

Helsinki

Development Plan for Immigrant Education 2018–2021





Publisher:
City of Helsinki
Education Division

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Introduction

The Education Sector is the City of Helsinki's most versatile and noteworthy sector with regard to immigration. The diversity of the population can be seen at day care centres, schools and other educational institutions, in which a whole range of identities, languages, religions and cultures exist side-by-side in mutual interaction. By 2030, the number of people with a foreign background living in Helsinki will rise from one in every six to one in every four.

We have the opportunity to help every child, young person and adult reach their full potential. Statistics and research show that the proportion of people with a foreign background is significant amongst those without education and employment, that their learning results are often poorer than those of the population with a Finnish background, and that there are notable differences in the well-being of people with a Finnish background compared to people with a foreign background. The crux, therefore, is to find a way to ensure continuous learning paths, improve learning environments, provide language-aware teaching and enhance the skills of the staff. We will also pay attention to the level of education, employment and participation of learners who were born in Finland but have a foreign background.

The Development Plan for Immigrant Education 2018–2021 is based on the City of Helsinki's strategy for 2017–2021. The development plan was created together with experts from the City Executive Office. The actions listed in the plan were developed through co-creation in four workshops that were attended by approximately 350 education sector workers and students from the fields of early childhood education, comprehensive education, secondary education and liberal adult education. In addition, the workshops were also attended by experts from other sectors and organisations. As the result of this process we received nearly a hundred proposals for actions, out of which we selected three main themes, 13 objectives and 28 combinations of actions.

The objectives and actions of the development plan concern everyone working in the Education Sector, from early childhood education to liberal adult education, both within the Finnish-speaking and Swedish-speaking services. In the development plan we use the term 'location' to refer to day care centres, playgrounds, schools, other educational institutions, academies and administrative offices.

In order to realise the Development Plan for Immigrant Education we will need everyone's help. Together we can do it!

Terminology

In this development plan we use the concept 'people with a foreign background', and utilise the terms 'immigrant' and 'foreign-language speaker' when needed. The national statistical institution, Statistics Finland, categorises all the people whose both parents or the only known parent were born abroad as having a foreign background. People with foreign background can be divided into those born abroad (immigrants) and those born in Finland (the second generation). All people who have at least one parent who was born in Finland are considered to have a Finnish background.

A foreign-language speaker refers to a person whose mother tongue recorded in the statistics is not Finnish, Swedish or a Sami language. Many statistics relevant to the Education Sector are currently only available based on mother tongue. Statistics based on mother tongue entail certain problems, which will become more pronounced in the future. Many

foreign-language speakers can also speak Finnish or Swedish well, whilst some of those registered as Finnish or Swedish speakers have a poor grasp of these languages. The statistical methods only allow for the registration of a single language.

Language awareness is a concept used in both the Early Childhood Education and Care Plan and various curricula. Language awareness builds a foundation for multiculturalism that values diversity. The use of different languages side-by-side in the everyday interaction of communities will be considered natural, and the communities will recognise everyone's rights to their own language, culture, religion and world view. A language-aware community will understand the vital role of language in learning, interaction, mutual cooperation, identity construction and social integration. In a language-aware community, every employee will be aware of being a linguistic model for learners and pay attention to how they use language in various situations.

Statistical data

The number of learners with a foreign background in the City's Finnish-language early childhood education, preschool education and comprehensive schools has doubled over the past decade. The proportion of foreign-language children in the City's Finnish-language early childhood education and comprehensive education system currently accounts for about 20 per cent. Similarly, in vocational and general upper secondary education, the number of native speakers of a foreign language has increased.

Currently, 33 per cent of vocational education students and 13 per cent of general upper secondary education students are foreign-language speakers. The most common foreign languages are Somali, Russian, Estonian, Arabic and Kurdish. In the Swedish-speaking day care centres, schools and other educational institutions, the number and relative proportion of learners with a foreign background have also increased in recent years, although these figures still remain low. (Appendix 1)

The vision

Helsinki is the world's most effective place to learn

The main objectives of the development plan

1. All residents of Helsinki will have equal and obtainable access to care, education and employment.
2. The learning environments, pedagogical solutions and instruction will promote the improvement of the learning results of those with a foreign background in comparison to the learning results of the population with a Finnish background.
3. The operating culture will encourage participation and be based on respect, equality and trust with regard to each learner, as well as on the learners' ability to have a say in matters concerning them.
4. The staff's skills will be based on language awareness and account for the diverse range of client needs.

The main themes of the development plan

1. Conditions and support for learning
2. Instruction, guidance and transfers
3. Skill improvement and recruitment

1. Conditions and support for learning

Objectives

- a) The learning results of learners with a foreign background will be monitored systematically and these results will improve.
- b) Finnish or Swedish as a second language (S2) and preparatory education will be of high quality and promote learning.
- c) The learning environments and study material will show language awareness, be technologically up-to-date and promote learning among students with a foreign background.
- d) Discrimination and racism will be dealt with and learners will experience less of these.
- e) Multi-professional cooperation and collaboration with the learners' parents will support learning and integration.

Action plan

- The information available to the Education Sector on learners with a foreign background will be mapped and expanded.
- National and/or international follow-up studies will be participated in to gain systematic information about the learning results of learners with a foreign background. The necessary actions will be specified based on the learning results.
- Good practices and effective actions for targeting positive discrimination funds will be gathered.
- A centralised assessment model will be created for targeted Finnish or Swedish as a second language instruction (S2). The pedagogics and tools for S2, preparatory and mother tongue education will be developed to support functional language instruction. The S2 teachers of all services will meet regularly for co-creation sessions, which will allow them to share good practices and benefit from peer learning. Pedagogical and language-aware skills will be enhanced with the help of digital material banks. Development days for S2 instruction will be held annually.
- Teaching videos will be produced for various subjects in the learners' own languages as well as in plain language. A requirement assessment will be conducted together with the learners and their parents.
- Methods for early childhood learning of Finnish/Swedish and the use of the learners' own mother tongues in various learning environments will be developed in cooperation with other sectors (Culture and Leisure Division, Social Services and Health Care Division).
- The use of various forms of homework help and other informal activities promoting learning will be increased at different educational levels, and the methods involved will be developed together with the learners. A model



homework group for parents and children, increasing the opportunities of immigrant parents to support their children with school work at home in their own language, will be piloted.

- Pupil and student welfare will assemble a development working group consisting of multiple administrative branches to collect current information on the particular issues hindering the learning of people in the process of integrating, such as honour violence and traumatic experiences. The development group will distribute information to the locations and unify the processes used by various parties.
- Tools to recognise and prevent discrimination and racism will be developed by utilising the instruments used in the I See You See (Minun Silmin – Sinun Silmin) programme. Actions to reduce discrimination and eradicate racism will be planned and created together with the pupils.
- The Finnish and Swedish language courses for stay-at-home parents will become a permanent service and the guidance and peer groups will be made part of basic operations.

2. Instruction, guidance and transfers

Objectives

- a) Communications will be clear and conducted in plain and multiple languages, if necessary.
- b) Guidance and advice provided during studies will be of high quality.
- c) The guidance and advice provided for people with a foreign background on possible learning paths will be uniform and up-to-date in nature.
- d) The learning paths will be uninterrupted and lead to qualifications, employment and active social participation.

Action plan

- The clarity of the communications will be tested on the clients. The services will be made visible by using multiple languages and various communication channels. Videos about the services will be produced, including mother tongue instruction, preparatory education for upper secondary school, and Finnish and Swedish language courses. The actions will be specified in the communications plan.
- The services will be designed and developed together with learners with foreign background and their parents. The locations will ensure that comprehensive and language-aware inductions are provided so that parents with a foreign background will be able to use the digital communication tools (e.g. Wilma).
- The services provided by the Education Sector will be annually introduced at the Oppimispolut Helsingissä ('Learning Paths in Helsinki') event, intended for instructors, clients and parents. These events will also provide multilingual guidance and advice.
- An integration support model for those who immigrated to Finland before adulthood will be created for the locations, including related instructions, to be used during the early stages of their learning path. The support model will be created together with the learners and their parents.
- A model with instructions will be created for the locations on the care and education options and integration services provided in Swedish.
- A multilingual instruction model will be developed to support the comprehensive education of learners with a foreign background, and this model will also be piloted in secondary education and early childhood education.
- Updated information about instruction provided during studies, education path options and good practices to ensure smooth educational transfers amongst those who have recently immigrated to Finland will be shared in the regional study support network for comprehensive and secondary education.

- A centralised advice and service instruction hub will be founded to help adult immigrants to find suitable education, and ultimately employment, more easily.
- The guidance processes will be evaluated and the evaluation methods improved in order to ensure the quality of the services and access to the correct services within the sector.
- The process of identifying and acknowledging previously acquired know-how will be made more uniform and clear, and tools and methods supporting this work will be created.
- Helsinki Skill Centre will provide comprehensive learning paths corresponding to labour force requirements, including the assessment, identification and supplementation of skills, multilingual career advice, ways to find employment quickly, and workplace support. Possibilities for utilising the Skill Centre's good practices in the Education Sector's other services will be investigated and expanded.
- The education services will be fitted in with the City's services promoting employment and personal performance, the employment services intended for adults and young people, the TE Services and other services supporting integration. Actions complying with the objectives of the cooperation agreement between the Education Sector and the City Executive Office will be implemented.
- In order to support workplace learning, new ways of learning Finnish/Swedish will be developed together with the clients. The apprenticeship system as a way to acquire work experience, complete degrees or partial degrees and find work in the open labour markets will be improved.



3. Skill improvement and recruitment

Objectives

- a) The staff's skills will be enhanced with the following training modules:
 - pedagogical language awareness and the ability to apply it in practical work
 - ability to identify and acknowledge skills that learners have acquired elsewhere
 - ability to recognise and take action against discrimination and racism.
- b) 50% of the staff will take part in actions that strengthen their skills, and the operating culture will change as a result of learning.
- c) Professionals with a foreign background working within the Education Sector will be supported in complementing their existing skills, and they will be able to make career advancements.
- d) The number of professionals with a foreign background working within the Education Sector will become more equal to the corresponding proportion in the working-age population of Finland at day care centres, playgrounds, schools, other educational institutions, academies and administrative offices.

Toimenpiteet

- The actions concerning the improvement of the staff's skills will be made part of the sector's skills development plan for 2018–2021. The annual action plans will specify the location-specific objectives for different staff groups and the goals for change in the operating culture.
- The sharing of know-how will be facilitated through peer mentoring and job rotation. In addition, skill development actions will be utilised as part of introduction training and other further training.
- The Education Sector will actively search for new cooperation partners in order to increase the number of work training, pay subsidy work, internship, recruitment training and apprenticeship opportunities among people with a foreign background. Conditions will be improved so that as many people as possible accepted into work training or recruitment training have the chance to continue on to an apprenticeship in the Education Sector. The career advancement of those with a foreign background and working for the Education Sector will be supported through retraining and upgrading of qualifications.
- Those involved in the recruitment process will make sure that the job descriptions and induction training are provided in plain language and that multiple recruitment channels are used. Positive discrimination will be utilised in the recruitment process, meaning that out of two applicants with equal merits, the one belonging in an underrepresented group will be selected, thereby promoting parity.
- Comprehensive language training for linguistic skills required for professional purposes will be provided both as contact instruction and functionally while working.

Indicators

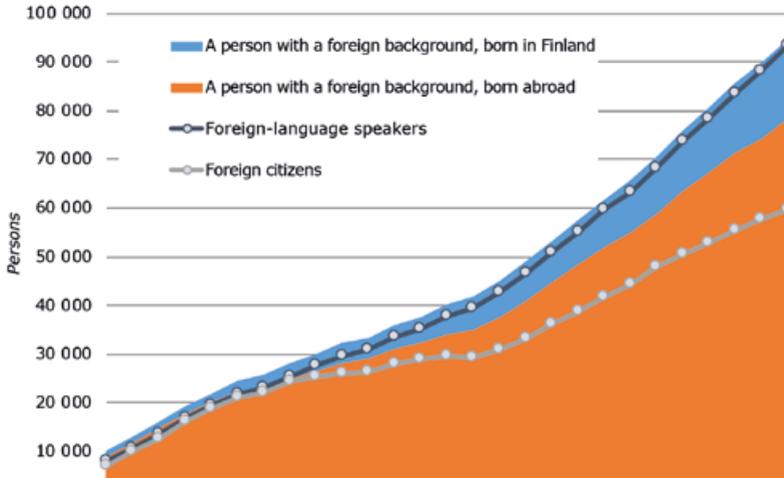
1. The participation of 3–6-year-olds in the early childhood education provided by municipalities or private operators categorised according to mother tongue, age group and region: Information source: The Education Sector and Kela
2. The learning results of learners with a foreign background received from national and international follow-up studies. Information source: To be identified
3. The relative number of stay-at-home parents participating in Finnish or Swedish language courses and the proportion continuing on to further learning paths. Information source: Helsinki Vocational Adult Institute's Kotiva course statistics
4. The number of 4th, 5th, 8th and 9th grade pupils with a foreign background who have experienced bullying at school. Information source: the School Health Promotion study, the Urban Research and Statistics Unit
5. The number of people not accepted to a study programme in the joint application categorised based on comprehensive school location and mother tongue (those not accepted to study or not having accepted a study place). Information source: The Finnish National Board of Education, the Urban Research and Statistics Unit
6. The number of 16–18-year-old secondary education students by mother tongue and gender – general upper secondary schools and vocational institutions separately. Information source: Statistics Finland, the Urban Research and Statistics Unit
7. The proportion of people with a Finnish background and second generation immigrants with a secondary education qualification out of the entire population according to age group and gender. Information source: Statistics Finland, the Urban Research and Statistics Unit
8. Young people not in employment, education or training by age group, based on mother tongue and gender (16–29-year-olds, and 16–24-year-olds in more detail). Information source: Statistics Finland
9. The number of employed people with qualifications a year after graduation, based on the education provider. Information source: The Finnish National Board of Education
10. The percentage of people having taken part in the skill improvement actions, and the realisation of language awareness and diversity-related skills in practical work. Information source: the training and event calendar, action plans, self-evaluation, the skill management tool





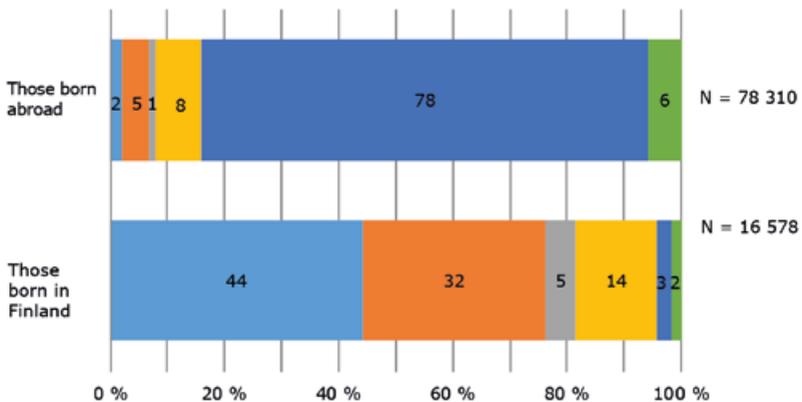
Appendix 1

People with a foreign background, foreign-language speakers and foreign citizens in Helsinki at the beginning of each year between 1991 and 2017



Source: Statistics Finland and the City of Helsinki's Urban Research and Statistics Unit.

The age pyramid of people with a foreign background according to their countries of birth, 1 January 2017



Source: Statistics Finland and the City of Helsinki's Urban Research and Statistics Unit.

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