

# Development plan for immigrants' education – the Make programme

Helsinki

Final report

Education Division  
City of Helsinki





Education Division  
Project Manager Matleena Sierla and Project Team

**Picture**  
Maija Astikainen

**Layout**  
Pii & Waak

# Contents

<b>Language-aware operating culture requires action.....</b>	<b>4</b>
Objectives and results.....	4
Permanent structures for implementing language awareness.....	6
Language-aware team teaching in comprehensive school .....	8
Partner work between a vocational teacher and an S2 teacher .....	9
Language education and peer group guidance of stay-at-home parents.....	9
Personnel’s competence in language awareness and recognition of racism improved.....	10
Language awareness concerns the whole work community.....	11
First steps in implementing the anti-racist approach .....	13
<b>Multilingual guidance improves learners’ togetherness .....</b>	<b>15</b>
Integration handbook – a smooth start for families and personnel.....	15
A Swedish-language integration path .....	16
Guidance pilots facilitate access to services.....	17
Multi-channel counselling pilots.....	17
Guidance tool for the guiding bodies in upper secondary education .....	19
Multilingual instructor model .....	20
Event about the multilingual communications and learning paths in Helsinki.....	22
Guidance counsellors as ensuring factors of educational transition .....	23
Organisation partners’ support for education .....	23
<b>A safe learning environment for all .....</b>	<b>24</b>
Exchange of information on factors hindering learning .....	24
Addressing racism creates a safe learning environment for all .....	25
<b>Accessing work and education .....</b>	<b>27</b>
Recognition of competence provides degree requirements with clarity.....	27
The Helsinki Skills Centre as an accelerating factor for employment .....	28
<b>Support for starting a degree.....</b>	<b>29</b>
Enhancing the apprenticeship operations.....	29
Qualification of early childhood education teachers with foreign backgrounds ..	29
Work language teaching provides support for language use.....	31
A smoother recruitment process .....	31
<b>Monitoring and impact of the programme .....</b>	<b>32</b>
<b>Recommendations for the future and the lessons learnt .....</b>	<b>35</b>
Materials .....	36
Additional information .....	36
Compilation of the phenomena’s situation in the light of the indicators .....	37

# Language-aware operating culture requires action

The Education Division implemented the development plan for immigrants' education (the Make programme) from 2018 to 2021. The work was part of the City of Helsinki's city strategy and integration plan.

The Make programme was created due to the need to respond to future changes, create new good practices supporting integration and establish well-functioning measures. The program covered education from early childhood education to the upper secondary education. The content of the measures was invented in cooperation between the learners, teachers, management, experts, organisations and cooperation partners. Over 400 persons participated in the planning and implementation of the work.

## Future changes

- the amount of foreign-language children and families will grow from one in four to one in three
- education services will have a significant role in the successfulness of integration
- the second generation will grow up to be of working and education age
- well-being will become polarised and will be connected to poorer learning results.

## Development needs

- the division required objectives, measures, indicators and structures for work supporting integration
- the increase of foreign-language children required targeted actions throughout the learning path
- the integration operations would not be the responsibility of individual employees
- work communities' competence in language awareness and recognition of racism would improve.

## Objectives and results

The programme's themes were the prerequisites and support for learning, guidance and counselling and the development and recruitment of personnel. The main objective was to provide all Helsinki residents with equal opportunities in education, working life and society.

At first, the programme had 28 measures which were then combined into 18 projects. The implementation was the responsibility of the project manager in cooperation with the permanent personnel and project worker teams, supervisors, and employees. The cooperation also included organisations and foreign-language families and learners. The programme was funded by the City of Helsinki, the Ministry of Education and Culture and the Finnish National Agency for Education, as part of the projects Kotona Helsingissä 1 and 2.

## Objectives

- S2 education and preparatory education will be of high quality and the learning environments will be language aware
- the cooperation implemented with the parents will support learning and integration
- guidance, counselling and communications will be clear and multilingual
- discrimination and racism will be addressed and the learners' experiences of them will decrease
- half of the division personnel will have the readiness for applying language awareness, recognising competence obtained abroad and addressing racism
- the career advancement of those with foreign backgrounds will be supported and their share of the personnel will be close to their share of the population
- the learning paths will lead to degrees and the working life.

## Main results

We created the structures and operations models supporting integration

- the integration support model for day-care centres and comprehensive schools and the overall Swedish-language service solution
- permanent teacher networks for S2 education, preparatory education and education of native language
- language training and peer group activities for stay-at-home parents, as part of the permanent funding and operations.

**We enhanced the practices of language-aware education and made them more uniform**

- Systematisation of selecting the S2 syllabus for teachers and guardians
- surveying and monitoring the language skills and learning readiness in a uniform way
- language-aware team teaching increased language-aware shared learning and improved the prerequisites of learning.

**We improved the personnel's competence and lowered the recruiting threshold**

- 15,530 training sessions on language awareness, recognition of competence obtained abroad and addressing racism with workshops, method training courses, teacher networks and virtual guidance
- a third of the anonymous recruitment trials were titles of the Education Division
- the quantitative annual objective of apprenticeships was achieved
- education in the working language needed in the person's profession improved the confidence of using the language needed on the job, created peer relationships and diversified the Finnish-language skills needed on the job.

**We expanded the multilingual guidance and achieved impressive results in the work of the learners, guardians and personnel**

- the multilingual guidance improved the guardians' awareness of the education system and their chances of supporting their children's education
- the learners engaged better with the operations of the early childhood education, school and education institutions
- conflict situations decreased
- personnel gained new methods for their work

- the pilots of the multi-channel service counselling reached customers on a wide range, despite the pandemic, and proved that there is the need to reform the division's counselling operations.

## Permanent structures for implementing language awareness

### Starting point

It was necessary to create networks for subject teachers so that they could better share their competences, obtain methods for language-aware teaching practices and more uniform tools for surveying language skills and competence. The process for the S2 syllabus selection was not completely clear for the teachers and guardians. The methods for surveying language skills and competence varied.

### Objectives

- Finnish or Swedish as a second language (S2) and preparatory education will be of high quality
- learning environments and learning materials will be language aware

### Actions

- a centralised assessment model will be created for the targeting of the S2 education
- the pedagogy and tools of the S2, preparatory and native language education will be developed to support language teaching
- the S2 teachers of all service entities will meet regularly to discuss the subject of cocreation which will enable the sharing of good practices and peer learning
- development days for language-aware teaching will be held annually
- pedagogical and language-aware competence will be shared digitally via material databases
- new methods for learning Finnish will be developed to support the learning taking place in workplaces.

### Results

- the results of the language-aware practice have become an established part of basic operations, they are more customer-oriented than before and cooperation is implemented throughout the learning path
- permanent teacher networks have been created for the S2, preparatory and native language teachers in basic education and general upper secondary schools have a permanent S2 network
- in the networks, the practices for language-aware teaching have been developed, the assessment competence has been improved and support materials have been produced.
- the S2 development days have become an established, annual part of basic education
- the instructions for the preparatory education and native language teaching have been updated
- basic education now has standardised models for the S2 education and language-aware education and surveying and assessing language skills, and the models have been implemented

- in basic education, a multilingual brochure of the S2 selection has been created for the parents and a handbook on the same subject has been created for the teachers
- early childhood education and preschool education have implemented the Kielipeda tool for the purpose of developing the language-aware operations and monitoring the development of children's Finnish-language skills
- the ota koppi site and handbook have been updated
- a model for surveying competences and learning and language difficulties in preschool- and basic-education-aged learners in preparatory education was completed
- language-aware vocational teaching has been developed at the Helsinki Vocational College and Adult Institute.
- a 'language- and culture-aware teaching' section was added to the opehuone.fi website.



**Further information about the division's news published online (in Finnish):**

[Opettajille konkreettisia välineitä kielitietoisuuden soveltamiseen](#)

## How the selection of the S2 syllabus will be determined in basic education

*'Parents and guardians do not yet have enough information about what studying Finnish as a second language actually means. Sometimes, the S2 teaching causes questions and even worry. The themes brought up in discussions include the criteria of a syllabus suitable for the student, the principles of providing the S2 education and the development of language skills,' says pedagogical expert **Leeni Siikaniemi**.*

### The S2 brochure provides parents with information

- what the 'Finnish as a second language' education means
- how the S2 education is organised
- how parents and guardians can support the development of their children's language skills.

The brochure has been translated into 16 different languages and it is recommended to take it with you to meetings between parents and teachers, assessment discussions or transfer meetings, and always when there are questions related to the theme.



**Further information about the news published on the intranet:**

[Esite S2-opetuksesta tilattavissa 16 kielellä huoltajille \(in Finnish\)](#)

[Guide för vårdnadshavare om S2-undervisning kan beställas till skolorna \(in Swedish\)](#)

# Language-aware team teaching in comprehensive school

## Starting point

The idea is that many languages are seen as a factor that supports learning and using all languages in the learning will be allowed. According to research, if a person uses their native language while learning, it enhances their skills in their second language and the feeling that they are capable. The use of languages in a teaching setting supports the entire class's positive attitude towards multilingualism.

In 2019, a pilot of language-aware team teaching was started in basic education. In the pilot, the S2 teachers, native language teachers, and classroom/subject teachers taught together and developed the practices for language-aware and multilingual teaching. In addition to Finnish, the teaching was performed in Somali, Arabic and Russian and the use of other languages was also activated. In 2019–2020, the pilot comprised 9 comprehensive schools and 15 teachers. From 2021 onwards, the activity will concern 26 schools in which at least 30% of the students are studying the S2 syllabus.

## Objective

- To try out the team teaching and create a foundation for the language-aware team teaching model

## Results

### Teachers

- were more able to share the practices of language-aware team teaching and perform the joint teaching
- developed and implemented together language-aware methods that utilise multilingualism, and recognised the benefits they create for their students.

### Learners

- the multilingual self-confidence of the learners improved
- the learners were more encouraged to use their native language
- the entire class had a more positive attitude towards language-awareness and the natural use of different languages
- the flexible use of different languages as a support for the learning was activated
- at home, parents reviewed the terms with the students in their own language.



**Further information about the news published on the intranet (in Finnish):** "Oppilas pääsee loistamaan, itsetunto vahvistuu" – tällaista on kielitietoinen samanaikaisopetus.



# Partner work between a vocational teacher and an S2 teacher

## Starting point

The objective was to develop the partner work of vocational teachers and S2 teachers so that the S2 education could be targeted more efficiently to support the learning taking place in the workplace and the diverse situations of language use. Learning Finnish at the workplace was tried out at the Helsinki Vocational College and Adult Institute, in the car, cleaning and property sectors, in 2019. In each sector, the development work was performed by a teacher of the Finnish language and a vocational teacher, in cooperation and as partners. There was the need to expand the model to other divisions.

## Objectives

- To develop, in cooperation with the clients, new ways of learning Finnish to support the learning taking place in workplaces

## Results

- In the cleaning services division, an S2 teacher has visited the workplace and observed the vocational field and workplace language
- simplified degree requirements for students, vocational teachers and onboarding workplace instructors have been created
- a simplified vocational vocabulary for orderlies has been created
- the cooperation between workplace instructors, teachers of the Finnish language and vocational teachers increased thanks to the pilot
- the pilot can in the future be expanded to other divisions, if necessary

# Language education and peer group guidance of stay-at-home parents

## Starting point

The Finnish Adult Education Centre and Arbis provide the KOTIVA course for parents caring for their children at home. The language training combines the teaching of Finnish or Swedish with content supporting integration and career and society counselling. Childcare is available during the course. The operations take place in 12 playgrounds and locations around Helsinki. The language training of stay-at-home parents and the Somali- and Arabic-language peer group counselling have been provided in Helsinki for several years. As the operations have been funded with separate instalments of funding, permanent operations and designated funding were seen as necessary for sustaining the operations.

## Objective

- to establish the stay-at-home parents' courses in Finnish and Swedish, counselling, and peer group as part of the basic operations

## Results

- permanent funding for the KOTIVA operations was negotiated, it will be part of the division's budget
- the training and peer group counselling became established methods
- the Ministry of Education and Culture granted additional funding for developing the operations and establishing two additional groups
- The KOTIVA operations are part of developing the Vanhemmat mukaan operations.



### **More information from the news published in internet:**

[Kotiva-kurssit auttavat vieraskielisiä kotivanhempia kotoutumisprosessin alkuun](#)

## Personnel's competence in language awareness and recognition of racism improved

### Starting point

Language awareness and addressing of racism are important principles that guide the operations in the teaching plans. Racism is a real thing people experience and it is present throughout the learning path, starting from early childhood education. The experiences impact children's and young people's prerequisites for learning, well-being and engagement with day-care centres and schools. The learners' experiences with racism remain often hidden and they are not always recognised.

In order to develop language awareness widely in the work community and to address racism, a large enough portion of the personnel must understand the basic facts about the phenomenon. This is why a binding training programme for the entire personnel was started.

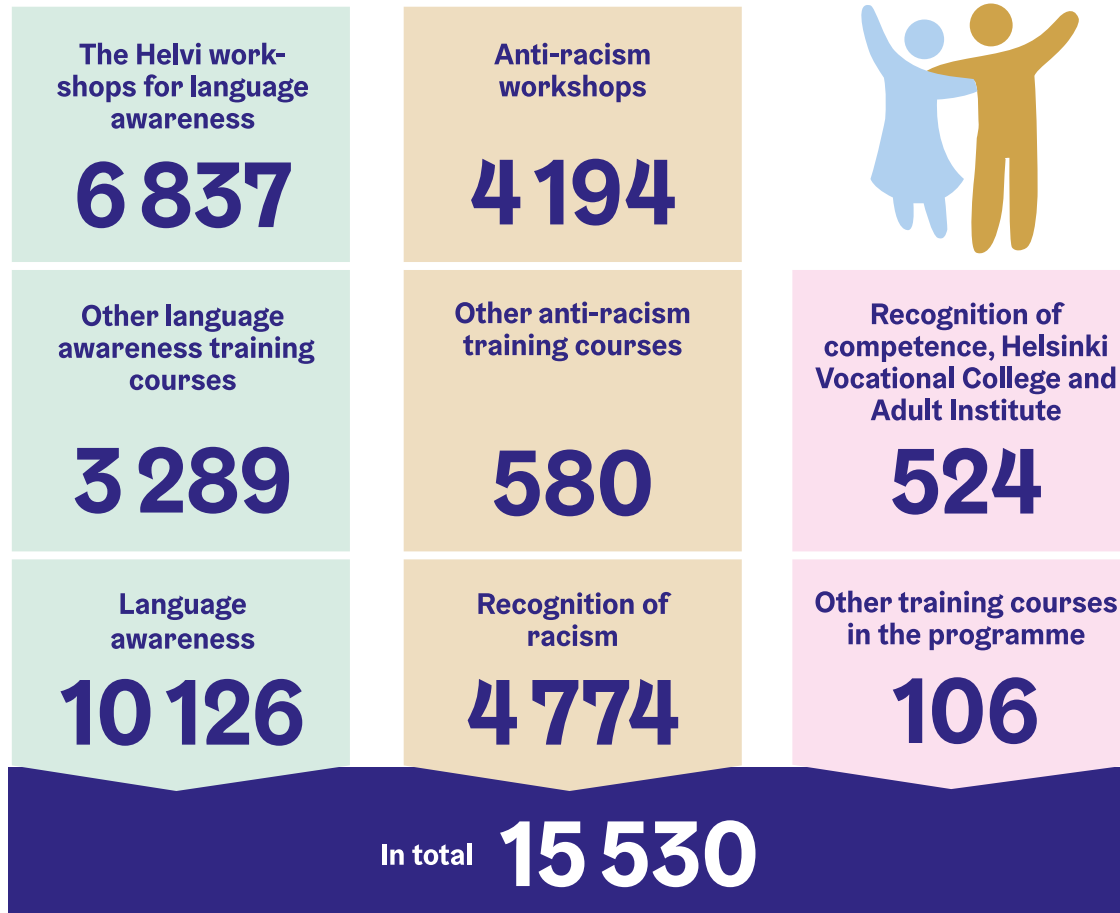
### Objectives

- to train half of the division personnel by the end of 2021
- to improve the personnel's skills in applying their pedagogical language awareness, to recognise and encourage competence obtained abroad, and to recognise racism and address it

## Results

- the language-awareness and anti-racism training programmes were attended a total of 15,006 times in 2018–2021
- on the basis of the number of attendees and the qualitative feedback, the personnel's competence has improved
- the application of language-aware pedagogy and anti-racist approach has created a good foundation for the change in the operating culture.

## The total number of people attending the training courses in 2018–2021



Source: The Helvi user data and the Onni training calendar

## Language awareness concerns the whole work community

In order to achieve the quantitative objective, a virtual workshop Helvi on the subject on language awareness was created. The workshop was tailored to suit the needs of different levels of education. A separate workshop was created for the Swedish-language service entity.

### Objective

- to improve the personnel's understanding of what language awareness means and what kind of impact language-aware operating culture has within a work community.

### Results

- the language awareness training courses have been organised diversely as part of the teacher networks, development days, development days for language-aware teaching, and management forums
- the theme has become a permanent part of the further education selection available in the division

- the was a total of 10,126 of training courses in language awareness in 2018–2021
- a total of 6,837 persons attended the language awareness Helvi
- based on the feedback on the Helvi, this was the first time the subject was discussed on a work-community level and the training provided the attendees with the opportunity to go over the things they had already learned
- after the training, it is much easier in everyday life to pay attention to language-aware actions, the students' language background, clear communications, clarifying terms and grammar, and taking the children's language resources into account
- the overall grade was 3.5 (scale 1–5).
- At the Helsinki Vocational College and Adult Institute, peer learning and exchanging of experiences about language awareness increased for the entire personnel due to campus-specific training sessions and the Pedabooster training.

### Attendees in the language awareness Helvi in 2020–2021

Service	2020	2021	In total
Early childhood education	1315	737	2052
Basic education	1725	2005	3730
General upper secondary schools and Adult Education Centre	551	103	654
Swedish-language services	17	335	352
The Helsinki Vocational College and Adult Institute	29	20	
<b>All in total</b>	<b>3637</b>	<b>3200</b>	<b>6837</b>

Source: The Helvi user data in the period from 1 January 2020 to 31 December 2021, City Executive Office

### Personnel's qualitative feedback on the language awareness Helvi

	What I learned	I would have learned better if
Early childhood education (n=254)	<ul style="list-style-type: none"> <li>• No one is illiterate</li> <li>• The meaning of language awareness</li> <li>• Taking different languages in to account</li> </ul>	<ul style="list-style-type: none"> <li>• The content would have been wider</li> <li>• There would have been more concrete examples</li> </ul>
Basic education (n=270)	<ul style="list-style-type: none"> <li>• The meaning of language awareness and the increase of it</li> <li>• Repetition of the theme</li> </ul>	<ul style="list-style-type: none"> <li>• There would have been more time</li> <li>• The theme would have been new</li> </ul>
General upper education (n=89)	<ul style="list-style-type: none"> <li>• Taking the language awareness approach in to account in the lessons</li> <li>• The importance of emphasizing the concepts</li> </ul>	<ul style="list-style-type: none"> <li>• There would have been more tools to improve the teaching with regard to language.</li> </ul>

Source: The Helvi user data in the period from 1 January 2020 to 31 December 2021, City Executive Office

## First steps in implementing the anti-racist approach

The anti-racism workshops were implemented in all service entities and they were included as part of the work community's development work. Workbooks were created for all levels for examining the topic further. Rauhankasvatusinstituutti ry was in charge of the implementation.

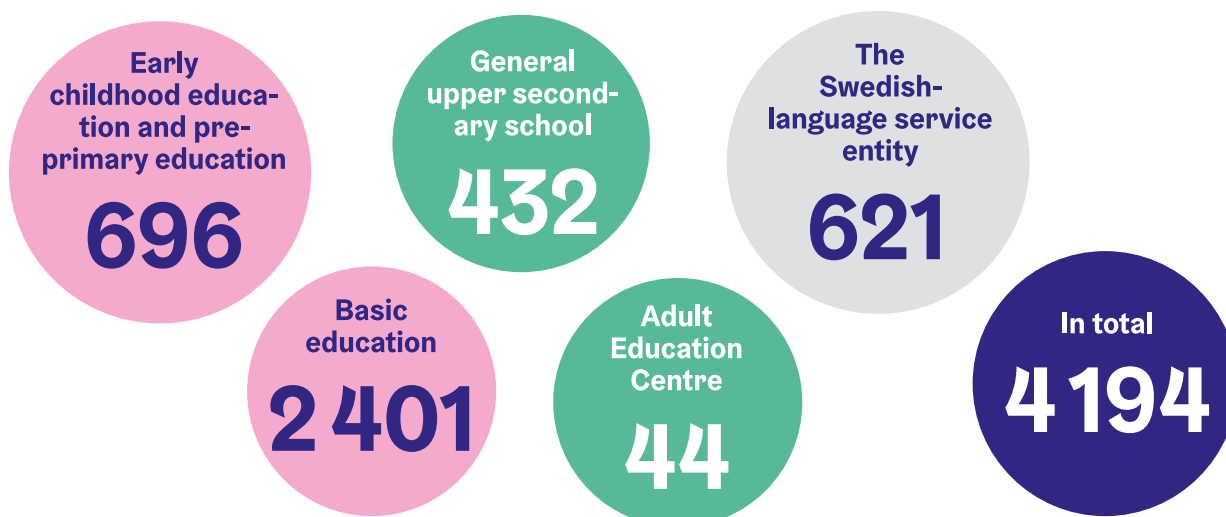
### Objectives

- to increase the personnel's readiness to recognise racism and address it
- to decrease learners' experiences of racism.

### Results

- the anti-racism workshops were attended by 4,194 persons, from early childhood education to upper secondary education
- the overall grade was 3.7 (4 = very good).
- based on the personnel's feedback, after the anti-racism workshop it was easier to understand the difference between a multicultural and an anti-racist approach
- to see anti-racism as active action to eliminate racism
- to work on personal thoughts and feelings and to recognise attitudes
- to apply the tools to bring up issues in the work community
- to create uniform operations models to address racism in the work community
- the Luulot Pois programme of the Helsinki Vocational College and Adult Institute trained managers and contact persons

### Attendees in anti-racism workshops in 2020–2021



Source: The Onni training calendar

## Qualitative feedback on the anti-racism workshops

	What I learned	I would have learned better if
Early childhood education (n=127)	<ul style="list-style-type: none"> <li>The difference between multicultural and anti-racist approaches</li> <li>The importance of self-reflection</li> <li>New concepts</li> </ul>	<ul style="list-style-type: none"> <li>There would have been more time to discuss</li> <li>The whole team would have been able to attend to the training</li> </ul>
Basic education (n=578)	<ul style="list-style-type: none"> <li>How to bring up racism into discussion in the workplace</li> <li>The difference between multicultural and anti-racist approaches</li> <li>I gained more insights on my own ways of dealing with issues</li> </ul>	<ul style="list-style-type: none"> <li>The cases and examples should have been more from the school</li> <li>The training would have not been online</li> <li>There would have been more time to go through the guidebooks</li> </ul>
General upper secondary education (n=252)	<ul style="list-style-type: none"> <li>The multiple ways racism can manifest itself</li> <li>The concept of structural racism</li> </ul>	<ul style="list-style-type: none"> <li>There would have been a orientation task before the training</li> <li>There would have been possibility to discuss in smaller groups</li> </ul>

Source: The Onni training calendar

*“A central realisation was, for example, that despite my good intentions my actions are not always consistent and free of biases. Similarly, it was a relief to notice that feeling discomfort when considering the issue and being afraid to bring up the issue for discussion is a common and even good thing.”*



**Read more about the news article published on the YLE website (in Finnish):**  
[Ensimmäisenä Suomessa: koulujen ja päiväkotien työntekijöille rasisminvastaista koulutusta Helsingissä](#)

# Multilingual guidance improves learners' togetherness

## Integration handbook – a smooth start for families and personnel

### Starting point

The personnel in early childhood education and basic education had identified a need for a model that would provide families who have recently arrived in the country a smooth start. Staff also needed a selection of tools employees could utilise when welcoming the families. There was the need to create for the Swedish-language service entity a clear description of the education path opportunities and integration.

In autumn 2019, about 40 people from different units participated in the development of the model and the concretisation took place in 2020 over five workshops. A total number of 43 immigrants tested the materials and the materials were adjusted in accordance with the results of the user testing.

### Objective

- Cooperation with parents and guardians will support integration

### Actions

- a support model for integration will be created for the units and the instructions concerning the model will be added to the beginning of the learning path
- the support model will be produced in cooperation with the learners and parents and guardians
- a model of the Swedish-language education possibilities and integration will be drafted for the units, the same applies to the relevant instructions

### Results

- the support model for integration has been completed as a handbook and it provides tools for a smooth start and standardises practices for receiving immigrant families
- the handbook has been introduced in all early childhood education and basic education units in 2021
- the personal introduction reached 600 day-care centre and school employees and the 700 copies of the model were distributed in the units
- the orientation now has a permanent virtual webinar series that new employees can use to process the topic
- a multilingual material entity has been created for parents and guardians; it includes support materials translated into several different languages

The parents' support material includes the following sections:

- A guide book on early childhood education (Varhaiskasvatus tutuksi)
- A bulletin on the start of early childhood education (Varhaiskasvatuksessa aloittaminen)
- A guide book on school (Koulu tutuksi)
- An education glossary
- Brochures on the different ways preparatory education is organised
- A short introduction to the basic education curriculum
- A bulletin on everyday school life (Koulun arjen opas)
- A bulletin on school photography
- A video tutorial on how to use Wilma



**More information available in the YouTube video (in Finnish)**

[miten toteuttaa maahan muuttaneen perheen kohtaaminen ja tuki](#)

## A Swedish-language integration path

### Starting point

The Swedish-language service entity lacked a description of the integration possibilities, materials for facilitating families' smooth start and the personnel's reception of the families. Furthermore, the aim was to improve the personnel's language awareness competence and ability to address racism, in cooperation with the Finnish-language service entity.

### Objectives

- to draw the personnel an integration path for the Swedish-language service entity
- to increase the personnel's competence in language awareness and anti-racism.

### Results

- the integration path for the Swedish-language service entity is now complete and a foundation for the version to be published has been created
- the integration path has been presented to the units by informing the supervisors of all education levels about it
- the integration path has been communicated about in the elected bodies, in the committee's Swedish-language department and the city's bilingualism committee
- awareness about Swedish-language integration as a phenomenon has been improved within the city and elsewhere
- the development of the support model for integration has been actively participated in, the same applies to its Swedish-language version
- guidebooks for multilingual families have been produced, and the Swedish-language services have been taken into account in each of the guidebooks
- anti-racism workshops and language awareness training courses have been implemented in all services
- the pilot for multilingual guidance has been started in the Swedish-language service entity.



# Guidance pilots facilitate access to services

## Starting point

It was necessary to build pilots and trials that would yield information about foreign-language families' need for services and how to implement the guidance. The aim was to create a foundation for the future one-window guidance and interaction. The pilot was implemented from spring 2020 to autumn 2021.

## Objectives

- to make accessing the services easier from the viewpoint of families and personnel
- to create guidance and interaction concepts of the division's services for families who have recently arrived in the country
- to try out methods immigrant families can use to get information and guidance concerning education services in different languages
- to clarify the role the early-phase counselling bodies have in the provision of education counselling and to improve the city's and cooperation partners' counselling personnel's competence in education services
- to make the referrals to preparatory education easier from the viewpoint of the personnel and the applicant families.

# Multi-channel counselling pilots

## Objective

To try out methods immigrant families can use to get information and guidance concerning education services in different languages.

First, the customer needs were surveyed by interviewing families, experts and counsellors, and a comparative study against the counselling operations of big cities was also carried out. These created the foundation for the content of the counselling work.

### Needs of foreign-language families:

- a more accessible service point
- counselling has many channels
- several matters can be processed simultaneously and during one visit
- a sufficient language selection, at least English



### Challenges identified on the basis of the expert interviews and counsellors' observations:

- the accessibility of counselling and the reaching of foreign-language customers are, in some parts of the division, on an insufficient level
- the counselling has minimal exposure, the services are scattered and the counselling is single-channel, there is no known physical service point
- the synergy benefits counselling operators are not utilised enough
- language competence and multisectorality should be enhanced
- the duties are partly overlapping and the allocation of resources is not completely optimal.

## Results of multi-channel counselling

- through outreach counselling, pop up counselling, information events and remote counselling, about one thousand customers were reached in 2020–2021 despite the pandemic
- day-care centre and school guidance (Eduguidance) was made part of the service selection of International House Helsinki
- counselling operators' competence in education services was improved through training, consultation and support materials
- support materials and consultation about the everyday life at day-care centres and schools, applying to early childhood education and basic education, playground operations, basic education, and the Finnish education system were produced
- based on the customer need, simple and multilingual materials (e.g. multilingual tutorial videos about Wilma) about the everyday life at daycare centres and schools were created for international families
- the division's counselling service channels and monitoring were improved
- an annual clock, a form for the compilation of statistics and a feedback form were created for the division's service counselling
- the amounts of service counselling and preparatory and multi-channel counselling were compiled.

## Seeking of preparatory education, results

- the current situation and the needs for development were described, the models of big municipalities were surveyed
- the processes of seeking preparatory education were reviewed in accordance with the LEAN method
- the hel.fi website and application forms were reformed
- orientation materials for service counsellors and the personnel of schools and day-care centres were created

- new methods for collecting information and compiling statistics were developed
- preparations for shifting to the electronic customer information system were made
- multilingual video material that presents the preparatory education to parents was produced
- a uniform model for assessing the competence of students seeking preparatory education was created.



**Further information about the news published online:**

[Daycare and school guidance for international families available also during coronavirus restrictions](#)

## Guidance tool for the guiding bodies in upper secondary education

### Starting point

The guiding bodies in upper secondary education lacked the tool and vision for guiding the customers to the possibilities in upper secondary education. The services were scattered and the guiding bodies were not aware of all the education possibilities from the viewpoint of foreign-language learners.

### Objectives

- to establish centralised guidance and service counselling for the guiding bodies in upper secondary education
- to facilitate adult immigrants' access to different education possibilities and, through them, to the working life.

### Results

In order to support the centralised counselling and service guidance, two parts were produced

- an education palette, a surveying tool filtering the education options in upper secondary education, upper secondary vocational education and liberal adult education, was produced
- The Genesys phone service that connects the customer applying for education with the correct body in upper secondary education.
- the municipal pilot of employment is working on a joint electronic service for the Metropolitan Area to support guidance and customers. The education palette produced will create a good foundation and vision for the education possibilities of foreign-language learners in upper secondary education services, and the palette should be made part of this service in the future.

# Multilingual instructor model

## Starting point

There are 45 multilingual instructors working in Helsinki day-care centres, comprehensive schools, general upper secondary schools, the Helsinki Vocational College and Adult Institute, and the Swedish-language service entity. Guidance is available in Somali, Russian, Bulgarian, Turkish, Sorani, Farsi, English and Finnish.

**In the education system, the multilingual instructors support integration in the following ways:**

- they support the participation and well-being of the learners and their families
- they provide learners with low-threshold support
- they support children's developing skills in Finnish and their native language and help them access instructed activities
- they help students plan their studies and access services
- they guide the cooperation between homes and day-care centres or schools
- they provide the parents with information about the Finnish education system, how the day-care centres and schools operate, and how parents can support the learner's studies
- they explain to the personnel the immigrant families' situations and challenges.

The pandemic increased the need for multilingual guidance and caused a loss of learning for learners with foreign backgrounds. In autumn 2021, the number of instructors was quadrupled with tolerance-bearing funding from the Helsinki City Council and the pilot expanded to cover the Swedish-language service entity and vocational education.

## Objective

- To develop the 'multilingual instructor' model to support students with foreign backgrounds in basic education and to expand the model to early childhood education and general upper secondary education.

## Results, based on the assessment of impact

The model's impact was assessed before the possible expanding and establishing. The assessment of the model was completed in late 2020.

The assessment examined the realisation of the objectives from the perspective of the personnel, parents, guardians, learners and instructors. In the assessment, a total of 30 parents/guardians, 54 learners and 14 multilingual instructors were interviewed. In addition, 150 personnel representatives answered the electronic survey for personnel.

**Based on the assessment, the work of the multilingual instructors:**

- has achieved the objectives of the model and has created positive changes in the operations of the learners, parents/guardians and personnel
- has most significantly impacted the cooperation between homes and daycare centres/schools by making it clearly stronger.

**Parents/guardians and personnel have received from the multilingual instructors support for building well-functioning cooperation in the following ways:**

- parents/guardians' awareness of the education system has improved and the personnel's cultural competence and skill in encountering the families have improved
- as a result of the improved cooperation, information flows better between homes and day-care centres/schools, the parents are more engaged with the learners' learning paths and are able to support the learners.

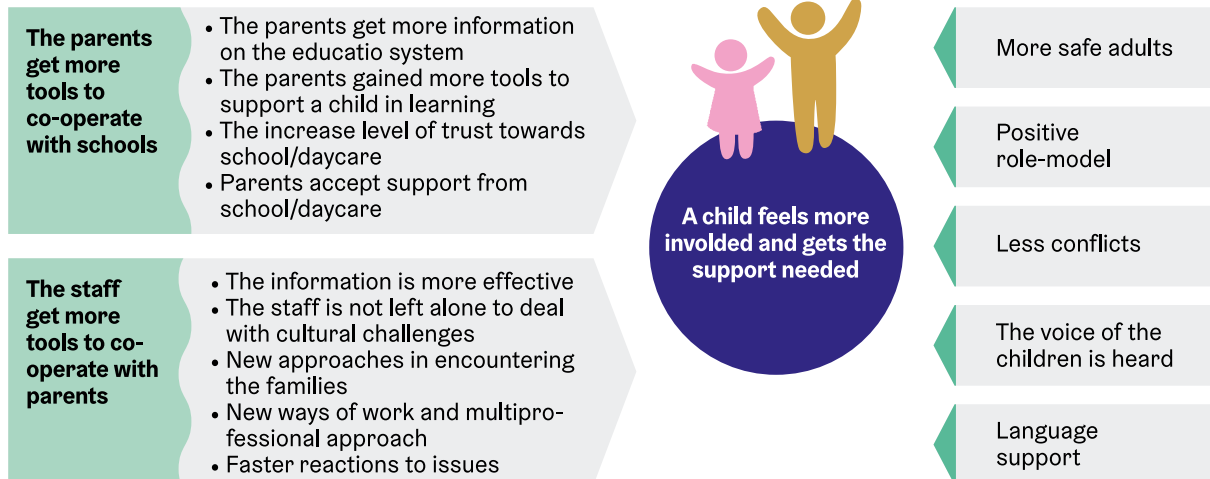
**Changes that have occurred in the learners' everyday lives:**

- learners' participation has become enhanced and the learners' have been able to access the support they need better
- children's chances of participating in games and children groups' activities as equal members of the group have increased, the challenges children face are identified better, and their native language has improved
- the instructors have provided learners with easily accessible support and one more safe adult in their lives
- conflicts between learners and between learners and personnel have decreased and they are resolved more easily than before
- the instructors have also been positive role models for the learners.

**As part of the assessment, reviewing of statistics was used to investigate learners' presence at daycare centres, their absences and Wilma records in basic education and how often they discontinue their studies in general upper secondary schools.**

- in the daycare centres that had multilingual instruction, the presence of foreign-language learners was greater than that of foreign-language children in other daycare centres, in both of the periods examined. When compared to other daycare centres, the differences were relatively small.
- In the multilingual instructor schools, the unauthorised absences and other absences of foreign-language learners are fewer than those of the learners speaking the domestic languages. In the schools that had no instructors, the foreign-language learners were absent more often than those speaking the domestic languages.
- In the schools that have multilingual instructors, foreign-language students also receive less constructive criticism and notifications for inappropriate behaviour than in other schools.
- In school years 2018–2020, the number of foreign-language school dropouts has decreased in the lukio upper secondary schools that have had a multilingual instructor. At the same time, the number of domestic-language dropouts has stayed the same.
- even though the statistics cannot be used to assess whether the positive development is due to the multilingual instructor model or some other action of the unit or factors affecting the learners and families, it can be stated that the results support the multilingual instruction's other effects positively
- however, the impact of the instructors' work has been minimal in the cooperation implemented with parties outside of the daycare centres or schools. This is partially because the majority of the instructors' work time is spent on resolving questions related to the everyday lives of daycare centres and schools.

## Impacts of the multilingual instructor model



Source: 2020 assessment of the impacts of the multilingual instructor model.



### Further information about the news published online (in Finnish):

”Kärsivällisyys oppilaiden kanssa on nyt äärimmäisen tärkeää” - multilingual in-structors are a crucial help for immigrant families, even during the pandemic



### More information about the work of the multilingual instructors is available in a video published on YouTube:

Monikielisen ohjauksen esittelyvideossa ohjaajat esittelevät työtään (in Finnish).

## Event about the multilingual communications and learning paths in Helsinki

### Objectives

- to develop the communications so that they are clear, to test the communications with customers and make the services more visible multilingually by using different communications channels
- to organise the event about the learning paths in Helsinki annually.

### Results

- support materials for integration and guidance material for application have been created for families
- a language-aware model for meeting the customers has been created to be part of the integration support handbook
- 50 news articles have been published in external and internal communications channels and media
- the anti-racism work has been communicated about as part of a national campaign
- the event about the learning paths in Helsinki was held virtually in 2020 and 2021

- the events discussed apprenticeships, basic education for adults and support for studies in the Finnish language
- the vents were attended by a total of 270 persons with foreign backgrounds



**Recordings of the events about the learning paths in Helsinki are available via the links of the videos published on the YouTube channel.** [Learning paths in Helsinki 2020](#) and [Learning paths in Helsinki 2021](#).

## Guidance counsellors as ensuring factors of educational transition

### Objective

To distribute, in the regional guidance network for basic education and upper secondary education, current information about guidance during studies, the education path opportunities, and good guidance practices to ensure the smooth educational transitions of persons who have recently moved into the country.

### Results

- cooperation and division of labour between multilingual instruction and guidance counsellors have been developed
- describing the education path options in a clear and visual format has been started
- annually, the education path options have been presented and they have been developed further, which has helped maintain the competence of the guidance counsellors
- a multilingual guidebook about the joint application process has been produced in 7 languages for the learners and parents/guardians

## Organisation partners' support for education

### Objective

Cooperation with parents and guardians will support integration and the communications will be clear and multilingual

### Actions

- to develop the different forms of Homework Help
- to increase other informal activities promoting learning
- to try out the parent-child homework club model in which the immigrant parents' opportunities of supporting the student in their school work, at home in their native language, are improved.

## Results

- comprehensive schools implemented the Buddyschool model in which the students with the poorest learning results teach younger students while also learning themselves
- the operations involved 39 schools, 150 teachers and over 5,500 children and young people
- the model has also supported the learning prerequisites of young immigrants
- Homework Help has been implemented and a brochure about it has been produced in 15 different languages for the parents of primary school pupils with the Finnish Red Cross
- homework club activities open for parents and children have been provided in Oodi and Maunula
- the model for engaging the parents (vanhemmat mukaan) was piloted in the Keinutie Primary School and yielded positive results about the possibilities parents have in the support for their children's schooling
- the operations will be expanded in 2022–2023 into a pilot taking place in three schools
- organisations offering the services produced by language and culture groups have been surveyed, especially during the pandemic
- a learning support organisation forum has been launched in cooperation with 14 partner organisations.

# A safe learning environment for all

## Exchange of information on factors hindering learning

### Starting point

It was necessary to exchange, across division lines, information about factors hindering learning and special issues. The work group included pupil and student welfare managers, experts, the Culture and Leisure Division, the Social Services and Health Care Division, and the police.

The work group was established in February 2020 and it convened 7 times. The work of the work group ended in late 2021. The work is supposed to continue as part of the Safe Helsinki network and in the other networks of pupil and student welfare.

### Objective

Student welfare will convene a multi-administrative development work group that will survey the current information about the factors hindering the integrating people's learning and will connect the processes of different bodies.

## Results

### The work group has

- improved the contact persons' awareness of the current topics of the divisions and the factors hindering learning
- surveyed the prevention of honour-related violence and reviewed the instructions for situations involving honour-related violence



- gone over situations in which the studying and working opportunities people with different kinds of permits of residence have vary
- examined phenomena related to racism and the realisation of equality among children
- produced situational information for the management about the situation the learners with foreign backgrounds during the pandemic.



**Further information about the news published on the intranet (in Finnish):**

Trauma vaikuttaa oppimiseen

## Addressing racism creates a safe learning environment for all

### Starting point

Research shows that racism is something that people experience and which is present throughout the learning path, starting in early childhood education. The experiences of racism and discrimination impact children's and young people's prerequisites for learning, well-being and engagement with day-care centres and schools. However, the learners' experiences with racism often remain hidden and they are not always recognised or the experiences are ignored.

An essential part of identifying and addressing racism is that the education personnel understand what racism is, how it manifests, and what kinds of tools there are to address it. Because of this, it was decided that it is not meaningful to create a separate operations model for addressing racism; instead, it is better to implement as expansive and binding education entity as possible for the whole work community throughout the learning path.

### Objectives

- to address racism and ensure that learners' experiences of racism decrease

### Results

- a total of 4,194 training sessions on anti-racism on all levels of education
- tailored workbooks for implementing an anti-racist approach in the work community
- learners' experiences of racism have been surveyed
- on the basis of the survey, the 'Sitoudumme antirasismiin – 10 antirasistista tekoa jokaiselle' ('We commit to being anti-racist – 10 anti-racist acts anyone can do') posters were created for early childhood education, basic education and upper secondary education. The posters were also translated into Swedish
- lesson description templates to be examined in relation to the topic
- The creation of the poster about addressing inappropriate behaviour and the drafting of the checklist for non-discriminatory communications were contributed to.



**Further information about the news published on the intranet (in Finnish):**

Kolme opettajaa kertoo: Näin käytän antirasismikoulutuksen oppeja työssäni



# Accessing work and education

## Recognition of competence provides degree requirements with clarity

### Starting point

It was necessary to create for the personnel of Helsinki Vocational College and Adult Institute methods with which to recognise competence even if the student's skills in Finnish are not very strong. This is why a Pedabooster training was organised for the entire personnel and there was group work in the sectors selected.

Due to reasons such as personnel turnover and the pandemic, it was not possible to develop the recognition method in all sectors or pilot it in the extent originally planned. In the end, the piloting was implemented in the laboratory sector and the restaurant and catering sector.

### Objectives

- to standardise and clarify the processes of recognising and acknowledging competence
- to develop the tools and methods for recognising and acknowledging competence at the Helsinki Vocational College and Adult Institute
- to improve the personnel's preparedness for recognising and acknowledging the competence obtained abroad

### Results

- the Helsinki Vocational College and Adult Institute has drafted the instructions and process for recognising and acknowledging competence and the instructions have been introduced
- the work groups of the sectors selected worked on the model for recognising the competence of the selected degree parts' vocational skills requirements
- the pilot sectors compiled degree parts in which the competence can be proved by performing
- the students' previous competence and the language skills needed in customer service were more visible than before
- the sectors' personnel have a better understanding of how competence can be recognised in relation to individual vocational skills requirements and not as parts of a degree
- a Pedabooster and group work were held for the entire personnel.
- the work was participated by 524 persons.

# The Helsinki Skills Centre as an accelerating factor for employment

## Starting point

It was necessary to develop and improve the operations of the Helsinki Vocational College and Adult Institute.

## Objectives

- to develop the operations of the Helsinki Vocational College and Adult Institute so that it provides full-service paths
- to use company coordination to deploy studies supporting learning preparedness in the working life
- to build vocational paths as part of the integration education
- to provide multilingual working life coaching
- to adjust the operations for the municipal pilot of employment
- to improve the communications of the Helsinki Vocational College and Adult Institute.

## Results

- the operations of the Helsinki Vocational College and Adult Institute have been expanded by adding surveyors, investing in the development of the ability to work and increasing of company coordination
- the municipal pilot's smooth customer guidance, service selection and resourcing have been ensured
- the communications have been made more diverse by creating success stories, utilising the social media profiles and implementing introductions in different services
- new methods have been developed and implemented in teaching, working life coaching and competence surveying
- in addition to studies supporting the preparedness to study, training courses leading to employment have been organised in the vocational paths in cooperation with the working life
- in short training courses, the portion of the students who entered the working life immediately is over 75 per cent of all course participants
- the Eteenpäin service has been simulated. Work ability counsellor, psychologist, social worker and special needs teacher act as a multi-professional team
- the customers have received personalised and longer-term service in a determined and successful manner.

# Support for starting a degree

## Enhancing the apprenticeship operations

### Objectives

- to develop the apprenticeship as an opportunity to gain work experience, to complete degrees and partial degrees and to access the open job market
- to improve the prerequisites so that as many of the persons selected for work try-outs and recruitment training as possible have the opportunity to continue to an apprenticeship in the sector
- to increase, through apprenticeships, the number of temporarily employed qualified early childhood education childminders
- to develop the S2 support service and other support services for learners and employers so that they better correspond to the needs of the target group
- to promote the integration of the joint degree sections so that they can be completed during the working life period.

### Results

- playgrounds and early childhood education units increased the qualification of the non-qualified employees through apprenticeships
- the quantitative target was achieved i.e. 200 new apprenticeships in two years
- of the participants, 15 per cent spoke a language other than Finnish or Swedish as their native language
- educational institutions developed new methods for learning Finnish and completing the joint degree sections
- workplace instruction and outreach S2 support measures were implemented
- the S2 teacher and instruction resource was increased
- a model was created for the instruction processes for learning in the working life
- cooperation with workplaces and daycare centres in particular was increased.



**Further information about the news published on the intranet (in Finnish):**

[Kielitietoisella opettajalla ei ole kiire ja hän osaa kuunnella](#)

## Qualification of early childhood education teachers with foreign backgrounds

### Starting point

Recognition decisions concerning the degree of an early childhood education teacher have been made about 80 in the whole country in the last ten years, according to the Finnish National Agency for Education. In 2019, the division participated in the Metropolitan Area higher education institutions' and cities' project in which the qualification of early childhood education teachers was piloted. The pilot's participants included persons who have completed their early childhood education teacher's degree in a country other than Finland and who have received

the Finnish National Agency for Education's recognition decision concerning the degree and whose Finnish skills are on the level required. The sector has about 50 foreign-language persons working as early childhood education teachers.

## Objectives

- to support foreign-language people's career advancement in the education sector through the training and upgrading of qualification and the supplementing of formal qualifications
- to create, as part of the Osaaminen käyttöön Suomessa project and in cooperation with the Metropolitan Area cities and higher education institutions, a qualification model for early childhood education teachers
- to collect experiences of the pilot so that more flexible models could be developed.

## Results

- qualitatively, the targets were achieved, but due to the strict qualification requirements, the pilot's quantitative implementation was modest
- 48 persons applied to the qualification training and 31 per cent of them are employed at the City of Helsinki in the division
- there were 9 accepted students who met the qualification requirements and 3 of them were from the education division
- due to the small number of participants, the project remained small-scale and, therefore, no actual more expansive could be created
- All three education students worked throughout their studies in the positions of early childhood education teachers in the division and were then temporarily employed as early childhood education teachers
- in autumn 2019, the training in the Finnish language responded, in addition to the need for language skills development, to the need for peer mentoring, and it continues as the Työpaikka Suomi implementation.

## Pilot observations

- the legislation defines the qualification requirements for early childhood education very carefully
- due to the strict qualification requirements, there were only a few students selected
- the chances of agile retraining and upgrading of qualifications are principally very limited
- a big portion of the applicants were not even granted the Finnish National Agency for Education's recognition decision required for being accepted to the training
- the National Certificate of Language Proficiency's level 4 is an extremely high language skills requirement for being selected to the training
- the level 5 required for graduation is very difficult to obtain in one year
- the practicalities of the qualification training must in the future be decided on case-specifically, because the strict conditions make it unadvisable to build one, all-encompassing model.
- the University of Helsinki is considering a model in which the training paths of early childhood education teachers, class teachers and subject teachers are lumped together and the studies are implemented partially as joint studies
- this could be the beginning for building a more flexible model.



**More information is available in a YouTube video** [in which early childhood education teacher Diana tells her story \(youtube\).](#)

# Work language teaching provides support for language use

The pilot was started as a continuation of the qualification training for early childhood education teachers. At first, the training was aimed at early childhood education teachers and childminders. The content was planned according to the participants' needs and personal study plan. Needs and communication situations arising from work duties were the focus. Supervisors could also present suggestions.

The period included going over things such as practical vocational language and vocabulary, grammar, situations that require using the language, the curriculum and the terms related to it. The duration of the training was 10 times 2.5 hours and it was implemented in cooperation with the Helsinki Vocational College and Adult Institute. Teaching was organised once a week.

The pilot was continued in spring 2020 as Työpaikka-Suomi training courses in which the target group was the City of Helsinki's employees with immigrant backgrounds. The two groups were attended by a total of 16 participants. The training took 30 hours. Due to the state of emergency, the training sessions were changed to be online.

## Objectives

- to provide, diversely and in person and alongside working, training in the work language required in the profession.

## Results

- the pilot training was participated by 12 early childhood education teachers working in the sector and 16 other professionals
- the feedback from supervisors, training participants and S2 teachers has been extremely positive
- the participants' confidence in using the vocational language improved
- the vocational vocabulary related to early childhood education expanded
- opportunity to get peer support from those in a similar situation supported people's professionalism
- employees' confidence in succeeding in written work improved.



**Further information about the news published on the intranet (in Finnish)**

[Varhaiskasvatuksen ammattitermistö haltuun – kielikoulutusta arjen tarpeeseen](#)

# A smoother recruitment process

## Starting point

The majority of the personnel in the Education Division are personnel employed to a position. The hiring of personnel in an employment relationship with the public sector observes the legislation concerning municipal position holders and the decree concerning the qualification requirements for education personnel.

Furthermore, the recruitment observes the City of Helsinki's personnel procurement principles the aim of which is to promote non-discrimination and comprehensive equality among the personnel. The principles state that the city's practice is, in cases where there are two equally distinguished applicants, to choose the one belonging to an under-represented group.

## Objectives

- To increase the share of the professionals with foreign backgrounds working in the division so that the share corresponds to the share of the working-age population and to lower the threshold for recruiting people with foreign backgrounds

## Results

- **Supervisors have been trained in recruitment processes** to pay attention to the clear language of job descriptions and the diversity of the recruitment channels
- supervisors have been notified of the principle of positive special treatment as part of the implementation of the new recruitment system
- the information events for supervisors have been made a permanent measure
- a pilot of anonymous recruitment was participated in and the results are promising
- of the 2021 city-level target of 260 anonymous recruitments, the division has implemented 69 i.e. a little less than a third
- anonymous recruitment has been implemented mainly for the titles of early childhood education teacher or early childhood education childminder and at the Helsinki Vocational College and Adult Institute
- the pilot has highlighted the applicants' competence and work experience and made the possible biases visible to the supervisors
- it has made it easier for people with foreign backgrounds to get to participate in the start of the recruitment process.

# Monitoring and impact of the programme

The aim was to monitor, not only the results of the programme's measures, but also the development of the phenomena. At the same time, information about the learning results of students with foreign backgrounds was collected, data resources were compiled, and researching the PD funding in basic education was participated in. Monitoring the development of the phenomena must be continued and on a long term. A more detailed compiling of the indicators can be found in the attached materials of this report.



## Programme's phenomenon indicators

1.

The participation of children aged 3–6 in the early childhood education provided by the municipality or private body, by native language and broken down by age group and region

2.

The learning results of learners with foreign backgrounds in national and international follow-up studies

3.

The relative number of participants in the training in Finnish/Swedish aimed at stay-at-home parents and the share of those continuing in further training paths

4.

The share of school children and grade 4, 5, 8, and 9 students with foreign backgrounds who have experienced school bullying

5.

The share of those who in the joint application process did not get a place in education, broken down by the comprehensive school's location municipality and native language (those not chosen and those who rejected the place in education)

6.

The share of 16–18-year-olds completing their upper secondary education degree, broken down by native language and gender – general upper secondary education and vocational education and training are separate

7.

Of the entire population, the share of learners with a Finnish background or second-generation learners who have completed a degree after comprehensive education, broken down by age group and gender

8.

Young people not participating in education and the working life, by age group and broken down by native language and gender (those aged 16–29 and more specifically those aged 16–24)

9.

The share of employed people of those who have completed a degree, one year after completing the degree, broken down by the provider of the degree 16–29 and more specifically those aged 16–24)

10.

The percentage of those who participated in the competence development measures and the realisation of language awareness and diversity competence in practical work

## Positive and negative developments

During the Make programme, many phenomena have developed in a positive direction. Some matters still require a lot of development. This is in the favour of the importance the continuing of the comprehensive and impactful measures has.

### Positive developments

- The S2 learners' differences in mathematical and linguistic preparedness do not differ from the national level of S2 learners
- in children aged 3–6, the rate at which foreign-language people participate in early childhood education has evened out to be level with the rate of domestic-language people
- the weekly recurring bullying lower secondary school pupils with foreign backgrounds experience has decreased
- foreign-language people's participation has continued to increase in both general upper secondary school and vocational education and training and equally between girls and boys
- the level of education second-generation people aged 20–29 and with foreign backgrounds has increased
- not participating in education and the working life has decreased in foreign-language people aged 20–29
- the employment differences between different language groups in those who have completed a vocational degree have diminished
- personnel's competence in language awareness and recognition and addressing of racism has improved



### Negative developments

- in Helsinki, the results of the S2 differ slightly from the native Finnish speakers' starting level
- the rate at which foreign-language children aged 1–2 participate in early childhood education differs from that of the domestic-language children, however, it evens out in older children
- the experience of bullying has in the lower grades remained on the same level and is more common for children with foreign backgrounds than for children with a Finnish background
- in the joint application process, the foreign-language people are more often left without a place in education
- after the compulsory education expanded, the foreign-language people were over-represented in the group of those who were left without a place in education
- the share of those applying to higher education institutions is still lower in relation to the age group
- the share of foreign-language people not involved in education or the working life remains large, although there has been some decreasing
- even though the personnel's competence in language awareness and identification of racism has improved, the learners' experiences of the prevalence of the bullying in the lower grades have remained on the same level for the few past years.

# Recommendations for the future and the lessons learnt

The programme has been used to create a good foundation for the practices. During the implementation, we have learnt things that can be utilised in the future.

## Data resources and monitoring

- the division should participate more actively in the development of the national assessment work regarding learners with foreign backgrounds

## Guidance and counselling

- the current counselling for families requires changes
- the changes could be started if the current counselling were to be reorganised and the job descriptions of the counselling bodies were to be changed
- counselling for foreign-language people should be focused in the city-level counselling service entity and in connection to the International House Helsinki
- the division should implement counselling in many different channels for applying to daycare centres and schools and in different languages
- the multilingual counselling should be established under the division's permanent own funding so that the disruptions would decrease and the excellent results could be protected

## Language awareness

- the development of and training courses in language awareness should be continued systematically and opportunities for developing professional skills and competence should be provided
- in early childhood education and pre-school education, new personnel must be regularly taught how to use the tools
- the orientation days and other forums must be used to systematically distribute information about the existing materials.

## Improving the personnel's competence

- even though the personnel's competence in language awareness and identification of racism has improved, the learners' experiences of racism have remained
- the training courses should be implemented from the viewpoint of the individuals, in a functional manner that takes the learners into account

## More comprehensive utilisation of human resources

- the division should continue to invest in the support for career advancement by making the responsibility a permanent theme in the position of an HR expert
- the practicalities of the qualification training for the people in early childhood education who come from a foreign background must in the future be decided on case-specifically
- the degree development of the University of Helsinki should be participated in more actively
- in the future, there will be a need for measures that target all sections of the recruiting process and support career advancement.

## Materials

The programme materials are available on the [Opehuone.fi](https://opehuone.fi) website and the division website. Employees of the City of Helsinki can access the Opehuone website via the Helsinki 1 network.

[opehuone.fi/pedagogiikka/teemat/kieli-ja-kulttuuriryhmat/](https://opehuone.fi/pedagogiikka/teemat/kieli-ja-kulttuuriryhmat/)

[opehuone.fi/pedagogiikka/teemat/kieli-ja-kulttuuriryhmat/integration-och-sprak-och-kulturmedvetet-arbete/](https://opehuone.fi/pedagogiikka/teemat/kieli-ja-kulttuuriryhmat/integration-och-sprak-och-kulturmedvetet-arbete/)

The video material and webinars have been published on the YouTube channel of the Education Division.

## Additional information

Project Manager Matleena Sierla, [matleena.sierla\(at\)hel.fi](mailto:matleena.sierla@hel.fi), tel. 09 310 22480.

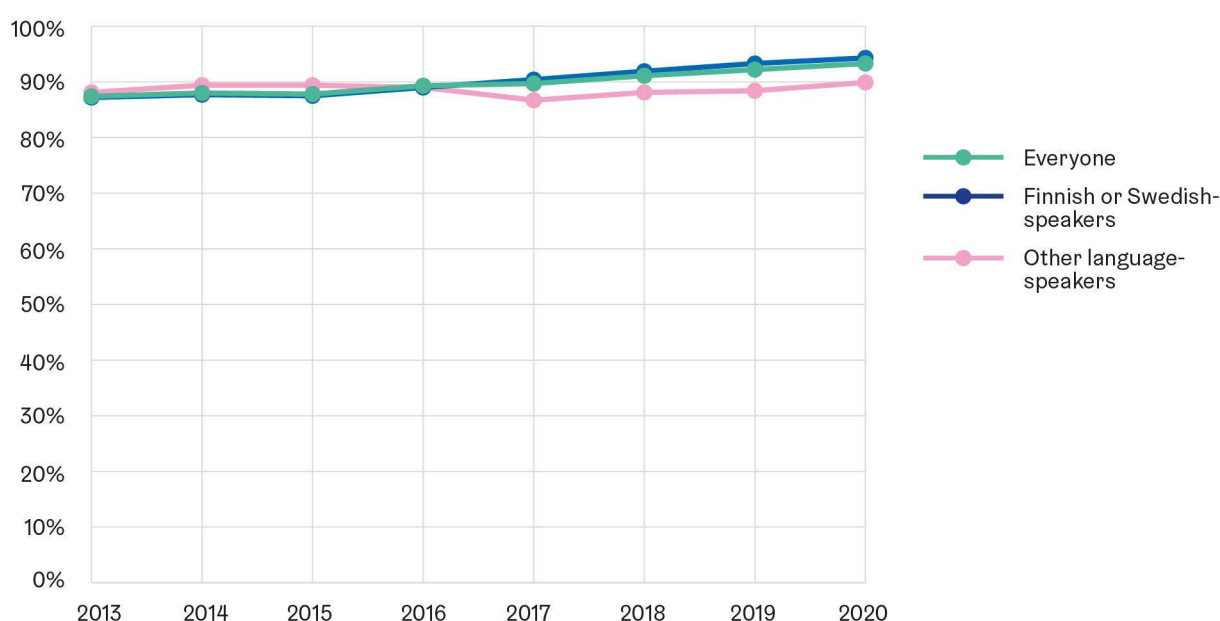
# Appendix of the Make programme's final report

## Compilation of the phenomena's situation in the light of the indicators

The participation of children aged 3–6 in the early childhood education provided by the municipality or private body, by native language and broken down by age group and region

- the foreign-language children of Helsinki participate in early childhood education less than the domestic-language children when they are under the age of three, but the development evens out after the children turn three
- the participation rate does not vary significantly in children aged 3–6, when assessed according to the native language in the last few years
- In children, aged 3–6, the participation rate of foreign-language children was 90 per cent and for Finnish- or Swedish-language children it was 94 per cent.

*Participants in the early childhood education provided by the municipality and private bodies, broken down by the participant's native language, 2020*



The number of children in day care and the number of children who have received support has been calculated annually on the last day of December. The number has been set in proportion to the population data of that same moment.

Source: The City of Helsinki Education Division and Kela.

## The learning results of learners with foreign background in national and international follow-up studies

Nationally and on the city-level, there is still a need for a reliable way of monitoring the learning results of learners with foreign backgrounds. The latest OECD oversampling was in 2012,

after which there is no data available about the PISA results. Therefore, one must use the existing monitoring tools and the information available. The monitoring tools measure either the achievement of the study targets or generally the development of the age group's competence.

The achievement of the teaching targets is measured with the Finnish Education Evaluation Centre initial measuring that examines the Finnish as a second language (later referred as S2) learners' situation in mathematical and native language skills throughout basic education. The age group's general competence is examined with tools such as the reading screen that provides rough information about the need to develop literacy.

- The 2018 starting level measuring for grade 1 pupils chose to monitor the development of native language and mathematical skills throughout basic education
- The S2 learners of Helsinki did not succeed in the assessment exercises for mathematical and linguistical subjects as well as other pupils of Helsinki, but their results were approximately on the same level with those of the S2 pupils in the national sample
- In the follow-up study, from the first to the third grade, the Helsinki S2 students' competence in mathematics and native language developed as well as the competence of the other S2 students in Finland
- in the English interpretation exercises implemented in the 7th grade, the S2 students' performance was poorer than that of the other students and in the productive exercises their performance was slightly weaker (the 2018 result)
- In the skills in the English language, there is no difference in relation to the S2 students in the national sample.

### **The relative number of participants in the training in Finnish/Swedish aimed at stay-at-home parents and the share of those continuing in further training paths**

- Annually, there are about 330 people applying for training in the Finnish language, and a place in the training can be offered to about 50–60 per cent of the applicants, depending on funding
- the places in the training have been increased by 20 in comparison to the 2017 situation
- there are 135 places in training (situation on 1 December 2021)
- there were five participants in Arbis (Swedish-speaking Adult Education Centre) 2017–2018 and eight in 2018–2019
- For the 104 students who completed the 2017–2018 academic year, students continued in the following paths:
  - Stay-at-home parents Finnish language (KOTIVA) advanced courses 18%
  - other Finnish language courses 14%
  - vocational education 10%
  - higher education, university 2%
  - basic education for adults 4%.

In addition:

- 16% of the students did not start in any training
- 13% dropped out
- 13% left to maternity leave
- found employment 5%
- moved out of Helsinki 4%
- other situation 1%.

For the 99 students who completed the 2019–2020 academic year, students continued in the following paths:

- Stay-at-home parents Finnish language (KOTIVA) advanced courses 26%
- other Finnish language courses 21%
- vocational education 7%
- basic education for adults 5%
- higher education, university 3%

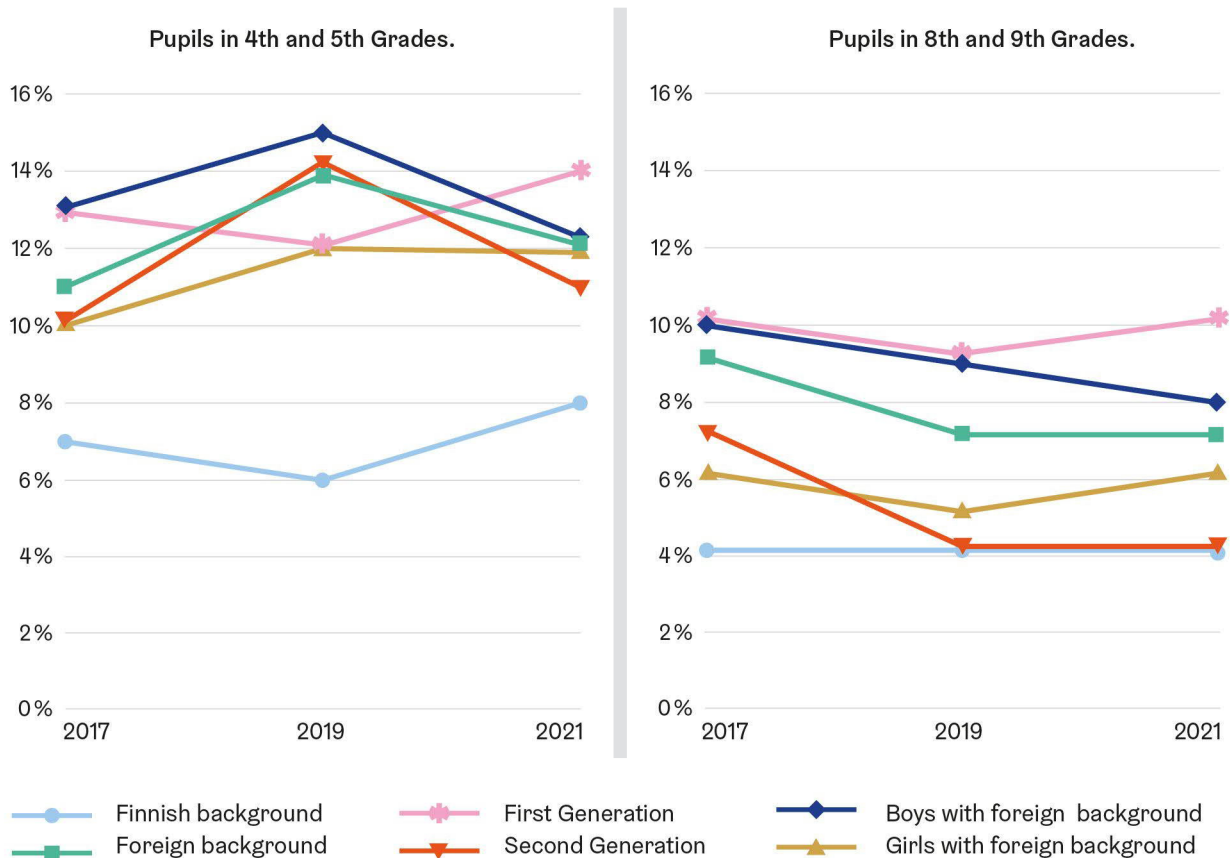
In addition:

- dropped out 21%
- maternity leave 10%
- 6% found employment
- moved out of Helsinki 1%.

### The share of school children and grade 4, 5, 8, and 9 students with foreign backgrounds who have experienced school bullying

- the school bullying children and young people with foreign backgrounds experience is still more common
- positive development has occurred in 2017–2020 in the secondary school, but in the primary school the situation has stayed the same.

*Grades 4, 5, 8 and 9, the share of students with foreign backgrounds who have experienced school bullying Being bullied at least once a week*

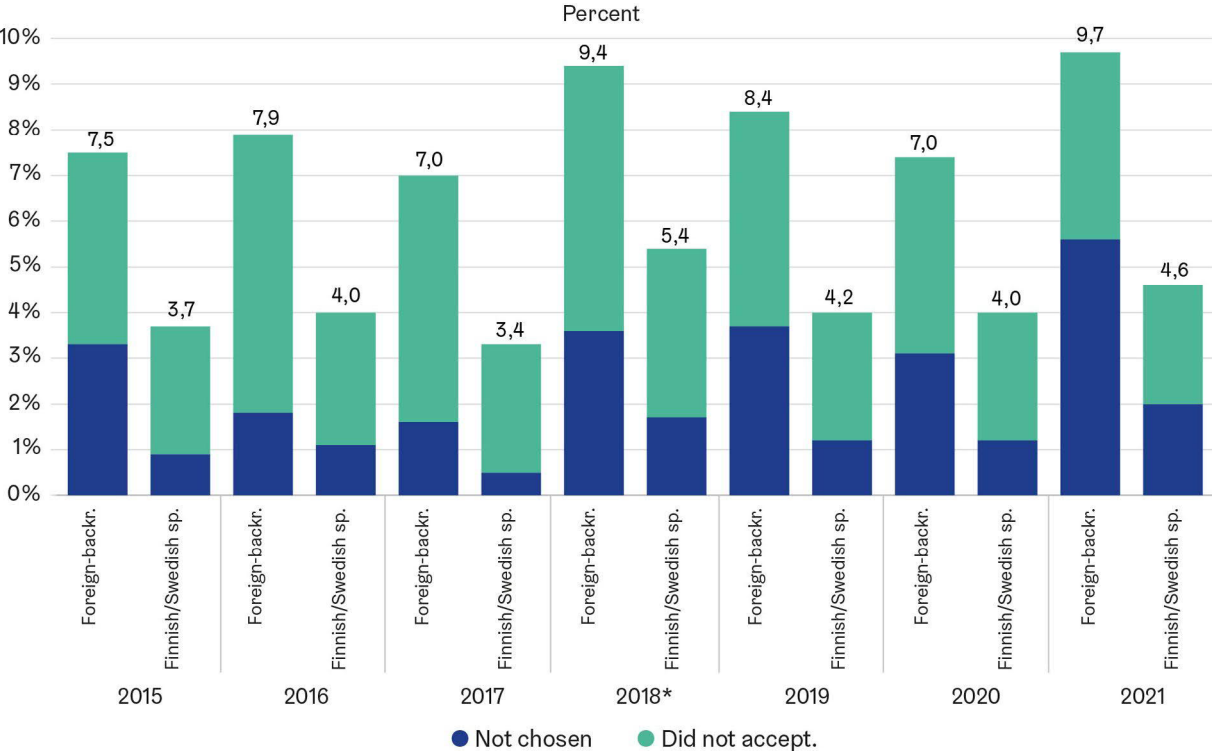


Source: The Helsinki material of the 2017, 2019 and 2020 school health surveys, THL

**The share of those who in the joint application process did not get a place in education, broken down by the comprehensive school’s location municipality and native language (those not chosen and those who rejected the place in education)**

- when examined in the period 2015–2021, the foreign-language students are in a more disadvantaged position in the transition stages of education
- especially in the final stage of basic education, special attention should be paid to the immigrants’ situation

*Of all grade 9 students who applied to a place in education, the share of the students left without a place in education, broken down by their native language*



Includes the joint application process of vocational education and general upper secondary school, the application to preparatory education, the application to vocational special education and the additional application to them.

Those who have completed their basic education in Helsinki. Applicants aged under 18 who completed grade 9 in the application year.

\*In 2018, the application system did not include the students in the waitlist who received a place in preparatory education.

Source: Vipunen, Finnish National Agency for Education

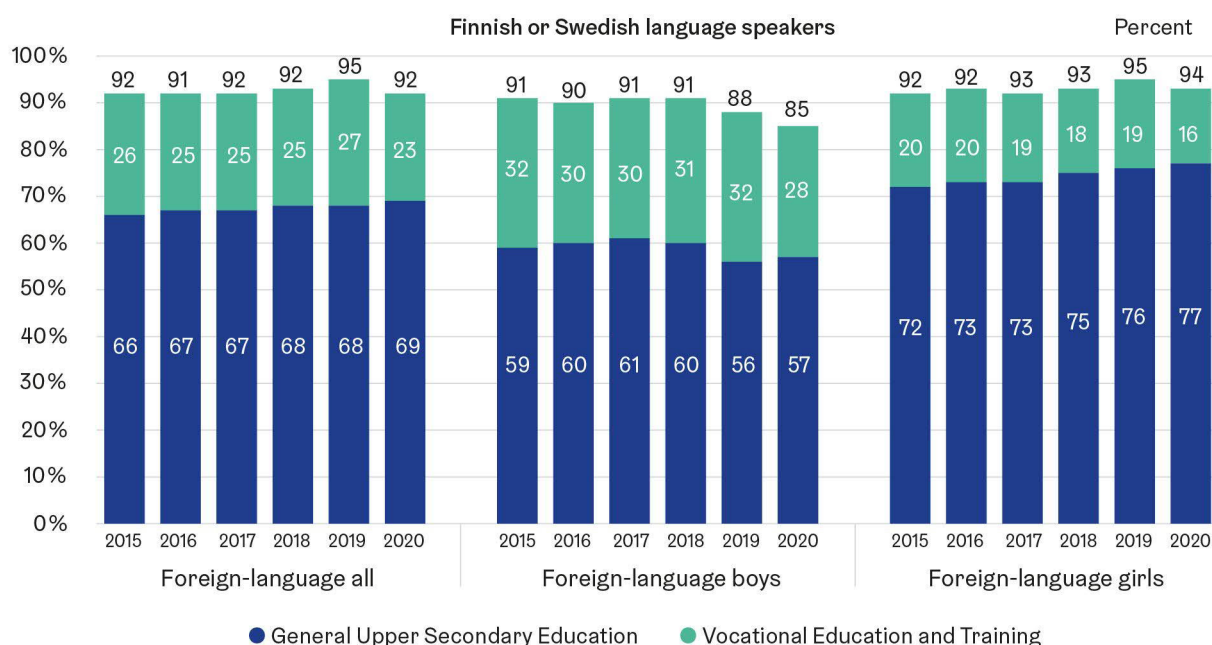
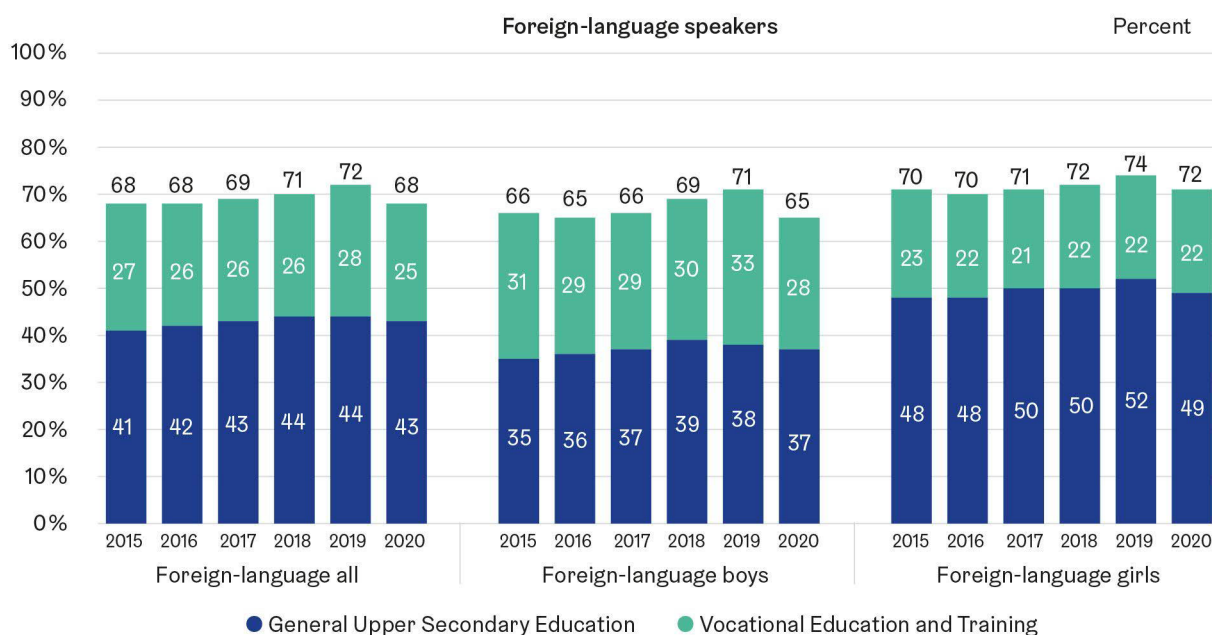
**The share of 16–18-year-olds completing their upper secondary education degree, broken down by native language and gender – general upper secondary education and vocational education and training are separate**

- The rate at which the foreign-language young people in Helsinki participate in upper secondary education leading to a degree has increased throughout the 2010s. In 2010, 53 per cent of the foreign-language people aged 16–18 were in upper secondary education leading to a degree, but in 2020 the percentage was 68



- foreign-language people's participation has increased in both general upper secondary school and vocational education and training, and the increase concerns both genders
- the most increase in the share of foreign-language students has taken place in the general upper secondary education, which is partially due to the increased share of second-generation students.

***Of Helsinki residents aged 16–18, the share of those in upper secondary education leading to a degree, broken down by their native language***



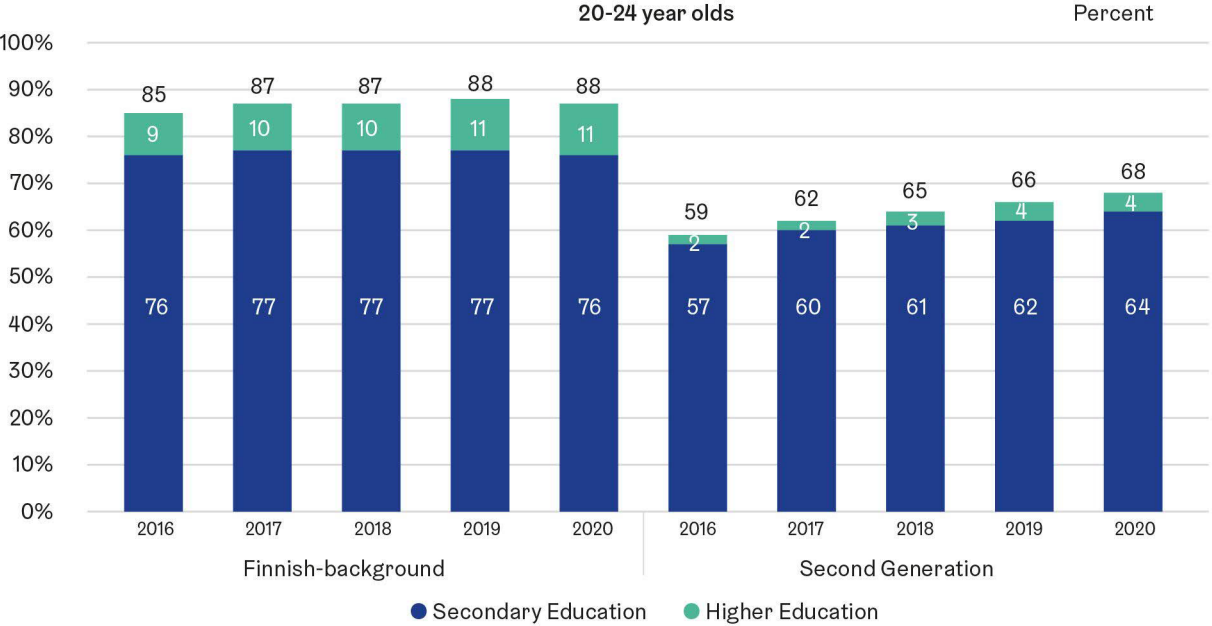
Of all Helsinki residents aged 16–18, the share of Helsinki residents aged 16–18 who are in upper secondary education. The number of students in general upper secondary school, annually on 20 September. Until 2018, the number of vocational education students is a cross section of the date 20 September, but from 2019 onwards the data includes all students who have been registered during the calendar year. Therefore, the vocational education data from 2019 onwards is not comparable to the previous data. Population on 31 December

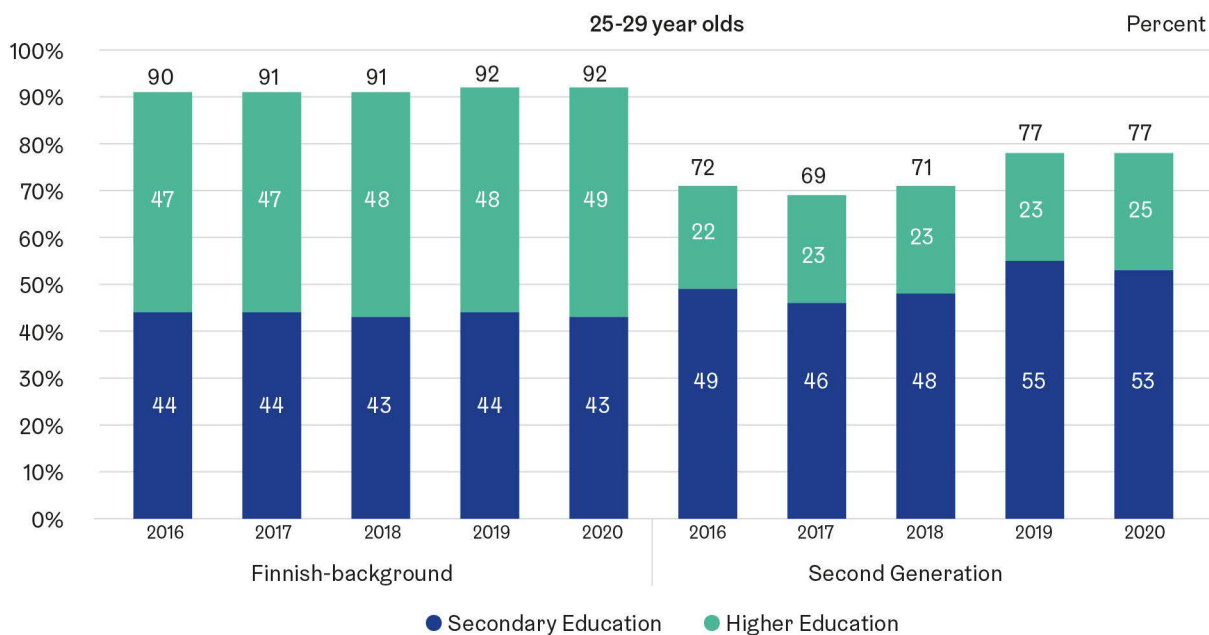
Source: Statistics Finland and the City of Helsinki

**Of the entire population, the share of learners with a Finnish background or second-generation learners who have completed a degree after comprehensive education, broken down by age group and gender**

- the level of education second-generation people aged 20–29 and with foreign backgrounds has increased in 2016–2020
- still, the second generation has completed considerably less post comprehensive education degrees than the Finnish-born people
- in the group aged 20–24, the second generation fall behind Finnish-born people. In the group aged 25–29, the difference is less significant. It must be noted that in these age groups, the second generation is still small
- the second generation completes upper secondary education degrees more than higher education degrees, in relation to the Finnish-born students.

*Of the entire population, the share of learners with a Finnish background or second-generation learners who have completed a degree after comprehensive education, broken down by age group*





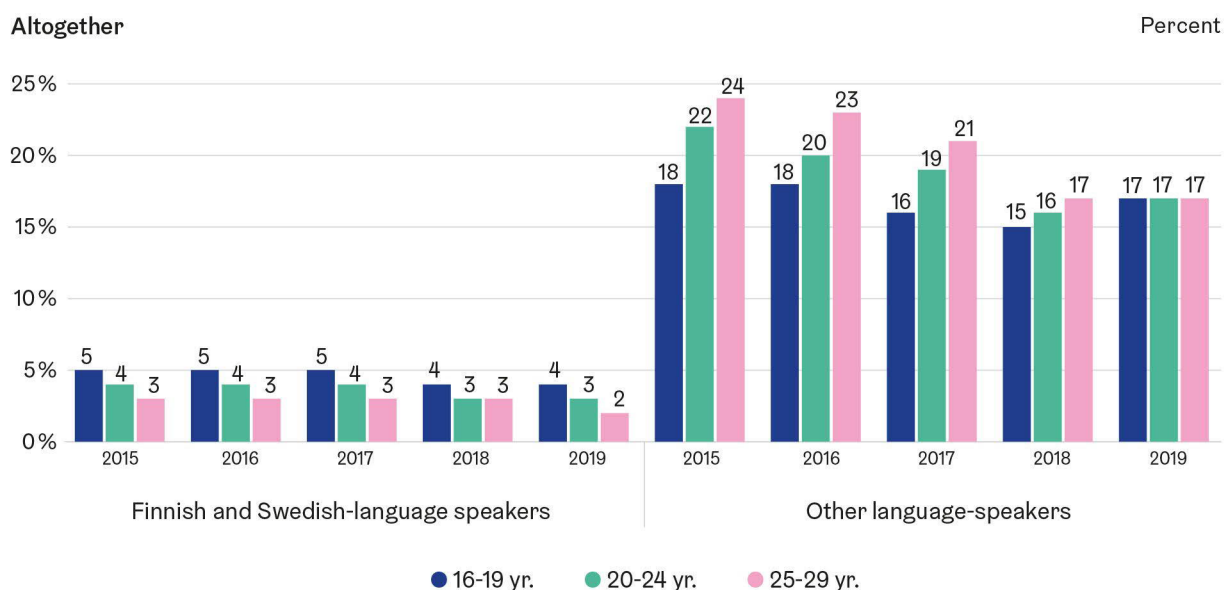
'A person with a Finnish background' refers to a person who has at least one known parent born in Finland. 'The second generation' refers to persons born in Finland whose parents or the only known parent were born abroad

Source: Statistics Finland and the City of Helsinki.

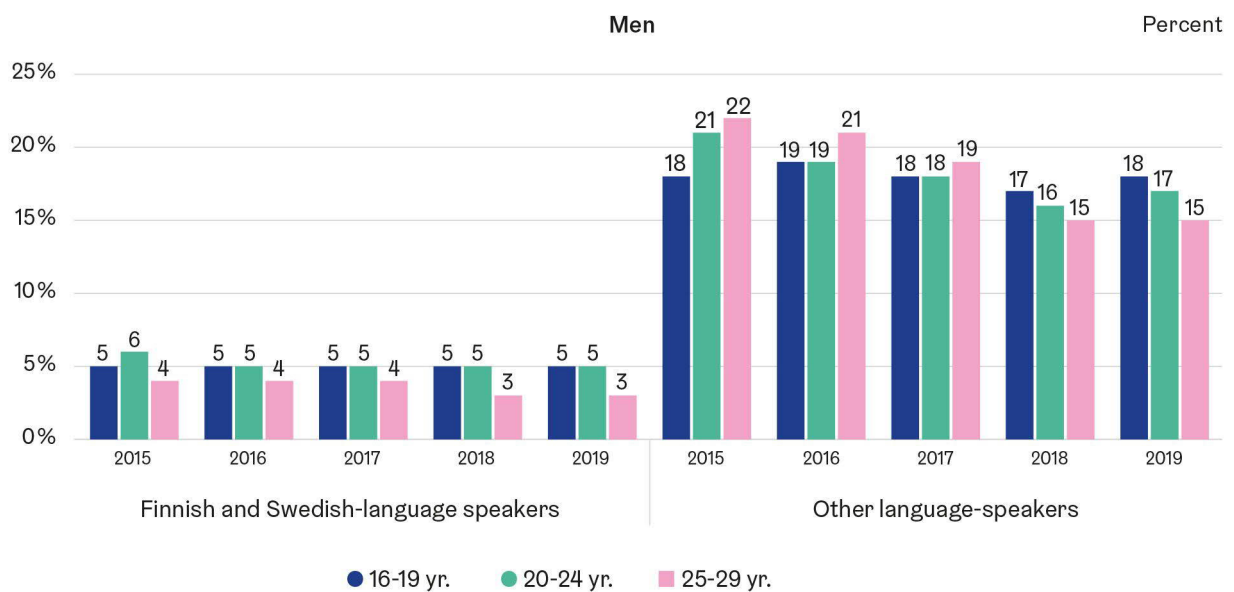
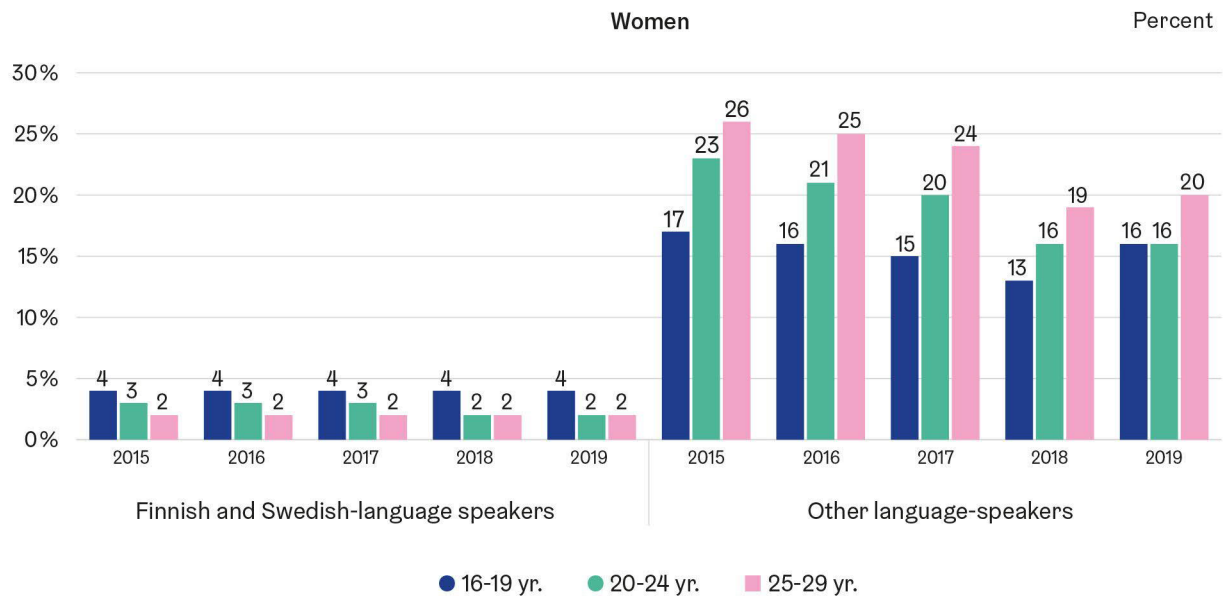
### Young people not participating in education and the working life, by age group and broken down by native language and gender (those aged 16–29 and more specifically those aged 16–24)

- people aged under 20 and not included in the working life or education became less common in the early 2010s, but in the latter half of the decade the development has slowed down
- not participating in education and the working life has decreased systematically in people aged 20–29
- in domestic-language people, the non-participation is more common in men, and in people with foreign backgrounds it is more common in women.

### Helsinki residents aged 16–29 who are not included in the working life or education, by their native language



**Helsinki residents aged 16–29 who are not included in the working life or education, by their native language and gender**



The young people not participating in the working life or education cover the young people aged 16–29 who have only completed comprehensive school and are unemployed and outside of the working life. Of the young people not included in the workforce, the review only includes those who are not students, pensioners or performing their national service. The share of these people not participating in the working life or education has been calculated from the corresponding age group.

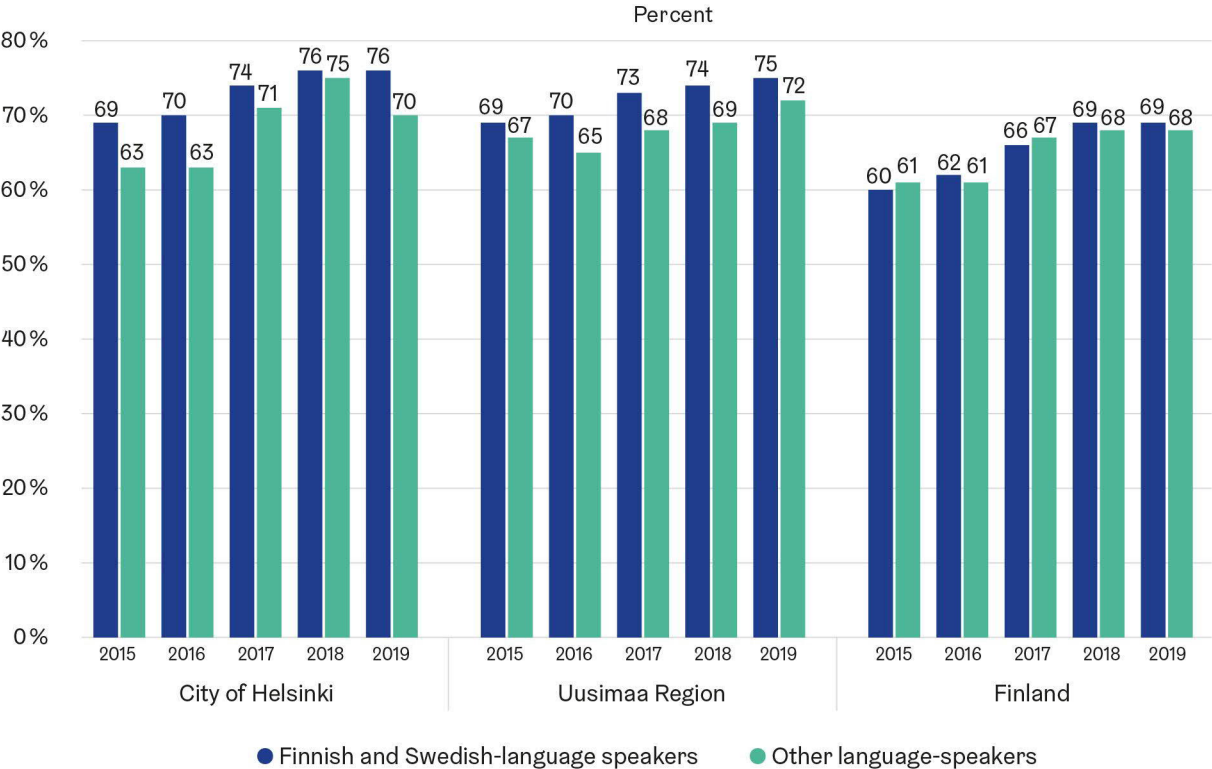
The reliability of the data is weakened by the fact that foreign-language people may have a degree completed abroad but not included in the degree registry, in which case the person is incorrectly classified as a person who has only completed basic education. The group may also include persons who have moved out of the country, but have not submitted a notice of change of address.

Source: Statistics Finland

**The share of employed people of those who have completed a degree, one year after completing the degree, broken down by the provider of the degree**

- the employment differences between different language groups in those who have completed a vocational basic degree have remained minimal in the review period 2015–2019
- The better employment rate of the Uusimaa region and the Helsinki employment area is reflected in the higher employment rate of foreign-language people.

**The share of employed people who have completed a vocational basic degree, one year after graduation**



By the education/training provider or the degree's performance area Those who have moved out of the country have been removed from the review. Source: Vipunen, Finnish National Agency for Education

