

Helsinki

# Literacy Work in Helsinki

Section 1 –  
Guidelines for the City of Helsinki's  
literacy work

# Helsinki

Literacy Work in Helsinki is a publication that was produced with the input of dozens of professionals from various divisions and enterprises of the City of Helsinki. This publication was produced with project funding from the National Literacy Programme of the Finnish National Agency for Education. A warm thank you for your cooperation!

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## Literacy Work in Helsinki

### Section 1 – Guidelines for the City of Helsinki's literacy work

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# Introduction

At the launch event for the Urban Policy Council's report, Professor Mirjam Kalland, Doctor of Philosophy in Education, summarised the importance of literacy: the vocabulary needed to get by in life consists of tens of thousands of words. By the time they reach adulthood, 17-year-olds who read books have developed and expanded their vocabulary towards this extent. Among young people of the same age who do not read, the figure is significantly lower. Strong literacy skills and active reading shape the future of every young person.

Reading is a fundamental skill for individuals. Almost all competence, understanding and participation in society is built around literacy. Indeed, one of Helsinki's most important core tasks is to ensure that every child and young person in Helsinki develops strong literacy skills.

The Helsinki City Strategy attaches the appropriate importance to literacy. We have set ourselves the goal of becoming a literacy capital, where every young person graduating from a school in Helsinki must have the reading, writing and arithmetic skills and general knowledge to succeed in further studies and working life. In addition to comprehensive schools, maternity and child health clinics, libraries and other municipal services also play a significant role in literacy work.

In addition to setting goals, the City Strategy also outlines the measures that the City will take to achieve the literacy goal. We have increased the average weekly instruction time per year for mother

tongue and literature instruction and reduced the average class size in instruction in grades 1 and 2. We have increased needs-based funding for schools and allocated resources to the reform of learning support to ensure its implementation.

The society around us is raising the bar for literacy work and highlighting its importance. Helsinki's population is becoming more diverse, and an increasing number of Helsinki residents speak a language other than Finnish or Swedish as their home language. We know that children are reading fewer books than before. Longer texts are forced to make way for short, fragmented content. These days, literature is competing for our time not only with films, video games and TV series, but also with an endless stream of short videos generated by an algorithm.

Literacy work must be able to keep pace with the times and always operate within the current social context. Helsinki is well-placed to succeed in this task. We have a strong school system, internationally renowned libraries and a wide network of services that serve residents in their daily lives. Helsinki's extensive network of services works with expertise and passion to improve literacy.

I would like to thank everyone already involved in literacy work and invite all interested operators in Helsinki to join us in this collaborative effort!

**Daniel Sazonov**  
*Mayor*



The City of Helsinki's literacy work focuses on children, young people, families with children and foreign-language residents of Helsinki.





# Greetings from the authors

We invite you to learn about the City of Helsinki's literacy work and join us in this effort! This two-part publication provides common guidelines and recommendations for the work, as well as a wealth of information on how Helsinki residents read and the efforts that the City's various divisions are making to promote reading.

For clarity, the publication is divided into two parts. The first section includes guidelines and starting points for our literacy work, a brief description of our operating environment from the perspective of literacy work and recommendations for future action. We also define the concepts of literacy work and offer five tips for work communities that read. The section is particularly useful for directors and managers, but can benefit anyone interested in the topic.

The second section takes a closer look at the information and data sets available to us at the City regarding literacy work. We also draw attention to the wide range of meaningful literacy work carried out within the City organisation. The second, more comprehensive section is particularly useful for specialists, planners and those involved in literacy work within the City, but also for directors and other interested parties.

The publication is also available to those who do not work for the City: for example, our partners, the third sector, researchers and residents can learn about our literacy work and find ways to get involved.

This publication is based on the City's shared documents and materials, such as the Helsinki City Strategy 'A Helsinki we can be proud of' (2025–2029) and publications by the Urban Research and Statistics Unit. Among the documents produced by the City's divisions, the publication draws from such sources as Helsinki Learns – Future Competences, the Kirjaston suunta 2033 (Direction of the Library 2033) vision and the Cultural Education Plan. Key national resources include the National Literacy Strategy 2030, published by the Finnish

National Agency for Education, and the reports by the Finnish Reading Center. The publication also draws in large part on national and international studies and reports.

The publication offers many ideas on how to integrate literacy work into objectives, plans and documents, as well as a wealth of effective models for implementing literacy work in different divisions and at various organisational levels. The text is not intended to be set in stone; instead, we have tried to draft it in a way that makes it as easy as possible to update as necessary, such as when the next strategy period begins.

Helsinki wants to support every resident in their literacy skills, interest in reading and reading as a hobby in the best possible way, and to serve as a pioneer in literacy work. We hope that this publication will not only help promote efforts to improve literacy among Helsinki residents but also serve as a national and international example.

Dozens of professionals working for the City of Helsinki have contributed to this publication through various workshops, writing contributions and feedback. Many thanks to you all for your contributions to developing the City's guidelines for literacy work and for giving visibility to this important work. We would also like to extend our sincere thanks to the National Literacy Programme of the Finnish National Agency for Education, whose funding made the creation of this publication possible.



# Starting points for literacy work in Helsinki

## Literacy work is carried out together.

We work closely within the City and invite all operators in Helsinki to join us!



## Our literacy work is systematic and goal-oriented.

Literacy work is reflected in various structures and is continuously developed and regularly evaluated.

## Our literacy work keeps up with the times and takes different types of readers into account.

We observe the impact of various factors on the literacy of different groups and take continuous learning into account in our literacy work.

## The starting point for our literacy work is multiliteracy.

Multiliteracy – the ability to read, produce and evaluate different types of texts – is becoming more and more important in our increasingly digital world.



## Our literacy work is language-aware and accessible.

All Helsinki residents benefit from literacy work that is language-aware, accessible, clear and understandable.

## Our literacy work focuses particularly on children, young people, families with children and foreign-language residents of Helsinki.

The sooner we can begin to carry out effective literacy work with our target groups, the better we are able to offer equal opportunities to achieve sufficient literacy skills and prevent inequality.

## Concepts

The terms used in this publication are mainly based on the Finnish National Agency for Education's vocabulary for literacy work.<sup>1</sup> Many sectors and fields of study have their own more detailed and precise definitions of these terms. In this publication, these terms are used with the following meanings to serve everyone involved in or interested in literacy work.

### Literacy work

refers to various efforts to improve literacy, promote reading and foster interest in reading among individuals or groups. Literacy work is carried out across the City's various services and in a wide range of roles. Literacy work involves a wide range of activities, such as teaching, the promotion of reading in various contexts, support needs assessments, service coordination, communications, accessibility and events. Literacy work affects all city residents and is made possible through decision-making, leadership and resource allocation.

### Structures for literacy work

refer to systematic, organised and sustained approaches aimed at promoting, maintaining and deepening literacy and interest in reading among city residents of all ages. These structures provide the foundation for ensuring that literacy work is a continuous, goal-oriented process. The structures of literacy work involve obligatory, long-term, agreement-based and cooperative measures.

### Reading

refers to the consumption of various types of texts, particularly written and spoken texts, in different formats.



### Multiliteracy

refers to the ability to understand and interpret the various messages encountered in modern society. This includes reading and evaluating images, videos, advertisements, social media content, digital content and messages generated by artificial intelligence, for example. The ability to read and write traditional written texts is also part of multiliteracy.

### Sufficient literacy

refers to a level of literacy that enables a person to participate in everyday situations, understand their rights and responsibilities, use services, make decisions and act independently. It does not require perfect or academic literacy, but rather the ability to understand and make use of everyday texts: timetables, instructions, bills, forms and the content of digital services. It makes it possible to participate in working life, education, public services and influencing society.

### A foreign-language speaker

is a person residing in Finland who has registered a language other than Finnish, Swedish or Sámi as their native language. The term is used in this publication because it is used in statistics. In other contexts, the term should be used with caution.

# Helsinki as an environment for literacy work

Literacy is the foundation of wellbeing, education and equal opportunities. Literacy is linked to a number of individual factors and starting points, such as values, home background, culture, learning difficulties, age and attitude.<sup>2</sup> Similarly, societal phenomena such as digitalisation, globalisation and changes in leisure habits also affect literacy.

## Examples of current trends in literacy and reading include the following:

- The time spent reading is decreasing.<sup>3</sup>
- Fewer and fewer people say that they read in their free time.<sup>4</sup>
- Literacy learning outcomes have been declining for a long time.<sup>5,6</sup>
- The gap between strong and weak readers is widening.<sup>5,6</sup>
- The ways people read are changing.<sup>7</sup>
- Families hope to receive more information about reading and support for it.<sup>8,9</sup>
- Poor reading and writing skills are increasingly becoming a barrier to employment.<sup>10</sup>
- Illiteracy is becoming increasingly costly even for high-income countries.<sup>11</sup>

While literacy levels have declined and the time spent reading has decreased for people of all ages, operating in a digital environment requires a strong command of basic skills, especially reading, writing and critical thinking. It is important to take these key national trends into account in all literacy work carried out in Helsinki. When considering Helsinki as an environment for literacy work, it is essential to consider not only national and international trends, but also the impact of the local operating environment on residents' reading and the work done to promote it.

## The population is growing and becoming more diverse

The population of Helsinki is growing and becoming even more diverse, which is reflected in the residents' identities, mindsets, abilities and ways of using the City's services. For a long time, the city has been gaining over 5,000 new residents each year. In the record years of 2023 and 2024, Helsinki gained approximately 10,000 new residents per year. The population is expected to exceed 700,000 in 2027. The net migration gain from abroad has reached record levels over the past couple of years, both in Helsinki and elsewhere in Finland. Migration has accounted for just under 80% of total population growth.<sup>12,13</sup>

Helsinki's population is highly educated by Finnish standards: as is typical of a large city, particularly people with a master's degree or higher make up a significantly larger proportion of the population than the national average. However, there are significant differences in residents' educational attainment between different parts of the city. Educational pathways are also becoming increasingly differentiated by family background, as parents' own educational background predicts their children's educational attainment and the development of their literacy.<sup>6</sup>

While Helsinki residents are more avid consumers of culture (which also includes leisure reading and library visits) than other residents of the metropolitan area, cultural participation also varies significantly based on educational attainment. While one in two people with a tertiary education degree attends an art or cultural event at least once a month, the corresponding figure for people with only a primary and lower secondary education qualification is 15%.<sup>14</sup>

# 5,000

new residents  
per year

Over

# 20 %

of the population\*  
were foreign-language  
speakers (\*in 2024).



# 50,000

pupils attending  
comprehensive school

# 10 million

library visits



# 5–6 million

library loans  
per year



# 250,000

library cards in use

On average, families with children in Helsinki are doing well, but some families are facing mounting problems. Currently, these problems include a lack of daily routines and boundaries, as well as financial difficulties, in particular. Social segregation, such as the socio-economic bubble effect, widens the gap between different groups of people.<sup>15</sup>

Helsinki's foreign-language population is growing rapidly in terms of both absolute numbers and as a percentage of the total population. At the end of 2024, foreign-language speakers accounted for just over 20% of the population, compared with 13% ten years earlier. Currently, one in four children in early childhood education and comprehensive school speak a language other than Finnish, Swedish or Sámi as their mother tongue, and by the 2030s, an estimated one in three Helsinki residents will be foreign-language speakers.<sup>12</sup>

In Helsinki, diversity is both a strength and a challenge. Urban growth, demographic changes, and disparities in wellbeing and population across different neighbourhoods are increasing the demand for services and influencing the planning of services and the service network. For example, multilingual and multivoiced communication, accessible facilities and accessible digital services

will become increasingly important in the future to ensure that services are equitable and available to everyone, enabling everyone to participate.

### A wide range of services and a large staff

The City of Helsinki is the largest employer in Finland, with over 37,000 employees. In a large organisation, change happens all the time. Staff turnover and changes in job descriptions, organisational changes, changes in the service network or changing objectives often have an impact on literacy work as well. The challenge in the literacy work of Finland's largest city is fragmentation. The City has addressed this challenge by agreeing on concrete cooperation between various organisational units. Literacy work is reflected in job descriptions, and management is also committed to the systematic development of literacy work.

In the coming years, the City's staff will become increasingly diverse and international.<sup>17</sup> Currently, around 11% of the City's staff speak a language other than Finnish or Swedish as their first language, and that percentage is on the rise. As the staff becomes more multilingual and multicultural, the organisation needs to be able to support lan-



Literacy is the foundation of wellbeing, education and equal opportunities.





guage learning as part of the job, for example. The concentration of staff with foreign backgrounds in certain areas can pose challenges for both the employees' learning of Finnish or Swedish and their interaction with service users.

In Helsinki, the cornerstones of literacy work are the Education Division and the Library Services Unit, for which literacy work is a key statutory duty. For example, approximately 28,000 children attend the City's early childhood education and pre-primary education daycare centres and family daycare each year. In addition to this, there are over 200,000 visits annually by children under school age to the supervised activities offered as part of open early childhood education at playgrounds. Nearly 50,000 pupils study in the City's over 100 comprehensive schools each year, and the number of students in upper secondary education exceeds 30,000 annually.

The City's 38 libraries and two mobile libraries see nearly 10 million visits each year. There are nearly 250,000 library cards in use, and 5–6 million items are borrowed each year. Furthermore, child health clinics play a significant role in reaching families with children in particular, serving more than 40,000 children under school age. Public health nurses at maternity and child health clinics have over 300,000 appointments per year.

Even in literacy work, it is neither possible nor necessary to take the same approach throughout Helsinki, as the number of service users is substantial, their needs vary and the circumstances are constantly changing. Good examples of how different service needs are taken into account in literacy work can be found in the second section of the publication, which describes the impact assessment of needs-based funding in relation to literacy work and the development of Malminkartano Library with future users, for example. On the other hand, it is important to identify work for which it is necessary and efficient to create coherent structures or processes across the City. As examples of this, the second section of the publication describes a cooperation agreement between primary and lower secondary education and the library, as well as the systematic distribu-



**In Helsinki, the cornerstones of literacy work are the Education Division and the Library Services Unit.**

tion of Book Bags and information at maternity and child health clinics.

Functional and high-quality services are an essential prerequisite for a good quality of life for city residents. The diversity and quality of services are also important pull factors: a reputation for good services makes the city more attractive as a place to live. People are already fairly satisfied with most services in Helsinki. Library services receive particular praise, and satisfaction with schools and early childhood education, for example, is also high.<sup>16</sup> However, services require continuous improvement, including from the perspective of literacy work. It is a good idea to take the needs of Helsinki residents from diverse backgrounds and groups into account more strongly as early as the planning stage of services.



## Professionals involved in literacy work for the City of Helsinki hold positions such as the following:

subject teacher, regional manager, special education teacher, special planning officer, information specialist, librarian, chief librarian, library assistant, cultural educator, cultural producer, translator, child minder, chief of children's culture, teacher, class teacher, multilingual instructor, educational curator, youth instructor, instructor, guide, pedagogical specialist, project manager, project planner, psychologist, speech therapist, daycare centre manager, manager, principal, senior consultant, public health nurse, information planner, employment services specialist, early childhood education teacher, communications specialist

## Literacy work is carried out extensively throughout Helsinki through services and functions such as the following:

morning and after-school activities, administration, hobbies, HR services, City Executive Office, clubs, libraries, schools, cultural services, playgrounds, general upper secondary schools, museums, youth services, family services, Mayors of Helsinki, psychological services, speech therapy, Helsinki Vocational College, basic arts education, information management, employment services, liberal adult education, leisure services, early childhood education, communications, maternity and child health clinics



# Evaluating the effectiveness of literacy work is challenging

The challenge in evaluating the effectiveness of literacy work lies in the constant changes in the operating environment: in addition to the demographic, staffing and service-related changes mentioned above, these include economic, social, cultural, technological and political changes, for example. Simultaneous and cumulative changes can affect groups' and individuals' acquisition of literacy skills, interest in reading or reading as a hobby, which are difficult to predict or measure. For example, if the number of families living under stressful conditions increases due to the combined effects of changing circumstances and various decisions, other parenting activities, such as reading to a child, are easily neglected.<sup>18</sup> At the same time, as the cost of living rises, fewer and fewer city residents may be able to afford things such as book purchases, magazine subscriptions or audiobook services.

Assessing the impact of the measures taken by the divisions or the City alone on the development of literacy or interest in reading is therefore not the best indicator of success or failure in our literacy work, given that so many other factors influence the ecosystem. While this is a large ecosystem where it is difficult to verify causal relationships, it is possible to have a broad impact on the promotion of literacy, interest in reading and reading as a hobby, and the effects of these measures can be verified even within the City organisation.

Many City-level decisions and actions have direct and indirect effects on literacy work. The implementation of the City's strategy and the objectives of its divisions, the allocation of funding, the organisation and targeting of services, and cooperation among various operators are all influential factors. For example, ensuring the coverage of the local library network, increasing participation rates in early childhood education, or adding extra classes

in mother tongue and literature in primary and lower secondary education are measures that are expected to have positive effects on city residents' literacy, interest in reading and reading as a hobby. Impact can only be achieved through cooperation, with various operators implementing a range of measures across different operational levels. Cooperation brings about numerous changes that yield long-term results.<sup>19</sup>

Evaluating the effectiveness of literacy work, as with everything else, should focus on developing and monitoring realistic indicators that genuinely reflect the situation. Reliable and verifiable results depend on sufficient skills to assess the desired issues with the right indicators and, where necessary, cooperation with universities and research institutes.



Many City-level decisions and actions have direct and indirect effects on literacy work.



# Action recommendations for literacy work in Helsinki

The first section of this publication concludes with a set of recommendations for action that can be taken in Helsinki to support literacy, interest in reading and reading as a hobby. You can use and adapt these recommendations to match your own operations – they are not binding. Their goal is to support, strengthen and provide ideas for the divisions' own literacy work. For example, you can use these recommendations to create a concrete action plan for promoting literacy work within your own services or pick goals for your action plans. In addition to City operators carrying out and developing literacy work, these recommendations can also serve as inspiration for other organisations and partners.

The recommendations are based on the National Literacy Strategy 2030, studies and reports, assessments by various expert organisations, our own guiding documents and discussions held with various professional groups during the preparation of this publication. Some of the recommendations are based on policies and practices already in place in Helsinki. Some of the recommendations take a longer-term view and call for dialogue among multiple operators. This list is not exhaustive; instead, it offers ideas for a wide range of opportunities to promote literacy work in different divisions.

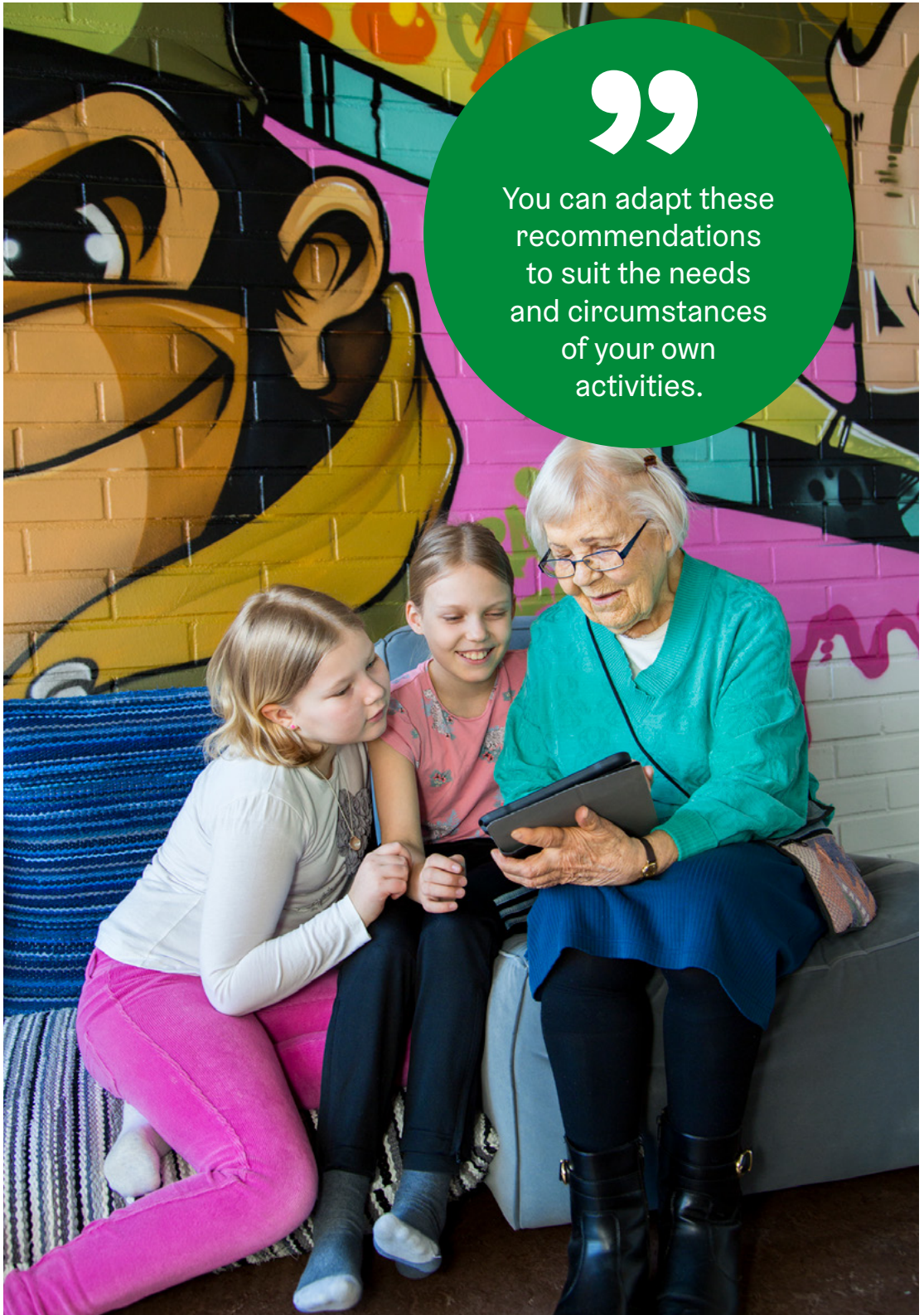
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The goal of these recommendations is to support and strengthen literacy work across the City's various divisions.

## Common and general recommendations



- Literacy work should continue to be a relevant theme in the City's guiding and binding documents.
- Any division, service or team engaged in literacy work should use this publication to develop its own concrete action plan for literacy development or equivalent, or otherwise utilise the publication as part of its own work and objectives.
- We should clearly define and designate the entities responsible for coordinating literacy work within the City of Helsinki.
- We should establish a common City-wide structure for assessing, monitoring and exchanging information on literacy work.
- We should monitor and collate data related to literacy work, and use this information to allocate literacy work resources to districts or units based on need.
- When procuring and putting out to tender the City's training offerings for various employee groups, we should place greater emphasis on content such as accessibility, clear communication, language awareness and the importance of literacy.
- In know-how development related to literacy work, we should make extensive use of various training providers as well as the expertise of the City's own staff and the sharing of that expertise among different professional groups.
- We should continue to offer City-wide training in work language and develop its structure and content.
- Plans for research and development collaboration across industries and services should reflect various aspects of literacy work, and there should be active collaboration with universities and research institutes.
- Divisions and services should share the information obtained from studies, surveys and reports, and use the results to support knowledge-based management and operational development.
- Divisions, services, units or teams involved in literacy work should regularly communicate internally and externally about matters related to literacy work.
- We should strengthen and develop cooperation with organisations in literacy work in events, communications and outreach to families, for example.
- We should benchmark literacy work more extensively together with the six largest Finnish cities and major European cities.



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You can adapt these recommendations to suit the needs and circumstances of your own activities.

# Recommendations specific to certain divisions or their cooperation

## Education Division



- All early childhood education units managed by the City should implement the bedtime story shelf or similar lobby lending activities.
- Both the early childhood education units' own purchases and centralised procurement should ensure that every child has access to a diverse selection of books and texts.
- Early childhood education and primary and lower secondary education should try out new ways to engage families (such as providing library card information to new pupils) and continue to improve existing methods (such as multilingual parents' evenings focused on literacy work).
- We should ensure that every pupil has access to the library at least at the points specified on the City's cultural route during their school path.
- Schools should use the additional hours allocated for mother tongue and literature in grades 5 and 6 under the City Strategy to develop reading and writing skills in particular.
- Primary and lower secondary education should continue to develop the work of teachers specialising in developing language awareness and literacy skills.
- Primary and lower secondary education should introduce the literacy profile developed through research cooperation, which tracks the development of the different aspects of a pupil's literacy and the connections between socio-emotional factors and their interest in reading and motivation to read throughout their learning path.
- We should develop information transfer so that information about a learner's language skills and level of literacy, to the extent possible, better follows the learner along their learning path and is available to the teachers who instruct them.
- Clubs under the Helsinki Model for Leisure Activities should include content related to literacy work (such as literary arts, self-expression, theatre, reading and writing).
- General upper secondary schools, Stadin AO and the Finnish and Swedish Adult Education Centres should expand and consolidate their offerings of courses that promote literacy, interest in reading and reading as a hobby.
- We should facilitate the studification of reading as a hobby.

- We should develop and organise studies, book clubs and recreational activities for learners at different levels of education, focusing on literature, reading and literary arts.
- We should develop the use of printed and digital learning materials in upper secondary education.
- Stadin AO should continue to organise reading weeks and other campaigns that promote interest in reading. It should encourage all teachers to organise sessions during reading weeks that support professional multiliteracy.
- General upper secondary schools should develop students' AI and media literacy as part of instruction throughout their studies.
- We should develop the content of the cultural route, which is based on the Cultural Education Plan, so that library activities, reading, literary arts and other aspects of literacy work play a stronger role from early childhood education through to the upper secondary level.
- The Kotiva training programme for foreign-language speaking stay-at-home parents should be expanded as needed.
- We should clarify literacy work in liberal adult education and student profiles in comprehensive education for adults so that different operators have a common understanding of the target groups for different literacy training programmes.
- We should develop the digital tools, applications and services for teaching and learning to support the learning and development of literacy.
- We should pilot new services that promote literacy and interest in reading in cooperation with domestic and international service providers in an agile manner.
- We should update the guidelines for the spatial design of learning environments to place greater emphasis on the importance of the learning environment from the perspective of literacy and interest in reading.





## Culture and Leisure Division

- We should strengthen the role of literary arts in the City's arts education and instruction.
- Libraries should continue their efforts to reach out specifically to residents with immigrant backgrounds and those with the lowest levels of education.
- We should try to extend the book gift programme for first-graders to include another age group.
- The library and early childhood education should strengthen their cooperation even further by establishing a service as part of the cultural route, for example.
- Upper secondary level educational institutions and the library should continue to develop their cooperation.
- We should make even better use of library facilities for leisure-time activities in primary and lower secondary education, such as clubs and hobby groups.
- We should take different types of readers into account in various ways, including by ensuring that City and school libraries and collections have a sufficient and diverse selection of easy-language books.
- We should plan various activities (visits, sessions, tips, etc.) in such a way that they can be adapted to the needs of different groups.
- Youth Services should highlight and map out the current state of literacy work and, based on this, plan activities with an even greater focus on strengthening multiliteracy.
- Youth centres should ensure that literature, comics, magazines, games and other materials are visible and accessible at all youth centres.



## Other divisions and enterprises and the City Executive Office

- Maternity and child health clinics should regularly provide information on the importance of literacy in early childhood.
- Maternity and child health clinics and libraries should seek new forms of cooperation and try them out.
- The library and speech therapy services should increase their cooperation.
- Employment Services should continue to build and develop systems to identify poor literacy and the barriers it creates to employment.
- Employment Services should continue to provide and improve literacy service guidance.
- We should consolidate the activities of the Employment Services' Luku network and allocate sufficient resources to its coordination.
- The priorities for promoting integration should place greater emphasis on ensuring sufficient reading and writing skills, particularly for adults with low levels of education.





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Some of the recommendations take a longer-term view and call for dialogue among multiple operators.

# Five tips for work communities

1.

Establish **reading groups for various texts** within your work communities and set aside work time for discussing the texts together. If your work responsibilities allow, set aside e.g. 15 or 30 minutes per week for reading or discussing these texts. The texts may be work-related, and you can read them individually or as a group.



2.

Set up a **book and magazine exchange station** at work. You can also share books in other ways: for example, on team day, everyone can bring one wrapped book and get a new one in exchange.

4.

Organise a **public event** at a library venue, which can be reserved through the City of Helsinki's Varaamo service. During the event, you can check that all participants have a library card. You can set aside some time during the visit to get library cards, borrow materials and browse the collection.

3.

Share your **reading and listening recommendations**

(books, blogs, articles, podcasts, etc.) on a list posted on the wall of the break room or on an online platform, for example. You can also

create a communal **reading challenge**, such as 'read or listen to one professional book this autumn'. You can also choose from a variety of reading challenges offered by the Helmet Library. You can also organise an **autumn or spring reading event**: for example, everyone could read one non-fiction book of their choice. Consider offering small incentives to encourage participation.



5.

Organise a **joint discussion on reading during a seminar or professional development day** by utilising elements of the Timeout method, for example. This will give visibility to the feelings and thoughts related to reading within the work community. You can book a guest author as a speaker or workshop leader for a seminar through the Finnish Reading Center. You can also ask a library employee to recommend books to your work community.



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