



Education and Culture DG

Lifelong Learning Programme



SwayWay

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## RESILIENCE – A KEY SKILL FOR EDUCATION AND JOB

### COUNTRY REPORT FINLAND

*Resilience – the ability to exercise constructive life skills and to meet the challenges of life. Here resilience is traced in Finnish national processes focusing on adolescents' lifelong learning*

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## PROJECT RESILIENCE - A KEY SKILL FOR EDUCATION AND JOB

### COUNTRY REPORT FINLAND – A GENERAL OVERVIEW by Maria Leppäkari

The learning outcomes of Finnish comprehensive schools have been found to be excellent in international comparisons in the PISA (Programme for International Students Assessment) studies carried out by OECD member states tests the skills of 15-year-old students in mathematics, science, reading and problem solving. Despite this excellence, there are students who face depression, the phenomenon of bullying, and the risk of adolescents to be left outside mainstream society. This short survey is not intended to be comprehensive but rather pointing to decades of strategic pedagogical work on implementing health and well-being into educational systems, and trace steps that are taken towards resilience within the Finnish Educational System, thus focusing on education of adolescents. With relevance for this specific project, focus is here placed upon upper secondary education (general and vocational education).

As a nation, Finland has built up an education system whose characteristics consist of uniformity, free education, school meals and special education by using the principle of inclusion. Typical of Finland are very small differences between schools, which may be explained by the definition of admission areas and the lack of ranking lists and thus by the even distribution of good teachers between schools. Finnish society has a very positive attitude to education where 73 % of the 25-64-year olds have at least gained a certificate from upper secondary level and 33 % (the highest in the EU) have had a university or corresponding education. The completion of basic education is a prerequisite for further studies. Only slightly more than one percentage of the age group does not receive a comprehensive school leaving certificate. According to some, more than half of these students quitting school prematurely or “drop-outs” will later in one way or another receive it and possibly also a further certificate.

In Finland school administrators cooperate with teachers’, subject teachers’ and headmasters’ national associations. In this way measures to develop education receive strong grass-root support. The Youth policy is designed by the Ministry of Education and Culture to improve the conditions in which young Finns live and grow by supporting young people's active citizenship; empowering young people socially, and by improving young people's living conditions.

**The national Advisory Council for Youth Affairs (Nuora)** is a consultative body attached to the Ministry of Education and Culture. It produces information about young people's living conditions by means of reviews and a regularly updated statistical database. In addition, the Council drafts programmes, action and initiatives relating to young people. One important duty for the Council is to evaluate the youth policy development programme for the Government and to give its opinion on the matters to be included in the programme. **The Youth Barometer** – is a survey published annually by the Council on young people's attitudes and values, future expectations and opinions of their social influence. The Advisory Council for Youth Affairs represents expertise in young people's living conditions. Most of its members are nominated by national youth and youth-work organisations. **The Youth Organisation Subsidy Committee**, whose members are nominated by youth organisations, submits annually a proposal to the Ministry for state subsidies to be allocated to national youth organisations. The Committee also evaluates and develops the subsidy system.

The Government adopts a development programme every four years with the aim of stepping up cross-sectoral youth policy action. Prepared by the Ministry of Education and Culture in collaboration with other ministries, the programme contains the youth policy objectives for the coming years. **The Child and Youth Policy Programme for 2012-2015** enhances participation and social inclusion; promotes non-discrimination; follows up and supervises the management of everyday life.

**Comments by author:** The official national guidelines are generous when making emphasis on lifelong learning strategies and the importance of the individual student's capability of resilience. However, these are guidelines on a national level and yet it remains for each educational institution to carry out the task within the frames of their local administration and budget. In order to support students' well-being and safety as well as the co-operation with local authorities and health care services, several developmental projects have been conducted to carry out this mission since the start of the Curriculum in 2005. European Structural Fund support for collaboration with NGOs, local authorities (social and health care services), and development of school curriculums and pedagogical development on different levels have been implemented with various forms of success.

Resilience is thus widely acknowledged and present in pedagogical forums, but there is a highly relevant on-going discussion of how to implement strategies into theoretical guidelines into practices on grass-root level. Traditional learning projects are also carried out in family-therapy and kindergarten, especially popular among student bachelor's thesis in health sciences and social work. Also longitude medical follow-up studies on resilience among pre-school children are found. There is an on-going discussion of lacking national economic figures in relation to the impact preventive work among Finnish adolescents is highlighted in a national report by with Prof. Eva Österbacka, prof.em. Jorma Sipilä the Minister of finances Jutta Urpilainen. According to professor Österbacka problems need to be tackled before they will explode.  
[http://web.abo.fi/meddelanden/forskning/2013\\_07\\_arbete.sht](http://web.abo.fi/meddelanden/forskning/2013_07_arbete.sht)

## 1. SUMMARY OF EXISTING FIGURES WITHIN NATIONAL ADULT EDUCATION SYSTEMS

According to the Finnish Ministry of Education and culture, the welfare of Finnish society is built on education, culture and knowledge. The flexible education system and basic educational security make for equity and consistency in results. The Finnish education system is composed of a three step educational model:

- **Nine-year basic education** (comprehensive school) for the whole age group, preceded by one year of voluntary pre-primary education
- **Upper secondary education**, comprising general education and vocational education and training (vocational qualifications and further and specialist qualifications)
- **Higher education**, provided by universities and polytechnics

**Statistics – Educational structure of the Finnish population (aged 15 or over):** By the end of 2011, a total of 3,056,000 persons in Finland had attained post-comprehensive level educational qualifications in upper secondary general school education, vocational education, polytechnic

education or university education. In other words, 68 per cent of the population aged 15 or over had completed a post-comprehensive level qualification. The share of population with educational qualifications increased by two per cent from the year before.

According to national statistical findings, persons having completed only the basic level of education, i.e. comprehensive school, middle school or elementary school, numbered 1,456,000 in 2011, or one-third of the population aged 15 or over. Upper secondary level qualifications were held by 40 per cent and tertiary level qualifications by 28 per cent. At the end of 2011, 42 per cent of men and 37 per cent of women had upper secondary level qualifications, whereas tertiary degrees were held by 25 per cent of men and 31 per cent of women. Source: Statistics Finland / Educational structure of population. Updated: 4.12.2012 (Next update: 4.12.2013). <http://www.findikator.fi/en>

According to Statistics Finland, immediate continuation of studies was more difficult in 2011 than in the year before for both completers of the 9th grade of comprehensive school and passers of the matriculation examination. Nine per cent of completers of the comprehensive school and 62 per cent of new passers of the matriculation examination failed to get a place for further studies. The share of those left outside further studies leading to a qualification or degree grew by nearly one-half of a percentage point for completers of the 9th grade and by 1.5 percentage points for passers of the matriculation examination from the previous year.

Completers of the 9th grade of comprehensive school numbered around 63,200 in 2011, which was one thousand less than one year earlier. Fifty per cent of them (58 per cent of women and 42 per cent of men) went on to study in upper secondary general school, and 41 per cent (33 per cent of women and 49 per cent of men) went on to attend upper secondary level vocational education. The remaining nine per cent did not immediately continue studies leading to a qualification or degree. They may have continued studies not leading to a qualification, such as additional education of the comprehensive school (tenth grade) or counselling and preparatory studies for initial vocational education (Career Start). The share of those left outside studies leading to a qualification or degree was slightly higher than in the previous year, even though the share of those that did not apply for a student place at all decreased. *Nearly all completers of the 9th grade of comprehensive school applied for further studies as 1.5 per cent did not do so.*

## **2. FINNISH NATIONAL STRATEGIES FOR GENERAL UPPER SECONDARY EDUCATION**

Here focus is placed on implementation of emphasizing strengths and capacity that support physical, social, mental and spiritual wellbeing in the educational curricula in adult and lifelong learning education. Here Finnish Upper secondary school offers general education for students of about 16-19 years of age and it develops all-round general knowledge. It thus continues the educational task of comprehensive school and provides students with the capabilities to continue to further studies.

The admission requirement for general upper secondary education is a school-leaving certificate from basic education. Students apply to general and vocational education through a joint e-

application system. If the number of applicants exceeds the intake, the selection is based on students' school reports. The drop-out rate is relative low. The general upper secondary school is based on flexible courses with no specified year-classes. The scope of the syllabus is three years but the studies may be accomplished in two, three or four years. Students may proceed in their studies either as a group or individually. General upper secondary education is primarily free of charge for students, but students have to pay for the materials. The upper secondary school ends in a matriculation examination, which does not qualify for any occupation. Passing the matriculation examination entitles students to continue studies in universities, polytechnics or vocational institutions. Matriculation examination is drawn up nationally, and there is a centralised body to check its individual tests against uniform criteria. General upper secondary education is provided by local authorities, municipal consortia or organisations authorised by the Ministry of Education and Culture. The majority of the upper secondary schools in Finland are run by local authorities. The Government co-finances education with statutory government grants based on student numbers and unit costs per student.

The purpose and objectives of general upper secondary education have been set out in the *General Upper Secondary Schools Act* (629/1998) and the *General Upper Secondary Schools Decree* (810/1998); *The Government Decree on the General National Objectives of General Upper Secondary Education and the Distribution of Lesson Hours* (955/2002). The Finnish National Board of Education decides on the objectives and core contents of the different subjects, subject groups, thematic subject modules and student counselling (National Core Curriculum). The Matriculation Examination is regulated by the Upper Secondary Schools Act, *the Act on the Organisation of the Matriculation Examination* (672/2005) and the *Government Decree on the Matriculation Examination* (915/2005).

- **Finland's National Core Curriculum for General Upper Secondary Education intended for Young People** (2003/2005): The Managing Board of the Finnish National Board of Education adopted a National Core Curriculum for General Upper Secondary Education Intended for Young People in 2003 according to which the education provider shall draw up and approve an upper secondary school curriculum for education in compliance with the provisions of this specific National Core Curriculum. Hence, the curriculum shall specify and complement the objectives and core contents set out in the National Core Curriculum. The education provider may neither fail to comply with nor deviate from the National Core Curriculum:

[http://www.oph.fi/download/47678\\_core\\_curricula\\_upper\\_secondary\\_education.pdf](http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf).

- **The Role of General Upper Secondary Education Curriculum:** General Upper Secondary Education continues the teaching and educational tasks of basic education. The National Core Curriculum is based on a conception of learning, which states that learning are results of "a student's active and focused actions aimed to process and interpret received information in interaction with other students, teachers and the environment and on the basis of his or her existing knowledge structures". Education must therefore take account of the fact that although the general principles of learning are the same for everyone, what eventually is learnt is based on each individual's previous knowledge and the strategies that he or she employs. Learning is bound to the activity, situation and culture in which it takes place.

- **Aims of National Core Curriculum is to:** “provide *extensive all-round learning*. It must provide [sic!] sufficient capabilities for further study based on the general upper secondary school syllabus. The skills and knowledge obtained at upper secondary school will be indicated on the general upper secondary school certificate, matriculation examination certificate, general upper secondary school diplomas and other equivalent documentation. General upper secondary education must [sic!] *provide students with capabilities to meet the challenges presented by society and their environment and the ability to assess matters from different points of view*. Students must be [sic!] guided to *act as responsible and dutiful citizens in society and future working life*. Upper secondary school instruction must [sic!] *support the development of students’ self-knowledge and their positive growth towards adulthood and encourage students towards lifelong learning and continuous self-development.*” [My italics].
- The National Curriculum encourages **co-operation between home and schools:** “Students’ parents or guardians must be provided with sufficient opportunities to familiarise themselves with the work of the upper secondary school. *Co-operation with parents thus support the prerequisites for study as well as the health, safety and well-being of students*. Co-operation between home and school must, according to the National Curriculum, be organised so as to *provide students with support in questions concerning both studies and well-being* and in any possible *problem situations*. *The educational institution must be proactive in initiating co-operation*. The premises for co-operation are *due consideration for the independence and personal responsibility of young people* who are approaching adulthood and students who have come of age, as well as care for students in need of support. The section of the curriculum concerning *co-operation between home and school will be specifically drawn up in co-operation with the authorities responsible for the implementation of municipal social and health care services.*” [My italics].

**Basic values of upper secondary school** are built on Finnish cultural history, which is part of Nordic and European cultural heritage. At upper secondary school, students should learn how to treasure, assess and renew their cultural heritage. Students will be **educated in tolerance and international co-operation**. Upper secondary school instruction is *based on respect for life and human rights*. In the National Curriculum the educational ideal of the upper secondary school comprises the *pursuit of truth, humaneness and justice*. General upper secondary education must **promote open democracy, equality and well-being**. Students are here seen to be the *constructors of their own learning, competence and views of the world*. Instruction must take into account the fact that human beings observe and analyse reality using all their senses. Educational work will place *emphasis on co-operation, encouraging interaction and honesty*. *The aim is for students to know their rights and responsibilities and to grow to assume adult responsibility for their own choices and actions.* [My italics].

During upper secondary school years, students should be *provided with experiences of how to shape the future through joint decisions and efforts*. Upper secondary school instruction must *encourage students to recognise conflicts between stated values and reality and to ponder critically the disadvantages and opportunities of Finnish society and international development*. During their upper secondary school years, students must become *able to form a structured*

*understanding of basic civil rights in Finland, the Nordic countries and the European Union, their meaning in practical terms and ways to uphold and promote them.* Upper secondary school must highlight the principles of **sustainable development** and provide capabilities to face the challenges posed by the changing world. The basic values of upper secondary school are consolidated by the cross-curricular themes, which are value-based positions on current challenges in education and schooling. Each curriculum will make the basic values more concrete in terms of those issues that are essential to each specific upper secondary school. The basic values must be conveyed to the upper secondary school's operational culture, to the objectives and contents of instruction in all subjects and to the organisation of schoolwork. [My italics].

**Student welfare services** include care for the physical, mental and social well-being of students. The aim is to *create a safe and healthy study and working environment and to prevent social exclusion.* Notable, according to the National Curriculum, student welfare services focus on *promotion of well-being within the study environment and on early identification of and intervention in learning difficulties and other problems.* Students' inclusion in the *promotion of well-being in their own working community must be supported.* In the end, all those working in the study community will share responsibility for student welfare. Student welfare services may be co-ordinated and developed by a multidisciplinary student welfare team. The section of the curriculum covering student welfare services and co-operation between home and school is drawn up in co-operation with the authorities responsible for the implementation of municipal social and health care services. [My italics].

**General objectives of education** are introduced in a holistic and democratic fashion. Education and other activities at upper secondary school must be organised in accordance with the general national objectives defined in Government Decree 955/2002, so as to *enable students to acquire extensive all-round learning and form a structured world view.* Students must be provided with relevant information produced by different branches of science and the arts concerning nature, human beings, society and cultures. The *need and desire of students for lifelong learning must be reinforced.* Their study, information acquisition, management and problem-solving skills and initiative are to be developed. Attention must be given to versatile ICT skills.

In terms of study skills, emphasis must be placed on the **ability to co-operate with other people in different groups and networks.** Skills and abilities to be promoted as being necessary for co-operation comprise *self-expression skills, including the second (non-native) national language and foreign languages, the ability to take other people into account and the ability to revise one's beliefs and actions as required.* Co-operation, interaction and communication skills must be developed by means of different forms of collaborative learning. Students' awareness of the effects of people's actions on the state of the world must be developed. Upper secondary schools must develop students' *ability to recognise and deal with ethical issues concerning individuals and communities.* Students are to be *provided with opportunities to assess different options, make choices and become aware of the direct and indirect consequences of their choices.* Upper secondary schools must *endeavour to ensure that students develop the will and ability to function responsibly in a democratic society, with due consideration for their own well-being and for that of others.* [My italics].

Education must **strengthen students' self-esteem** and help them recognise their personal uniqueness. Students are to be encouraged to express their own observations, interpretations and aesthetic views in different ways. Upper secondary school instruction must *stimulate students to engage in artistic activities, participate in artistic and cultural life and adopt lifestyles that promote health and well-being*. Upper secondary school instruction must *provide students with abilities to plan their own future, further and higher education and future career*. Students will become *familiar with working and economic life and entrepreneurship*. The aim is that, upon completion of general upper secondary education, *students will be capable of facing the challenges presented by the changing world in a flexible manner, be familiar with means of influence and possess the will and courage to take action*. They must be *provided with the prerequisites for diverse and full life in different roles of being human*. [My italics].

The Finnish education system is considered to have no dead-ends. Learners can always continue their studies on an upper level of education, whatever choices they make in between. The practice of recognition of prior learning has been developed in order to avoid unnecessary overlapping of studies. Students' opportunities to progress from one level of education to next are safeguarded by legislation. Both general and vocational upper secondary certificates provide eligibility for further studies. Higher education is offered by universities and polytechnics. Both sectors have their own profiles. Universities emphasise scientific research and instruction, while Universities of Applied Sciences or Polytechnics adopt a more practical learning approach. Adult education is provided at all levels of education. Adults can study for a general education certificate or for a vocational qualification, or modules included in them, take other courses developing citizenship and work skills, or pursue recreational studies.

**National strategies by the Finnish National Board of Education for the implementation of the Youth Guarantee 2013-2016:** The Finnish National Board of Education (FNBE) is the national agency subordinate to the Ministry of Education and Culture. The FNBE has a wide range of tasks related to the development of education all through pre-primary and basic education, general and vocational upper secondary education and training, adult education and basic education in the arts. FNBE is responsible for drawing up the national core curricula for pre-primary and basic education and general upper secondary education and the national qualification requirements for vocational education and training and competence-based qualifications.

<http://www.oph.fi/english>

**Social guarantee for young people** from the beginning of 2013 anew initiative, the Youth guarantee, has been set up to ensure that all young adults find their way into education, working life and society. The Youth guarantee offers everyone under the age of 25, as well as recent graduates under 30, a job, on-the-job training, a study place or rehabilitation within three months of becoming unemployed.

The reason for the initiative is the growing concern for the risk of social exclusion of youth. Although young people in Finland are well educated in the main, some 110 000 rely on what is merely a basic level of education. Also youth unemployment is on the increase. Altogether, it is estimated that there are 40 000 untrained young people who are not working or in education or training programmes. The funding for the Youth guarantee programme is 60 million euros a year. In addition, the young adults' skills programme will receive 27 million euros in 2013 and 52 million

euros in the years 2014-2016. There will be more funding available for youth workshop activities and outreach youth work: the appropriation for years 2013-2015 will increase to 19.5 million euros, and to 11.5 million euros in 2016.

According to the Ministry of Education and Culture, The Finnish Youth Guarantee is to be based on the Public-Private-People-Partnership model, where young adults are themselves the active players, responsible for their own future. It is a Government spearhead project and will be implemented throughout the government's term of office. The reason for the initiative is growing concern for the risk of social exclusion of youth. Young people in Finland are well educated in the main. However, among 20-29 year olds, around 110 000 rely on what is merely a basic level of education and 55 000 young people are unemployed jobseekers. Youth unemployment is on the increase. Altogether, it is estimated that there are 40 000 untrained young people who are not working or in education or training programmes. Such exclusion among the young costs the nation approximately 300 million euros a year. The government has agreed that the Youth Guarantee is to receive 60 million euros a year. Approximately half of this sum will go to the administrative sector of the Ministry of Education and Culture, and the rest to the equivalent branch of the Ministry of Employment and the Economy. Furthermore, the young adults' skills programme will receive 27 million euros in 2013 and 52 million euros in the years 2014-2016. There will be more funding available for youth workshop activities and outreach youth work: the appropriation for years 2013-2015 will increase to 19.5 million euros, and to 11.5 million euros in 2016. For more detailed information, see website:

[http://www.minedu.fi/OPM/Verkkouutiset/2012/10/youth\\_guarantee.html?lang=en](http://www.minedu.fi/OPM/Verkkouutiset/2012/10/youth_guarantee.html?lang=en).

**Various elements of the Youth Guarantee 2013-2016:** The Finnish Ministry of Education and Culture is responsible for the guarantee of education and training, the young adults' skills programme, the youth workshop and outreach youth work. On a national level, the project is being implemented in collaboration with the Ministry of Employment and the Economy and the Ministry of Social Affairs and Health. The guarantees are: of employment; of education or training; young adults' skills programme; a youth workshop; and outreach youth work. This outreach programme covers all sectors of society and calls for collaboration on both national and local levels.

- A. *Workshop activities and outreach youth work:* Workshop activities and outreach youth work represent early intervention in youth exclusion. The work is targeted at young people who are inactive and who need other support (NEETs = not in employment, education or training). Both types of activity will be expanded in the period 2013–2016. The main tasks of the youth workshop are to strengthen young people's life skills and social empowerment, provide early support, and promote greater steady social awareness and learning by doing. The workshop is an opportunity for young people to participate in supervised, subsidised employment schemes, follow a tailor-made educational/training path, or find employment on the open labour market. The Youth Guarantee is a tool for improving the quality of workshops and strengthening cooperation between them and educational establishments on a young person's educational/training path. It is the task of outreach youth work to help young people who are not in education, training or employment or who need support, and refer them to the services that are right for them. **The Finnish Youth Act** has laid down provisions on outreach youth work and multi-disciplinary cooperation at local level since 2011. The Youth Guarantee will be a way to make these activities available all over the country.

- B. *More study places in vocational education*: There have been an additional 1 700 study places created in vocational education for young people in areas where there were fewer study places for people in this age group than elsewhere. This makes it easier for young people to move into upper level vocational education, cutting the numbers of those who are excluded from educational courses.
- C. *New selection criteria*: The selection criteria in vocational education are undergoing a change, with those leaving comprehensive school with no upper level qualification being given priority to study for such a qualification.
- D. *Local authorities responsible for student guidance*: Student guidance during basic education ends when basic education ends. The aim is for local authorities to have legal responsibility for providing young people who have ended basic education with proper guidance.
- E. *More language tuition for young immigrants*: Compared with the nation as a whole, young immigrants account for a greater number of those who do not apply for, have not been selected for, or who have quit or dropped out of study places. The situation is especially challenging for those young people who have arrived in Finland in the final stages of the Finnish programme of basic education. Language training for immigrants is to be increased in folk high schools and adult education centres, allowing them to improve their readiness for study and their language skills.
- F. *Employers to receive a better deal for apprentice training*: Apprenticeships are to be developed to make them more suitable also as a form of young person's education or training. Employers will receive a better package of remuneration for apprenticeships offered to young people just leaving comprehensive school.
- G. *Young adults' skills programme*: For those aged between 20 and 29 who have relied merely on their comprehensive school qualifications before the Guarantee takes effect, a young adults' skills programme will be organised during the period 2013-2016, providing them with better opportunities for applying for vocational courses leading to a degree or other qualification. Under the programme, young people will be able to gain a vocational, specialist vocational or initial vocational qualification. It is hoped that 36 000 people will start in the programme each year it runs. The programme will also act as a forum for advice and guidance on how to apply for study places for young adults and on following a course of study.
- H. *Youth employment*: Youth employment is to be supported by making the 'Chance Card' a permanent feature of the system. The Chance Card has been found to lower the employer threshold for hiring young people. It enables employers to benefit from a contribution of 670 euros a month made towards their employment costs. There will also be more youth services and career guidance provided at the Employment and Economic Development Offices, and new forms of entrepreneurship are to be developed through training, advice and start-up grants.

**Outreach youth work** (called *etsivä nuorisotyö* in Finnish, *uppsökande ungdomsarbete* in Swedish) is today one of the most crucial forms of work among adolescents defined to be in the risk zone of marginalization and "outsideness". This work comes in many forms, as many as there are people working with it. There are however a recent publication on this form of youth work *Etsivässä työssä* (available only in Finnish) by Jaakko Kaartinen-Koutaniemi who has interviewed several on outreach youth workers in municipalities and religious denominations.

This form of youth work has launched a **series of developmental projects** on different levels with private, communal and national funding. Development projects in relation to adolescents' health and resilience has become a learning tool and a joint way to work coherently in local communities. Recently, a book based on interviews with field actors on this multidisciplinary development work by eds. Katja Komonen, Leena Suurpää, Markus Söderlund (2012) *Kehittyvä nuorisotyö*. The book addresses the fragmentary knowledge, multidisciplinary collaboration and the pressure of development within this specific context. The authors emphasize the dialogue between traditional youth work and colleges of today, the borderlines between research results and practical application.

### **3-4. ACTIVITIES INCLUDING DESCRIPTION OF EXISTING PROJECTS, COURSES, AND WORKSHOPS FOR WIDE PUBLIC OF NON-GOVERNMENTAL (NGO) SECTOR**

**Youth services** are provided by the Government and local authorities. The Ministry allocates government transfers to local authorities for youth work based on the number of young residents less than 29 years of age. The implementation of youth work is the responsibility of local authorities, youth associations and other organisations doing youth work. Youth services may also be produced by local authorities in cooperation. The Ministry of Education and Culture allocates funds from the state youth budget e.g. to national youth organisations; civic organisations doing youth work; young people's cultural pursuits; outreach youth work; youth workshop activities; national youth centres; construction of youth facilities; implementing the Development Programme for Child and Youth Policy; youth research, and international cooperation.

The Ministry has appropriations for subsidising measures that address topical issues, such as young people's social empowerment, international projects and new forms of youth work and youth culture. In Finland there are here are ten **national youth centres**. The Ministry of Education and Culture supports and supervises the establishment and operations of these centres. The centres arrange school and nature camps, courses and social youth work, and participate in international youth cooperation. The youth centre network develops youth work methods, disseminates knowledge, undertakes development, and promotes youth mobility nationally and abroad together with different partners. The centres are mainly owned by local authorities.

**Youth workshops** offer training and work practice to unemployed young people under 25 years of age. The workshops offer a place for young people to learn life skills, grow into adulthood and get hands-on experience of work, encouraging and helping them to seek further training. A workshop offers the youth an opportunity for guided and supported work, and a tailored path to education, finishing education in co-operation with the education provider, or becoming employed in the open labour market. Co-financed by the Ministry of Education and Culture and Ministry of Employment and the Economy Labour there is youth workshop activity in all over the country.

- **The Youth Participation Project** was a governmental action programme run in the years 2003 - 2007. The project aimed at developing new operational models and service systems at the local level to support youth participation. Practical operations are managed and co-ordinated by the Finnish National Board of Education together with the Finnish Youth Co-Operation – Allianssi. The

project is a cross-administrative co-operation project to improve youth participation and living conditions and to prevent exclusion. It aimed also to create models that support the social growth of young people and to provide them with meaningful alternatives for various educational and recreational possibilities. The possibilities for young people to participate and to make a difference are activated through, i.e. student association and youth council activities. The project included 38 regional projects, with more than 70 municipalities involved.

[http://www.oph.fi/download/48075\\_Youth\\_participation\\_best\\_practices\\_summary\\_1\\_.pdf](http://www.oph.fi/download/48075_Youth_participation_best_practices_summary_1_.pdf)

- **The National Project on Anticipation of Competences and Skills Needs (VOSE)** Developing anticipation methods in Finland was one of the aims stated in the previous Government Programme. During the past years, many political planning and strategy documents within the state administration and politics have highlighted the importance of developing anticipation procedures. In Finland, several projects related to developing anticipation methods are currently under way, many of which are financially supported by the European Social Fund (ESF). At the Finnish National Board of Education (FNBE), a national agency subordinate to the Ministry of Education and Culture, an anticipation project on future competences and skills needs was carried out from June 2008 until May 2012. VOSE project was supported by the European Social Fund and ended in May 2012. *The aim of the project was to create procedures which would enable the anticipation of competences and skills needs for the future for post-compulsory education and in all vocational and professional fields.* Results include methods for anticipating competences and skills needs, anticipation processes, as well as networking between the institutions involved. Within the framework of the project, the procedures were tested in two fields, namely social welfare and health care, as well as real estate and construction. In the first half of 2009, the VOSE project commissioned a study which was conducted by Foredata Ltd. The study examined anticipation methods for competences and skills needs already in use in Finland, France, Germany, Great Britain, the Netherlands and Sweden. The VOSE Project was a cooperation project engaging several stakeholders, including the state administration, social partners, vocational education providers, polytechnics, universities, local authorities, research institutes, and student organisations:  
[http://www.oph.fi/download/144508\\_VOSE\\_Results\\_2012.pdf](http://www.oph.fi/download/144508_VOSE_Results_2012.pdf)
- **Aseman Lapset ry** (Children of the Station, registered association founded 1990) is a nation-wide organization whose members consist of the representatives of the social, health and youth fields, which want to introduce new thinking to the action of how the children's and young peoples' future will be protected. The essential idea is to create a personal and living interaction between the adults and the young (i.e, Café Walkers). The activities of the association aim at preventing children and young people from getting into a vicious circle of intoxicants, crimes or asocial life as well as making this kind of process of development stop as early as possible. In order to realize this objective the association helps children and young people of multiple problems supporting their families collaborating with authorities and politicians. <http://www.asemanlapset.fi/articles/591/>  
Project **Välittäjä 2009**: [http://www.epshp.fi/files/5278/Koulussa\\_elamaa\\_oppimassa.pdf](http://www.epshp.fi/files/5278/Koulussa_elamaa_oppimassa.pdf)
- **Folkhälsans Förbund r.f. & Samfundet Folkhälsan**: Folkhälsan is a Swedish-speaking NGO (non-governmental organization) in the social welfare and health care sector since 1921. It carries out scientific research and provides social welfare and health care services as well as information and counselling in order to promote health and quality of life, and has combined scientific research and practical health promotion right from the start. Folkhälsan is a large provider of social welfare and health care services - child welfare and daycare, outpatient clinics for adolescents, rehabilitation clinics for people with disabilities and service housing for the elderly. Folkhälsan also consists of regional and local associations and non-profit limited companies and foundations.
- Project **På rätt spår Folkhälsan's ESF Health promotion project 2008-2011 among vocational college adolescents** for social encouragement and collaboration for finding each individual's own

right track: <http://www.folkhalsan.fi/startside/Var-verksamhet/Ung-och-skola/Yrkesstuderande-Pa-Ratt-Spar/>

- **Youth Workshops** (Swedish Speaking minority workshops)  
Resurscentret Föregångarna in Vasa: <http://www.foregangarna.fi/>  
Job Center, Kristinestad in Närpes: <http://www.jobcenter.fi/>  
Sveps in Helsingfors: <http://www.sveps.fi/>  
Troja in Åbo: <http://www.troja.fi/>  
Aktiva in Pargas: <http://www.aktiva.fi/english>  
Katapult in Mariehamn:  
[http://www.ungdomslotsarna.ax/index.php?option=com\\_content&view=article&id=25&Itemid=3](http://www.ungdomslotsarna.ax/index.php?option=com_content&view=article&id=25&Itemid=3)  
After Eight in Jakobstad: <http://www.aftereight.fi/ae/index.cgi?t=51,3>  
Do It in Borgå: <http://www.porvoo.fi/index.php?mid=3622>  
Lilla Petters Gård in Lovisa: <http://www.lovisa.fi/view/lid7881>  
VIA in Hangö: <http://www.hanko.fi/sv/service/ungdom/ungdomsverkstad>  
Raseborgs verkstäder: <http://www.raseborg.fi/service/halso-och-sjukvard/rehabiliterande-arbetsverksamhet/ungdomsenhet/verkstader> Folkhälsan owned youth workshop Loket was closed after eight years work in 2012 due to lack of resources and was incorporated into communal outreach work.
- The **Youth/Learning/Work network is administered by Resurscentret Föregångarna ULA nätverksprojekt Ungdom/Lärande/Arbete:**  
<http://www.foregangarna.fi/?page=ULA+Ungdom%2FL%C3%A4rande%2FArbete>
- **Suunnista tulevaisuuteen VAMOS projekti at The Helsinki Deaconess Institute**, a public utility foundation. Together with its subsidiaries, the Institute forms a social enterprise group providing a range of social and health care services, as well as educational services:  
<https://www.hdo.fi/projektit-artikkelit/15-projektit-yleinen/140-suunnista-tulevaisuuteen-vamos>
- **The Mannerheim League for Child Welfare - Mannerheimin Lastensuojelu liitto** <http://www.mll.fi/en/> an NGO works together with many other organizations, both public and private. It promotes wellbeing of children and of families with children, increases respect for childhood and seeks to make it more visible, and sees that children's views are taken into account in public decision-making. The Mannerheim League is the largest child welfare organization in Finland with 92 000 members and 566 local associations throughout the country and 10 district organizations. MLL works with numerous organizations, businesses and networks in Finland and abroad. It cooperates closely with ministries, officials and other organizations while the district organizations and local associations operate on the regional level.
- **The Ombudsman for Children** promotes the realization of children's rights in Finland. The Ombudsman raises the awareness of decision-makers and influences societal policy by speaking out on behalf of children. She acts as a soundboard for the voice of children and a bridge builder for child policy. The basis of the work of the Ombudsman is the UN Convention on the Rights of the Child, the implementation of which the Ombudsman assesses and promoted at general societal policy and legislative levels. <http://www.lapsiasia.fi/en/frontpage>
- See also, Jyväskylän University on participative learning and pedagogics (*osallistava oppiminen ja pedagogiikka*) <http://www.tyokalupakki.net/pages/index.php?id=87&pid=7> and Tampere University of Applied Science e-learning project [http://publications.theseus.fi/bitstream/handle/10024/40734/Kivimaki\\_Koivu.pdf?sequence=1](http://publications.theseus.fi/bitstream/handle/10024/40734/Kivimaki_Koivu.pdf?sequence=1)
- Resilience is also discussed in management strategies and organisational/company development consultancies, in industrial development, for example:  
<http://verkkojulkaisu.viivamedia.fi/telma/2012/2/29>

**5. LIST OF STAKEHOLDERS RESPONSIBLE FOR EDUCATIONAL CONTENT:** state administration, social partners, vocational education providers, polytechnics, universities, local authorities, research institutes, and student organisations, and NGO's. Key players have been presented here in detail in chapters 1-4.

## **6. LIST OF NATIONAL LITERATURE & REPORTS ON RESILIENCE**

### **6.1. Relevant Reports**

- **The Quality Management Recommendation for Vocational Education and Training** published by the Finnish National Board of Education (2008) is adopted by the Ministry of Education to support and encourage VET providers to pursue excellence when improving the quality of their operations. The recommendation is based on the Common Quality Assurance Framework (CQAF) in vocational education and training and it forms an important part of Finland's implementation of the Copenhagen process measures and has been prepared by the Finnish National Board of Education. *The purpose of the Quality Management Recommendation is to provide a framework for long-term development of quality management in all types of vocational education and training.* The recommendations can be applied to vocational education and training implemented in different ways: initial VET and further and continuing training, competence tests and training preparing for competence-based qualifications, as well as curricular or school-based VET, special needs VET and apprenticeship training. In addition, the recommendations have been prepared such that they can be applied at both VET provider and individual unit levels and that they are relevant to users at different stages of quality improvement.

In addition to meeting the skills needs of individuals and the world of work, taking individual education and training needs into account and developing the world of work, the basic mission of vocational education and training also *includes attending to equal opportunities for education and training, preventing social exclusion, supporting active citizenship and providing education and training for special needs students.* It is typical of vocational education and training to *bear social responsibility beyond its basic mission*, which is broadly visible throughout all the operations of VET providers. *Building a future on solutions that are simultaneously sustainable in economic, ecological, social and cultural terms calls for perception and understanding of integrated wholes. Creating an atmosphere that supports participation, sense of community and influence within a VET provider's organisation and its individual units strengthen its capacity to bear social responsibility and promote sustainable development:*

[http://www.oph.fi/download/47655\\_quality\\_management\\_recommendation\\_for\\_vocational\\_education\\_and\\_training.pdf](http://www.oph.fi/download/47655_quality_management_recommendation_for_vocational_education_and_training.pdf)

- **Changing School Management** (Eds.) Jukka Alava, Leena Halttunen & Mika Risku (2012). The report focuses on changes in school management within the general education sector in Finland. At an educational institution, it is possible to distinguish four key development processes (p. 38): 1. Curriculum development; 2. Development of the organisational culture; 3. Creation of vision objectives and agreeing on strategies; and 4. Specification of the basic mission. According to the experts, it is essential to carry out the four above-mentioned functions as development processes rather than individual events and measures. It is also key to ensure that the development processes form an integrated whole. Furthermore, it is important to understand that development processes need to be led. It is precisely the leadership required by development processes that makes them key practical pedagogical leadership tools and channels of influence for a principal. Several international studies (e.g. Barth 2007; Sergiovanni 2006) have indicated that a school's organisational culture has an essential bearing on the school's performance and learning outcomes.

Similar results have also been obtained from other organisations (e.g. Harris & Obgonna 2000; Van Houtte 2004). The Finnish doctoral researchers dealing with school cultures include Kunnari (2008), Lahtero (2011) and Vulkko (2001), offering similar views: [http://www.oph.fi/download/146781\\_Changing\\_school\\_management.pdf](http://www.oph.fi/download/146781_Changing_school_management.pdf)

- **The National Core Curriculum for Upper Secondary Schools 2003.** Regulation 33/11/2003. Finnish National Board of Education. The National Core Curriculum for General Upper Secondary Education Intended for Young People specifies the objectives and core contents of cross-curricular themes, subjects, and subject groups in General Upper Secondary Education as referred to in the General Upper Secondary Schools Act. The National Core Curriculum specifies the central principles of student welfare services and school-home cooperation, and the objectives of student welfare services as part of the educational system. The National Core Curriculum for General Upper Secondary Education constitutes a regulation, on the basis of which the provider of General Upper Secondary Education will take decisions respecting curriculum: [http://www.oph.fi/download/47678\\_core\\_curricula\\_upper\\_secondary\\_education.pdf](http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf)
- **Resilient People, Resilient Planet: A future worth choosing** project report was delivered in January 2012. United Nations Secretary-General's High-level Panel on Global Sustainability (2012). *Resilient People, Resilient Planet: A future worth choosing* (New York: United Nations) States that in addition to ecological sustainability we also have to acknowledge social and economic sustainability as well as social justice. According to the report, these reforms are essential. Report places impact on that sustainable development, the state, businesses and civic organizations all have a significant role. The report's vision includes removing poverty, reducing inequality, to develop economic growth and to make production and consumption more sustainable. Targets are achievable with the help of regulations, which are enabled by legal process. Social justice and the significance of the individual's part were also highlighted especially when taken into consideration in policy making and consumer consumption. The national presentation was part of Matkalla kestävään kehitykseen ("on the road to sustainable development") seminar held on 20th September 2012 organized by the University of Turku's Faculty of Law, Sustainable development and responsible business in the University of Turku project. [http://www.un.org/gsp/sites/default/files/attachments/GSP\\_Report\\_web\\_final.pdf](http://www.un.org/gsp/sites/default/files/attachments/GSP_Report_web_final.pdf)
- **The First Steps** (*Interaction and Learning within Children-Parent-Teacher Triangle*) study is one of the subprojects belonging to the Center of Excellence (CoE) in Learning and Motivation Research The CoE was started at the University of Jyväskylä in the beginning of 2006. Lead by professor Jari-Erik Nurmi and professor Heikki Lyytinen from the Department of Psychology. Its research projects share interest in learning and motivational factors and their simultaneous consideration in the contexts of families, day-care and school and especially during developmental transitions. In the *First Steps* studied over 2000 children are followed up from their kindergarten year to the 4<sup>th</sup> grade **age 6 to 10 years**. The aims of the follow-up was to study the links between children's academic skills development and motivation during the transition from kindergarten to primary school, to analyse the children's developmental paths especially in case of reading problems, and the contribution of parental and teacher practices and beliefs, teacher-student interactional quality in the classrooms, and parent-teacher partnership to child's learning and motivational outcomes: <https://www.jyu.fi/ytk/laitokset/psykologia/huippututkimus/alkuportaati/en/firststeps>

## 6.2 Literature on resilience

Kimmo Aaltonen et al (toim.) (2011). *Nuorten hyvinvointi ja monialainen yhteistyö*.

[https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Kimmo\\_Aaltonen/Nuorten\\_hyvinvointi\\_monialainen\\_yhteisty%F6/100034950.html](https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Kimmo_Aaltonen/Nuorten_hyvinvointi_monialainen_yhteisty%F6/100034950.html)

Ulla Forinder & Elisabeth Hagborg (Eds.) (2008). *Stödgrupper för barn och ungdomar*. Lund: Studentlitteratur (Sweden).

Juha Kotilainen ja Ilkka Eisto (Eds.) (2010). *Luonnonvarayhdyskunnat ja muuttuva ympäristö: resilienssitutkimuksen näkökulmia Itä-Suomeen*, no. 2.

Anu Haapala (toim.) (2002). *Tulevaisuuskasvatus*.

[https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Anu\\_Haapala/Tulevaisuuskasvatus/100014802.html](https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Anu_Haapala/Tulevaisuuskasvatus/100014802.html)

Jaakko Kaartinen-Koutaniemi (toim.) (2012). *Etsivässä työssä*. Lastenkeskus.

[https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Jaakko\\_Kaartinen\\_Koutaniemi/Etsiv%E4ss%E4\\_ty%F6ss%E4/100036851.html](https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Jaakko_Kaartinen_Koutaniemi/Etsiv%E4ss%E4_ty%F6ss%E4/100036851.html)

Katja Komonen, Leena Suurpää, Markus Söderlund (toim.) (2012). *Kehittyvä nuorisotyö*.

Nuoristotutkimusseura.

Juha Mikkonen (2011). *Social and material deprivation among youth in Finland: causes consequences, and coping*. Helsinki: Helsingin Yliopisto.

[https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Katja\\_Komonen\\_Leena\\_Suurp%E4%E4\\_Markus\\_S%F6derlund/Kehittyv%E4\\_nuorisoty%F6/100038985.html](https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Katja_Komonen_Leena_Suurp%E4%E4_Markus_S%F6derlund/Kehittyv%E4_nuorisoty%F6/100038985.html)

Veera Norros (2006). *The influence of taxonomic diversity on the resistance to and recovery from hypoxia in a hard-bottom community*. Helsinki: Helsingin Yliopisto.

Vesa Puuronen (2006). *Nuorisotutkimus*.

[https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Vesa\\_Puuronen/Nuorisotutkimus/100026395.html](https://www.opettajantietopalvelu.fi/tuoteryhmat/tuote/Vesa_Puuronen/Nuorisotutkimus/100026395.html)

Timo Saloviita (2006). Yhteistoiminnallinen oppiminen ja osallistava kasvatus. *Opetus 2000*.

[https://www.opettajantietopalvelu.fi/tuote/Timo\\_Saloviita/Yhteistoiminnallinen\\_oppiminen\\_osallistava\\_kasvatus/100024698.html](https://www.opettajantietopalvelu.fi/tuote/Timo_Saloviita/Yhteistoiminnallinen_oppiminen_osallistava_kasvatus/100024698.html)

Sofia Wiik (2012). *Orka idag, leva imorgon: berättelser om hur det är att växa upp med en psykiskt sjuk förälder*. Helsinki: Helsingin Yliopisto .

\*There is a growing number of Bachelor and Master Thesies on resilience, here one example Minna Näyhö (2010) "Ihan niinku se nyt paranis että istutaan alas ja mietitään": eksistentiaalis-fenomenologinen tutkielma venäläistaustaisten nuorten kokemuksista lastensuojeluasiakkuudestaan

University of Helsinki, Department of Social Studies. <http://hdl.handle.net/10138/16084>.