 in the vocational institutes studied about 500 students who had ethnic background and it was about 9 % of all the students. Especially in the past many immigrant students interrupted their studies in the vocational education. The main reason for this is that their ability to understand the Finnish language is very limited.

Due to the bad situation among immigrant students the National Board of Education created a new form of support for immigrant students. The idea was to offer immigrant students a course which takes a year during which students can study the Finnish language and get more information about vocational education. First preparatory courses started in the autumn of 1999. In Helsinki there was altogether seven groups and there was about 100 students in the preparatory education.

The basic goal of the study was to get a picture how students and teachers experienced the preparatory courses. The studied group consisted of 100 immigrant students, and in the study we sent them a questionnaire where we asked them how they felt about this preparatory course. In addition we interviewed teachers who worked on preparatory education .

The result of the study was that students felt that they had learned much more Finnish after the preparatory education, and after the course they had much better possibilities to continue their studies. According to the study half of the students continued their studies in the vocational education. Teachers' feedback was that with the aid of the course, students had got a realistic picture of their chances in vocational education.

As critical feedback students reported that they had not got enough information about preparatory education. In addition, many students emphasised that they would want to learn much more Finnish. Quite a few students interrupted their studies. The reason for this was problems in their life situation and problems with the Finnish language. Therefore, it is important for students to have an exam before they begin the course Teachers felt also that groups are too heterogeneous especially in terms of Finnish language skills.

In conclusion, preparatory education is a very important support measure and a very important tool in the integration process. Preparatory education gives immigrant students better chances of pursuing continued vocational studies and, eventually, of getting a job.

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Katri Kuukka, Jyrki Tiihonen and Harri Romakkaniemi

A multicultural and individual approach to school curriculum and support measures in basic and vocational education

The new Constitution of Finland as well as the Finnish educational legislation were reformed in 1999. The National Board of Education also started to revise the core curriculum for basic education in 1999. All these documents set clear objectives on school curriculum and emphasise that everybody is guaranteed an equal opportunity to obtain an education in accordance with their abilities and special needs, and to develop these abilities. These educational rights are guaranteed and must be observed by all municipalities.

In Helsinki we ensure access to the curriculum for children with learning and/or linguistic difficulties by providing various means of support. If pupils are experiencing only slight problems in their studies, an individual education programme (IEP) can be planned for them by a special teacher in consultation with other teachers and the school's welfare group. The special teacher works with the pupil part-time and the targets set and the evaluation of progress are based on the school curriculum. If it is decided that the pupil should receive special education, experts must be consulted and the IEP reviewed. Then the special teacher can work with the pupil full-time.

Those pupils who have just arrived in Finland are given flexible preparatory instruction in Finnish in a group of their own, usually for about a year. In mainstream education they study Finnish as a second language. Remedial instruction can be also be provided in other subjects; this instruction may even be given in the native language. Pupils are also given mother-tongue instruction for two hours a week.

To reinforce the multicultural and individual approach in the school curriculum, the local education authorities issue schools with guidelines, instructions and regulations. These must be adopted in every area of the curriculum (in the value basis, the targets and the teaching arrangements).

Student's school path continues after comprehensive school and other support measures are needed after that. Many immigrant students have ended up interrupting their vocational studies, the main reason being their limited Finnish-language skills. The high drop-out rate led the National Board of Education to establish a new support measure for this grouping in 1999. This consists of a one-year course for immigrant students during which they study Finnish and obtain more information about vocational education.

A study was carried out to assess the views of both students and teachers concerning the new preparatory courses. The study group was sent a questionnaire asking for their views on the course. The teachers involved with the preparatory courses interviewed.

The results of the study showed that students felt they had acquired useful Finnish language skills improving their opportunity of continuing with vocational studies. The teachers felt that the course gave students a realistic picture of their opportunities in vocational education. The students questionnaires also revealed that many felt they had not been given enough information about the preparatory education. Many of the students did in fact interrupt their studies due to problems with Finnish

and with their living situation. It is therefore considered important that in future students sit an exam before they begin the course. Teachers also felt that the groups are too heterogeneous, especially in regard to the Finnish language skills of students starting the course. In conclusion, the preparatory courses are considered a very important support measure and essential in the integration process. With the help of preparatory education, immigrant students can improve their ability to pursue studies in vocational education and thus improve their prospects of obtaining employment.

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Marjatta Näätänen and Paula Tähtinen

Programmes of environmental education and sustainable development in Helsinki's schools to promote an environmental-friendly way of life

Background

The national core curriculum of 1994 and the National Board of Education's sustainable development programme set down the aims for environmental education within the general education system.

The City of Helsinki is currently drawing up an action programme for sustainable development. The various sectors of the City's administration have been instructed to set environment-related operational targets, to define targets and monitoring methods, and to itemise their annual environment-related expenditure. The goal of the Education Department's sustainable development strategy is that, by the end of 2002, most schools and educational establishments should have their own environmental programmes, comprising the aims and content of environmental education consistent with the core curriculum, as well as other environmental education projects within schools, and school maintenance procedures.

Actions

In support of the schools' environmental programmes, the Education Department (?) has set up a sustainable development strategy monitoring group, made up of representatives from various units in the Department (?). The group is coordinating the drawing up the framework for environmental programmes at individual schools. This process also involves a working group of schoolteachers. The environmental programme framework will be offered to the schools in the shape of an electronic form on the Education Department intranet (?). The schools will be expected to return this form for the first time in connection with their annual reports in spring 2002. The environmental programme framework will be an experimental version for the academic year 2001-2002, and improvements will be made according to the feedback received.

In the coming years, the environmental programmes of individual schools will be part of the sustainable development action programme of the Education Department (?) and, ultimately, the City of Helsinki.

Environmental programme framework:

Part A:

Targets for environmental education in line with the school's curriculum and plans for their implementation.

Part B: Daily running of schools and school maintenance.

Support provided for schools:

Training for teachers and other staff.

Support for pedagogical development projects at individual schools.

Coordination of advisory services and training for stakeholders.

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Mari Vaattovaara

Accumulation of deprivation and ethnic minorities in the Helsinki Metropolitan Area

This paper presents an ongoing study related to socio-economic differentiation and segregation processes within the Helsinki Metropolitan Area. This research is part of a larger research programme funded by the Academy of Finland. The Research programme on Marginalisation, Inequality and Ethnic Relations in Finland (SYREENI) is concerned with the mechanisms leading to inequality and marginalisation in society with special reference to ethnic relations.

Socioeconomic differences within urban areas began to grow in the 1990s. In the Helsinki Metropolitan Area, socioeconomic deprivation and ethnic minorities have begun to concentrate in the same areas. Research findings so far indicate that this new differentiation between areas is associated with recent trends in production and business structure in Finnish society.

The contents and consequences of this new development are not yet known. We do not know whether it is just growth that is becoming differentiated or whether deprivation and human ill-being are also accumulated in certain areas.

The research work is divided into four segments that together constitute a uniform whole addressing the issue of accumulated deprivation and ethnic minorities.

Segments 1 to 4 present the crucial issues of the study in a concise form:

- Background of the new spatial differences: is the development of the information society associated with socioeconomic decline among working class people and with accumulated deprivation in the traditional residential areas of the working class ? (segment 1)
- Local mechanisms of development: Are certain blocks with municipal rental buildings threatened by a spiral of underdevelopment ? (segment 2)
- Consequences of the liberalisation of the rental market: Is the liberalisation of alcohol policy and mental health work together with increasing ethnic variety stimulating regional differentiation, through residents' own actions? (segment 3)
- How are increasing local differences manifested in residents' well-being? Do increasing regional differences produce spatially specific ill-being?

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Equality, inequality and marginalisation

Eila Ahlroth

The Employing Helsinki programme

Employing Helsinki is a group of employment projects of the City of Helsinki that are being carried out under the European Union's Social Fund Objective 3 programme. The projects are funded by the City of Helsinki, the European Social Fund (ESF) and the Uusimaa Employment and Economic Development Centre.

The projects were approved by the Helsinki City Government in April of 2000. The projects offer unemployed Helsinki residents individually tailored paths to working life. The goal of Employing Helsinki is to improve the wellbeing of city inhabitants by improving employment and increasing participation by strengthening ability and exploiting diversity.

The project's priorities in promoting employment are:

- the promotion of equal opportunities
- the improvement of the position of immigrants
- the development of the prerequisites for learning

The Employing Helsinki Programme consist of eight different projects and in Tampere Conference we will present three of them: 1. Electronic Appliance Recycling Project, 2. ITÄRAIDE – The Eastern Helsinki Employment Model 2000–2003, 3. The Open Learning Centre.

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Kari Honkanen and Merja Koski

Electronic appliance recycling project

This project for recycling electronic gear provides a path into working life or education in a supportive environment for long-term unemployed and unemployed immigrants. Typical applicants for the project live in Eastern Helsinki and have no basic vocational education. The most important thing is self-motivation and the desire to do work in which one is willing to use one's own personal resources.

The project's aim is to save nature by recycling electrical machines and electronics unfit for use. The project receives electrical and electronic machines from households and from enterprises. Machines are dismantled and used either as a raw material or as a parts for other machines. Usable machines are delivered to be repaired.

In the future and after this special programme the project's aim is that the electronics recycling continue as a social enterprise.

The project includes one-month labour market training and ten months subsidised employment. The labour market training includes mapping out everyone's skills and capacities, vocational guidance, job seeking training, visits to work places etc. The project takes also workplace trainees and work trials. The project educates and employs long-term unemployed to dismantle electrical machines (computers for instance) for recycling. The work does not require any vocational training and is easy to learn. The participants receive counselling and support. A health examination is made for everyone. A language course in Finnish is available for immigrants.

The project is evaluated from two main aspects. Firstly there will be a follow up of the quality of life and the employment path of the participants. Secondly a model for social enterprise will be evaluated.

This project is part of the Employing Helsinki (Työllistytävä Helsinki) programme. The project is funded by the City of Helsinki, European Social Fund (ESF, the objective 3 scheme) and the Uusimaa Employment and Economic Centre. The project is organised by the Work and Action, NGO (Työ ja toiminta ry.) and the Office for Employment Services of the City Of Helsinki.

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Itäraide provides an opportunity to end a vicious circle of unemployment

Itäraide – the Eastern Helsinki Employment Model 2000–2003 – is an employment creation project operating in Eastern Helsinki. People who have been long-term unemployed find it difficult to get to grips with working life on their own. The authorities are not necessarily familiar with their partners' methods, and clients may receive contradictory advice from them as a result. The objective of Itäraide is to lower the threshold for the unemployed to re-enter working life and to create a new model of co-operation for the authorities and clients. The project is targeted at the long-term unemployed who are clients of both the Itäkeskus Employment Office and the Eastern Social Services Centre of the City of Helsinki.

The client, the social worker and the employment office staff member will jointly draw up a plan for constructing an employment path for the client. This plan includes training days, subsidised work or on-the-job training. The planning officer at the Office for Employment Services will provide information regarding the expectations and requirements of the employers. When necessary, the officer will find subsidised work with the City of Helsinki for the client. The subsidised job will provide the client with working experience and skills required in working life. A liaison officer will assist unemployed immigrants to advance on their path for employment. Some 100 clients will participate in the project annually.

The project co-ordinator will use the planning matrix to monitor the realisation of the project objectives and actions. The degree and quality of co-operation between the operators in the area is measured through regular questionnaires. External evaluation will be carried out in 2002. This project is also a part of the Employing Helsinki (Työllistytävä Helsinki) programme to be evaluated in 2001–2002.

The project is funded by the City of Helsinki, European Social Fund (ESF, the Objective 3 scheme) and the Helsinki Employment Office, and administered by the Eastern Social Services Centre. The Itäkeskus Employment Office is the principal partner.

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Ulla Korhonen and Merja Koski

The Open Learning Centre

The project's general objective is to build training and employability paths in order to facilitate the active integration of immigrants in Helsinki in co-operation with other administrations, organisations and private companies.

The target groups consist of immigrants who are unemployed, outside the labour force or facing the prospect of unemployment. Special emphasis is given to the training of immigrants with a diploma or a degree.

The project operates on three different levels:

- Open activities at the International Cultural Centre Caisa form the basis of the project.
- Advisory services in several languages.
- Training services and independent learning.

The training for advisory work is organised as on-the-job training and as separate training modules. This is accompanied by the development of new models for the training of immigrants as well as for occupational guidance. The information gathered during the training period will be incorporated into a database of information and know-how at Caisa. The database will be used for the development of an information network which serves immigrants and multicultural workers both in the Helsinki area and elsewhere in Finland.

The training programmes for immigrants are focused on the Finnish language, computer skills, social studies, cultural education and on-the-job learning.

The advisors ("pathfinders") help immigrants to get apprenticeship or subsidised employment. The project also co-operates with private companies in implementing professional skills testing and training.

The project co-ordinator will use a planning matrix to monitor the implementation of the project objectives and actions. The project is also a part of the Employing Helsinki programme to be evaluated in 2001–2002.

The project is funded by the City of Helsinki, European Social Fund (ESF, the Objective 3 scheme) and administered by the International Culture Centre Caisa.

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Leena Nousiainen

New democracy/the participation of young and children

The Voice of the Young in Helsinki campaign

This is a campaign to promote the participation of the young in society and their growth to active citizens. The campaign is run co-operatively by the educational and youth services departments of Helsinki City. It was created as an alternative strategy to create a representative youth council. The City Council made two proposals to establish a youth council in Helsinki in 1997 and 1998. The youth policy council, however, considered the youth council model as an elitist form of democracy, creating a forum for the already active young people but without real democratic meaning for most of the young and definitely not activating large scale participation.

The campaign is based both on a human rights and a pedagogic argument:

- It is the right of the children and young to participate in the decisions concerning their life. This is expressed in our Constitution and in the UN Declaration of the Rights of the child.
- To become capable to have one's say in society, one needs possibilities to learn the necessary moral, social, cognitive and practical qualifications of a real citizen.

In our campaign we are building from the grassroots upwards growing and widely activating/participatory system for under 18 years old in our city. It is an endeavour to promote activating while at the same time developing real democratic structures for the young to have their participations in schools, youth clubs, their immediate local community and the city as a whole.

The main "arenas of participation" in our campaign are the public schools and the municipally run youth centers. It is our strategy to promote local co-operation between the schools and the youth work and to strengthen the social pedagogics and social activism aspect characterised by youth work also in school life. This is because the schools are a basic social world of every child and young person.

Our aim is to promote the transformation of student councils of the schools from an election based council to a system where the council is composed of representatives of the classes. In addition to this, to promote the development of every class as a democratically functioning social unit.

During the school year 2000–2001 11,000 eleven's at 27 schools have taken part in a project where the pupils have been given the right to make proposals of projects to improve their school environment. A sum of 1 million Fmk was allotted to this project from the renovations budget of the educational department. Proposals were produced in every class by using the Future workshop. In every school two representatives of every class formed the school council which decided which one of the class proposals was to be elected the school's proposal. In a meeting directed by our Mayoress the representatives of the schools decided democratically how the money was to be used for these projects. The meeting was a success and we had a lot of sympathetic publicity. In the future the project will be made part of normal functioning of the schools.

The campaign staff has trained the teachers to use the Future workshop -method. In this autumn it started the education for teachers and youth workers. The aim for education is to inquire the role of adults in promoting of the participation.

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Support in linguistic learning difficulties in upper secondary schools in Helsinki

Learning difficulties in upper secondary schools?

What is a special needs teacher doing in an upper secondary school?

This is a question often heard by special needs teachers after they started working in upper secondary schools in 1998. Traditionally, people in Finland tended to think that upper secondary schools are only for those pupils who learn easily.

The reading and writing project in upper secondary schools in Helsinki started in 1996 with a view to find out the amount of linguistic problems among the students, to give advice to the teachers how to give support to such students and to set up support services in schools.

Learning difficulties in upper secondary schools vary from dyslexia to hyperlexia and lack of motivation. Dyslexia can also be "hidden" in Finnish language due to the regular grapheme-phoneme system. That can lead to wrong conclusions about the situation and even make it worse.

In the school year 2000–2001, the four special needs teachers worked locally with five schools each. They held courses in reading and writing, met students and student groups outside the courses, and gave advice to teachers and parents. The essential goal was to help the students develop their meta cognitive skills and support their studies.

Objectives in reading and writing courses are

- to develop students' metacognitive skills to help them find their own strengths in order to compensate for their learning difficulties by
- supporting students' self-knowledge as a learner and strengthening their confidence in learning
- helping students identify their learning difficulty and get along with it – and go ahead despite it
- encouraging the students to try and find the new methods of learning
- supporting students in their difficulties related to reading and writing skills and learning foreign languages

to prevent dropouts due to learning problems as well as to strengthen the students capability for life long learning.

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Pupil welfare in Helsinki's comprehensive schools

The objective of pupil welfare is to encourage a balanced growth and development among pupils and to ensure equal learning opportunities for all. The goal is to create a safe and healthy learning environment, as well as to promote concern and a caring, interactive culture.

Everyone in a school community is responsible for taking care of the pupils' well-being. This work requires effective co-operation between pupil welfare and the teaching staff, as well as confidential co-operation with the pupils' homes, and with the school's external services. Though pupil welfare is preventive, it also includes detecting learning difficulties and other problems, and intervention in them.

Each school has a multi-professional pupil welfare group, which co-ordinates the school's pupil welfare work. The workgroup includes the head teacher, the school nurse, the school counsellor, the school psychologist, a special teacher, a teacher, and a study adviser.

School counsellor and psychologist operations are part of the school's pupil welfare work. In Helsinki, the goal is to extend operations to cover all comprehensive schools and upper secondary schools. At present, there are school counsellor and psychologist services in nearly all primary schools. The City's Finnish-language lower secondary schools lack psychologist services, while in upper secondary schools the planning of such services has only just started.

School counsellor and psychologist services form a significant part of the City's system of psychosocial services for children and young people. During the academic year 2000–2001, 6.8 % of the pupils in comprehensive schools were clients of school psychologists and 9.5 % clients of school counsellors.

In the near future, the challenge will be to develop pupil welfare as a part of the entire operation of the school. A multi-professional approach permits operations, in which a variety of points of view help to find solutions towards a common goal. Effective pupil welfare requires excellent management, clear structures, and unified procedural models.

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Care and activities – children's afternoon care

Background

In Finnish society children learn to become fairly independent and are no longer covered by any daycare system once they start school at the age of 7. School pupils have no subjective right under the law to a system of care outside school hours, i.e. in the afternoon. Considerable debate has nevertheless taken place in recent years about schoolchildren's need for such care. Researcher Lea Pulkkinen has found that children spending too many hours without adult supervision may suffer from depression in their childhood and youth.

Need for care and activities

In 1998 a working group was set up to assess the need for morning and afternoon activities for schoolchildren in the City of Helsinki and to organise such a system. In 1999, the group sent a questionnaire to parents of pupils in the first and second forms (i.e. 7 and 8-year-olds). The questionnaire showed that 44 % of the children need morning activities and 93 % afternoon activities. The need is for both activities and care.

Vision

Schools should be viewed as activity centres that are open all day; children and young people would enjoy being at school and could develop their special interests. Schools would be neighbourhood centres and activity coordinators. Morning and afternoon activities for schoolchildren would become a basic neighbourhood service provided by the city's educational, social welfare and youth authorities together with sports and cultural authorities, civic organisations and parishes, and with the support of parents.

Prevention of social exclusion by providing morning and afternoon activities for children is also considered important.

Coordination

The General Education Division is responsible for coordinating these morning and afternoon activities for schoolchildren at the city level, while the schools themselves are responsible for the activities at the local level.

The group working at city level consists of representatives of the social welfare, youth and sports and cultural authorities, and of parents, civic organisations and parishes. The local group has similar representatives from the local area.

The function of the city level group is to support the work of the local groups, to collect the necessary information, to decide on the activities and to make proposals for further development. The main function of the local group is to set up activities and clubs for pupils at the school level. The idea is to share the responsibility.

Number of daily activities for children aged 7 and 8 in recent years

Activities	1999–2000	%	2000–01	%	2001–02	%
day-care	886	12	903	12	845	10 %
Playgrounds	3951	52	3689	46	3678	46 %
Youth Centres	537	7	455	6	347	4 %
Schools	500	7	711	9	681	8 %
Civic organisations	1123	15	1519	19	1654	20 %
Parishes	527	7	657	8	865	11 %
total	7524	100	7934	100	8070	100 %

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Klaari Helsinki – joint responsibility for the young

Klaari Helsinki, a project for the promotion of well-being and the prevention of drug and alcohol use among young people, is the sequel to the Klaari project started in the Northern Major District of Helsinki in 1996 by Tarja Sinnemäki and Markus Talvio. The launching of the Klaari Helsinki project in January 2000 implied an expansion of the activities to the whole city. The goals of the project are

- To promote well-being,
- To prevent the use of drugs and alcohol among young people and
- To promote adult responsibility in the City.

These goals should be reached

- by promoting and coordinating multiprofessional and cross-administrative co-operation
- by promoting networking among the professionals and the parents and other citizens
- by promoting the sense of responsibility of the parents
- by promoting the sense of common rules among adults, whether professional or lay, parents and other concerned citizens, in relationship with the young
- by strengthening the professional skills of those working with the young especially in matters concerning drug and alcohol use among the young and its' prevention
- by training young people in peer-tutorship and in skills of communication and self-assurance
- by participating in the distribution of adequate information to all groups.

The activities of the project are meant to empower the citizens and to provide young people with a sense of security and care from the part of the parents, professionals and other adults of the City.

Klaari Helsinki promotes the system of tutor students at schools by participating in the organisation of a training course for them. The activity of the parents is enhanced by making it easier to set up parents' associations in schools, by presenting the Klaari Helsinki cooperation at schools for the teachers and the parents, facilitating information and programmes of drug and alcohol use prevention for the young people in schools, by facilitating parents' courses on communication in family life, by facilitating proper information for parents on drug and alcohol use among young people and on support, advice and help for parents with their adolescents. In April 2002 there will be a Klaari Helsinki event open to all interested, "Vanhemmat valtaavat Vanhan" (The parents taking over the Old Student house). The goal of the event is to promote parenthood and cooperation, to inform and to empower the parents of the City of Helsinki on the subjects concerning the promotion of the well-being and prevention of drug and alcohol use of the young. The event in itself is a promotion of networking and cooperation.

The joint action and training of the professionals is found to increase professional expertise, to increase multiprofessional communication, to increase optimism and the sense of control over one's own work, to decrease overlapping activities and to decrease stress at work. The training organised or presented by Klaari Helsinki is produced by different organisations.

In the seven districts of the City of Helsinki there are ten coordinators who function as resources for action to all interested. The coordinators have enhanced the creation of a widening network through all the seven districts in the City of Helsinki.

The responsibility of the project is assured by a leading group consisting of the following administrations: Social Services Department, Health Department, Education Department, Sports Department, Youth Department, Cultural Office, the District Police, the Parish. Each of the seven districts of the City has a management group of its own with similar representation. The project is lead in cooperation with the leading group and the district management groups as well as the coordinators by a project leader. There is a marketing planner and a development planner contributing in the overall activities, development of quality assurance and coordination of citywide events promoting the focus points of the project.

The Klaari Helsinki project has been subsidised by the Ministry for Social Affairs and Health, and the National Research and Development Centre for Welfare and Health (STAKES) watches over and evaluates the project in cooperation with the University of Helsinki. The project is supported and supervised by a group of experts from the following institutions: the Ministry for Social Affairs and Health, the National Research and Development Centre for Welfare and Health, the National Board of Education, the Provincial State Office of Southern Finland, Finnish Centre for Health Promotion, the National Public Health Institute, National Product Control Agency for Welfare and Health, Alko OY (State Alcohol Monopoly of Finland), the Mannerheim League for Child Welfare, A-Clinic Foundation, Finnish Parents' Association, Christian Youth Association and several other organisations. Companies like Viking Line, PC-SuperStore, Chico's restaurants sponsor and co-operate with the project. A famous Finnish actress Satu Silvo is named the sponsor of Klaari Helsinki. The consort of the president of the republic of Finland Tarja Halonen, Mr Pentti Arajärvi is the patron of Klaari Helsinki.

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Tuula Poikonen

Learning at work – supervised training at the workplace

Developing supported employment of disabled people in the City of Helsinki Social Services Department

The idea and goal of supported employment services

In Helsinki, supported employment services are given to learning-handicapped or otherwise disabled people. The idea in a broad sense is this: the clients are not only helped to find actual employment or job coaching but also to use other employment services: teaching, social and health care, cultural and leisure time services.

The services were started in 1995. Their aim was to train disabled people for sheltered work, in particular. Since 1996 the aim has been to train them to enter the open labour market.

Since 1998, the services have been available not only to the learning disabled people but also to mental health patients, young people with MBD, the physically disabled etc.

In September 2001, 60 clients had been employed on the open labour market. Their average salary was around 2500 FIM/month because many of them only worked part-time. Around 60 clients were in practical training or in open sheltered work.

Fields where jobs have been found:

- Grocery shops, markets
- Hamburger places
- Bakeries/Cake shops/ Cafes/Institutional kitchens
- Maintenance firms
- Cleaning/Assisting in nursing
- Offices, in a small amount (office work has been especially hard to find)
- Organisations

Learning at work – the training process

A specially trained job coach is responsible for the planning and progress of the process

- Mapping out the job-seeker's motivation – perseverance (the client is told about the process, what he/she is promised and what is expected from him/her)
- Mapping out the job-seeker's/employee's skills and wishes
- Making good use of the job-seeker's/employee's possible former vocational training
- Looking for suitable jobs

- Suitable job training (not the same for all the clients)
 - the rules of working life
 - teaching the actual work in all its details
 - being settled in independent work

- Ensuring good communication (important with learning disabled people and those suffering from language difficulties)
 - sign language (sign language teaching may be organised at the workplace)
 - pictures (photos, pictograms)
 - making sure the concepts are clear (giving instructions)

- Facilities/instruments and tricks for faster learning needed at the work
 - the instruments of communication are the same as the instruments of learning
 - memo lists, time by the clock, checklists, models
 - clocks supplied with pictograms, etc.
- Organising measures of support at the workplace
 - a support person, always ready to help
 - instructing the staff (general info, organising training courses)
 - making sure of the integration in the workplace (participation in training, events etc.)
- Continuing support
 - visits at the workplace
 - other meetings (seminars, discussions)
- Giving feedback on the progress of the work (employer, job coach)
- Progress in the career
 - evaluation
 - changing duties
 - training
 - apprenticeship
- Following the employee's well-being
 - getting to know the social network (family, rehabilitation, social workers)
 - home calls if needed (help to understand the client's circumstances, behaviour at certain situations)
 - knowing social security
 - following the client's condition of health
- Job clubs
- Leisure time
 - encouraging to new hobbies

Evaluation of the supported employment system

The services of supported employment have not been officially evaluated. According to observations within the organisation itself, the effects of the supported employment system can be seen at the following levels:

Individual:

- real integration in society
- improved well-being of the employees
- satisfaction with the work
- improved financial situation

Employer:

- attitudes at the workplaces
- the disabled are accepted as labour force

Society:

- optimal allocation of services
- smaller expenses

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Education and work

Pirjo Halla, Laura Kaartinen and Matti Poutanen

Training and Development Centre of the City of Helsinki – an innovative motor of competence development

The Training and Development Centre of the City of Helsinki has a vast mission in the city administration. Its duty is to arrange training and OD (organisation development) for the city personnel in agreed strategic fields. Another task is to assist in the re-allocation of human resources for the city and to assist in the employment issues. The city of Helsinki has 40,000 employees.

The Centre also carries out annual surveys concerning well-being at work as well as safety and health at work.

One of the priorities mentioned in the city Personnel Strategy is capable, competent and motivated personnel. This is a crucial asset for the city's capability to change and to produce high quality and competitive services to its inhabitants.

Main fields of training and development

The main fields are

- management, leadership, values and strategy implementation
- competence issues
- quality management
- customer orientation, customer service
- business process re-engineering
- project management
- well-being at work and its influence on job satisfaction and performance
- team work
- international and EU issues.

Methods of working

Training on current issues in the above mentioned fields for the city personnel. The Centre produces about 20,000 study days for participants yearly.

Consultancy for different work units is offered especially in view of developing and implementing operations and procedures.

The consultancy consists of tailor-made training, of action learning and of developing the procedures in co-operation with the entire staff of the unit concerned.

The Discussion Forums consist of network meetings for quality and development experts and interactive discussion and learning forums open to any city employee. These forums are crucial when looking for new ideas and innovations together with the customer.

Piloting and publications

The Training and Development Centre also plans and carries out pilot projects in co-operation with stakeholders and business partners on issues of strategic importance. Publications are a means of sharing the results of the pilot projects. For the year 2000 the publications were

- *The Values of the City* – a field book on how to discuss values at work
- *Learning Secures Success* – a set of advice for competence development, performance appraisals and development talks
- *Quality assessment* – a tool for self-assessment with EFQM criteria (European Foundation for Quality Management)
- *Listening to the Customer* – articles about customer orientation and about customer satisfaction surveys within the city of Helsinki

At present, we are developing a competence management tool – an IT-based programme running in the city intranet. Its purpose is to offer possibilities to develop competence – throughout the city – needed to reach the city's joint strategic goals and competence required in the work unit. This programme will be connected later to a wider environment which enables different departments to assess their progress. The departments can also compare their progress with other departments. The programme will help to develop simultaneously and jointly the four following issues: objectives, required competence, personal development and productivity & effectiveness.

Closely connected with the development of this tool are the plans to provide tools for the city employees for life long learning; building portfolios and Personal Learning Plans. The unit is also piloting international staff exchange as well as e-learning in personnel training.

To be a motor of competence is a demanding vision. The Centre exists as long as customers have faith in its competence. Developing competence is the basis of motivation. It is also the main asset when trying to be of benefit to the customers.

Success is possible by creating something new – being innovative – and improving the competence of the whole city.

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Sinikka Mikola, Tapio Rimpioja and Minna Salorinne

Anticipation of occupational skills requirements in the Helsinki Metropolitan Area

New legislation has given training providers more power to decide on the distribution of training places in specific fields. The provision concerning the need to take account of business sector requirements means that the development of vocational training provision demands more use of forecasting information. In spring 2000, a project to assess the type and volume of vocational training needed in the Helsinki metropolitan area was completed; the aim was to use the 'Mitenna' model developed by the National Board of Education to create a regional forecasting model.

Making use of the results of training and education monitoring and forecasting projects in planning regional training provision is a new challenge both for the users and producers of the information. A new project is now developing an interactive forecasting forum for the region. The project 'Intellectual capital online' is co-funded by the European Social Fund, the Ministry of Education and the City of Helsinki, and is being carried out in the period 2000–2002.

The project involves creating an Internet service for monitoring and forecasting data concerning vocational training and skills needs. The service will comprise information on the training and education available in the Helsinki metropolitan area and about the skills needed in working life. Regional population figures, employment rate and unemployment figures and changes in them will be presented in the form of statistics. Up-to-date monitoring information on vocational training and education will be reported in the form of clever three-dimensional diagrams.

The primary target groups of the project are the providers and producers of vocational education and training in the Helsinki metropolitan area. During the project period, a forecasting network will be set up with vocational education and training institutions and working life organisations.

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Tuula Segercrantz

Developing pedagogical practices and evaluation of practical training

Background

The City of Helsinki provides vocational education in the service sector, social welfare and health care and technical fields. Vocational education within these areas comprises a total of 26 different basic vocational qualifications, and 47 training programmes. Courses for vocational qualifications follow the curriculum set down by the National Board of Education.

The target group for the practical training project is students participating in practical training at the Helsinki City vocational education institutions mentioned above (a total of 5,300 training places) and the teachers in charge of practical training (about 1,000 full-time teachers).

According to the national core curriculum (National Board of Education 2000), basic vocational education shall provide the students with extensive vocational skills on a basic level and also more specialized skills and the vocational expertise required by working life in one specific area of the student's subject. Having completed their vocational qualifications, students should be able to find work and cope with varying tasks in their field in changing conditions and to develop their vocational skill according to the principle of lifelong learning.

The requirements for general skills focus on vocational responsibility, commitment and communications skills. Essential skills in working life include the ability to plan and coordinate, to make decisions and cooperate with others, and conflict management.

The aim in regard to special vocational skills is the highest possible degree of skill in a specific vocational field. The aim in skills generally is to support students' individual career choices, encourage people to take training and ensure that students graduate with the right qualifications for a specific field.

Developing and reforming pedagogical practices and evaluation of practical training

The aims set down in the curriculum for practical training are ambitious. Pedagogical practices and evaluation of practical training have been identified as an important focus of development and reform.

Practical training is planned in cooperation with representatives of working life with a view to local and regional needs. Before a practical training period, the student, educational institution and employer must reach agreement on issues involving occupational health and safety, accidents and compensation.

In developing practical training, it is important to keep in mind which methods would be most helpful in reaching the targets set for practical training.

In the development of practical training, the following will be studied and evaluated:

- How can training with an orientation or focus on practical training help students attain their qualification goals?
- How can practical training instruction practices be made more versatile?
- How can monitoring and evaluation of practical training be reformed?

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Learning, training, and professional skills

Background

The City of Helsinki Educational Department's Service Centre provides support services for schools and other educational establishments in Helsinki. These services consists of cleaning, catering, real estate maintenance, catering, equipment services and IT support. The type and extent of services provided depends on the service agreement with each individual school or institution. The principles of the Service Centre's operations focus on customers service, multi-professional teamwork and reinforced adult presence in schools. These principles are put into practice through combining certain jobs (school caretakers are also school hosts), having a simple administrative hierarchy and encouraging teams to take their own initiatives. The service teams can stand in for each other, and all staff can also do other jobs than their own actual occupations. Reinforcing the adult presence means that service teams work during school hours (including cleaning services), are able to direct and advise pupils and are generally present in the capacity of supportive adults. The Service Centre ha 1,300 employees, 1, 000 of whom work in areas which bring them into contact the Centre's clients.

Quality system and service agreements the foundation for expertise

The operations of the Service Centre are based on the service agreements made with clients and on ISO 9002 quality certification. Job description analyses of work of school caretakers and school hosts' have e been made on basis of the operations defined in the quality manual and the services provided through service agreements. The processes described have split up into areas of expertise. The job descriptions provide outlines for the development and training of Service Centre employees. Skills have been grouped into three categories: skills shared by all service Centre employees, basic vocational skills and special skills. The skills shared for teaching and educational and teamwork. The basic vocational skills are the skills needed in each occupation and the skills in a related occupation that permits substitutions and teamwork. The service team ensure the availability of substitutes and a multi-professional approach through rotating tasks within the team.

Expertise ensured through network learning

The Service Centre uses a variety of different training strategies. The most widespread is apprenticeship training, which is used both for specialisation among the Centre's own staff and the recruitment of new employees. The aim in the basic training is that a person who completes the training is able to work in any kind of school or other educational establishment. The specialisation training is designed to ensure that there is the right number of experts available for all types of client. Each person involved in apprenticeship training has a personal workplace instructor and personal task rotation programme. External instructors are used for teaching teamwork skills, whit induction training is carried out by Service Centre's own staff. Customer service training is provided by Helsinki Polytechnic a client school. Certain individual courses are produced direct from educational institutions. All learning is based on the job description analyses mentioned above. The system as a whole is designed to teach new skills not only to service teams and instructors but also to students.

Skills management with the Palke pass

The 'Palke pass' (Service Centre pass) system is a skills management system whose key element is a personal development plan for each employee and progress interview with an assessment of personal skills, and the development plans agreed on in progress interviews. The system also includes a computer programme which assesses whether service teams possess all the relevant skills. The system identifies training needs, people with special skills, etc. The main aspects, however, are the progress interviews with individual employees, the development plans agreed on as result, and acquisition and mastery of the agreed skills. The system is also an excellent personnel management system at all levels of the organisation.

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Helena Ahonen

Corporate learning in leader training

City of Helsinki: Experiences from a training programme for executive groups in 2000–2002

Aims

The objective of this training focuses on corporate learning instead of individual learning. This approach has not yet been used very much training programs. There is a lot of knowledge on organisational learning but we still lack the adaptation of the theory into practice.

This training programme is one example of such an application.

Programme

The programme is planned for 3 different executive groups studying together.

The length is 4–5 months composed of 6 x 6hour-sessions and the groups are expected to work between the sessions as well.

- What is leadership?
- The dynamics of our organisation
- Values, structure & interaction
- The power of a group
- How to tackle conflicts?
- Building shared vision

Implementation

Three natural groups of executives from different offices attend the programme simultaneously. The training is carried out by using consultative and supervisory methods. This is to ensure that the focus is on matters which are central to each group from the point of view of their primary task and to manifest the state of leadership and co-operation in their group.

The training programme is partly based on the ideas of Peter Senge on a learning organisation.

The method used encourages the following:

Reducing the Resistance

As soon as the group in its entity has accepted a new idea it has in practice produced a change in its behaviour. Compared to traditional individual learning this is much more effective. When an individual has learned a new way of thinking it usually demands a lot of time and effort to achieve a change in the group or the organisation because of the dynamics of resistance.

Participation

The method encourages everyone to activity. There is no way of hiding behind someone else's back during the training because everyone is responsible in contributing to work in the role of one's primary task.

Influence

Since the entire executive group is attending the training, changes in its practices will rapidly cause positive changes in the norms and attitudes in their close environment. Due to the simultaneous attendance of three different groups it is also possible to share the best practices within the City of Helsinki.

Evaluation

Evaluation has shown that the groups will be able to accept systemic thinking based on primary tasks. This adds to the group's ability to make decisions based on co-operation and the interests of the organisation as a whole - instead of having executives who try to assure benefits for their own departments.

The executive groups have become more aware of the present state of their corporate leadership.

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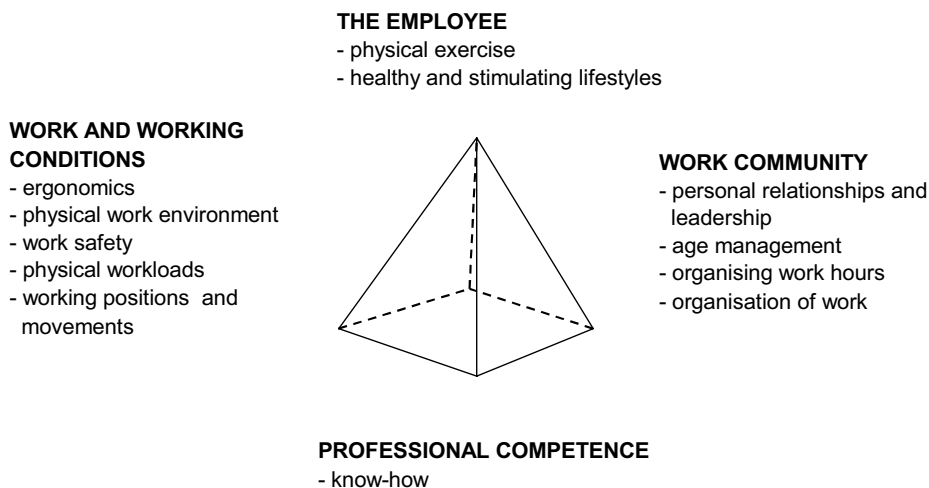
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Workplace health promotion in Helsinki City Public Works Department in 1998– 2001

The main tasks of the Public Works Department is to plan, build and maintain the streets, parks and green areas of Helsinki. The design, construction and modernisation of public buildings fall within our responsibilities. We have seven organisational units. Our personnel (about 2000 employees) mostly consists of relatively old men with a low education. The average age is nearly as high as 46 years. The aim was to maintain and even improve the working ability of our employees by increasing each individual's personal well-being, reducing health risks in the work environment, and promoting the physical, social and psychological capabilities of the staff.

The theoretical model was based on the 3-dimensional pyramid developed by the Finnish Institute of Occupational Health. The four corners of the pyramid represent employee, competency (professional expertise), work community, work and work environment. The work community was chosen by the Collaboration Council (composed of managers, workers, specialists of occupational health and work safety) to be the main object of the development process.



Practical implementations were casted on all four corners of the pyramid, but the main actions were targeted to improve the interaction between all members in work-organisational units. The objective of the development process in work communities was to create a team spirit, to increase the responsibility of each worker in the related operational unit, and to strengthen the influence of every employee on the elaboration of the above-mentioned corners. This process was supported by management-level training. In essence, the development of the work community is implemented by the participating method of work place conferences, although other methods are also used. This method is based on a kind of voluntary work development process. The group should recognise its own problems and development needs. Both the leaders and staff should have the required collaborative readiness to control and change the functional ability of their occupational community as a single uniform entity.

The Finnish Institute of Occupational Health conducted questionnaires on work and well-being before and after practical actions. The results of the survey in 1999 provided guidelines for the definition of actions concerning different departments. The 2001 survey is intended to identify the changes and the corrective actions that may be needed. Preliminary results can be summarised as follows.

- Workers feel that they have more influence on their work and working conditions.
- More effective team work is achieved.
- Individual workers feel that they are members of a group.
- Information sharing is enhanced both between different working units and between management and staff.
- Feelings of fatigue have decreased among the workers and managers.
- People appreciate their work more than before.

There have been two different studies for analysis and evaluation of the methodology itself. These studies will provide detailed information about aging workers and how to maintain their working ability up to the retirement age. The results are expected to be presented by September 2002.

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Teija Mankkinen

The Change Laboratory method as a tool of learning. The description of the first Change Laboratory process in Helsinki City Rescue Department

Fire fighter communities are special in many respects. Fire fighting is a male-dominated profession – there is only one female fire fighter in Finland. The profession is still passed on from father to son, and traditions are highly respected in the community. In addition to the 24-hour work shift system, the nature of the work, too, has definite impacts on the *communality*, i.e. sense of community, among the fire fighters. A fire fighter has to know how his work mate behaves in a situation of crisis, because his own life may depend on it. The reliability of one's own working community is a precondition for the work, because the object of work constitutes the factor of uncertainty. The working community itself can be described as a total system operating in compliance with strict control and rules. For example, it has been shown in many studies that the ability to maintain one's face or reputation in the work community explains stress reactions of fire fighters better than the danger of fire.

Also, the tasks of Finnish fire fighters have expanded during the last decades. Only twenty years ago, the every day work of a fire fighter consisted of extinguishing real fires and transporting patients to the hospital by ambulance. Today, fire fighters are officially called rescuers. They are expected to give patients instant care in the place of an accident, to rescue people, property and animals, to put out fires and to instruct citizens in fire prevention. However, these changes have not been widely accepted among fire fighters

In recent years, different aspects of physical working ability among individual fire fighters have been studied quite thoroughly. Yet, the working communities, values and culture of fire fighters have received little attention. Besides the cultural aspects, my dissertation work in sociology focuses on the process of change and how it is handled in everyday activity among the fire fighters. The question of how and when the nature of *communality* can be understood as an obstacle to and / or resource of changes are in the main focus of my work.

My study applies, among others, the approach of Cultural-Historical Activity Theory, which emphasises the local construction of macro-level changes. The method I have used so far is called the Change Laboratory. The first Change Laboratory of a series of four for fire fighters was held in City of Helsinki Rescue Department in spring, 2001, where a new career-planning model for the rescuers was to be planned and developed. The idea of the Laboratories was to analyse the object of work of the rescuers' together with the rescuer communities. In my paper I shall describe the first Change Laboratory process and discuss the Change Laboratory as a tool of learning in the fire-fighting community.

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Computer driving licence as a part of in-service continuing education

The City of Helsinki Education Department Media Centre provides a comprehensive range of continuing education in information and communication for teachers. Basic tool software courses aiming at the computer driving licence (CDL) qualification (Level A) are an important part of this training. Teachers in Helsinki schools are able to take part in these courses during working hours. Teachers have been able to take CDL exams held by the Education Department since 1997. Continuing education for the CDL qualification began at about the same time. Like all other training and consulting services provided by the Media Centre, taking the exam is free to teachers. Passing the computer driving licence can be considered a personal milestone on the road to computer literacy in information and communication technology.

Whilst passing the CDL exam does not automatically make teachers omniscient computer software experts, the exam and the extensive IT skills training preceding it does help teachers to realise the countless opportunities information and communication technology offers to those who teach. For example, an awareness of the potential of mutually supporting basic software opens up a whole new world of opportunities for teachers to make effective use of technology in their everyday work. By studying for the CDL exam, teachers progress along a practical, comprehensive learning track in the wonderful world of the most commonly used types of software. As they progress, teachers become enthusiastic about learning more.

The wide range of training offered by the City of Helsinki Education Department Media Centre comprises continuing education for teachers in all seven module sub-tests leading to the CDL qualification: 1) basic IT concepts, 2) using the computer and file management, 3) word processing, 4) spreadsheets, 5) databases, 6) graphics and 7) the internet. CDL training involves going through the main topics and concepts in each module and a so-called "list of tricks". The things to be learned for each of the various main modules comprising the qualification are listed in TIEKE's, the Finnish Information Society Development Centre's instructions for the A-level driving licence. Wide variation in the starting skills of course groups means there is not always time during the course to go through all the "things you must know" in the "list of tricks". This is why course participants preparing for the CDL exam are also required to use their own initiative to study the various modules before taking the exam. The 45 minutes allowed to take the exam for each module has often proved to be insufficient if candidates are not familiar with the basic use of the program or if candidates taking the hands-on exams have not used the program at all since the basic course.

Completing the CDL also generally increases teachers' interest in using IT in teaching and in the training relating to the qualification. It wasn't until after taking the exam that many a teacher realised how using IT really can be useful not just in their everyday work as teachers but also as members of the Information Society. Many teachers applied to take the CDL qualification after having studied advanced and relevant courses offered by the Media Centre. These courses introduced teachers to more demanding software functions and how the applications could be used in teaching various subjects at different stages of comprehensive school. As regards

their use of training services, many teachers who have taken the computer driving licence are “loyal customers” at the Media Centre.

In 2001, some 400 Helsinki teachers who had passed the CDL exam received a laptop computer for their own personal use at work. We are also prepared to hand over as many laptops to teachers in 2002 if the number of teachers completing the qualification meets reaches the target. Teachers who have been provided with a laptop report on their experiences of using it to the Education Department’s Media Centre, which will use the feedback received to further improve the training it offers. The Media Centre will also provide IT training where teachers can use their laptops as a personal tool to study and practice new IT skills.

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