LAMK Well-being and Regenerative Growth

- Annual Review **2019**

Kati Peltonen & Päivi Tommola (Eds.)
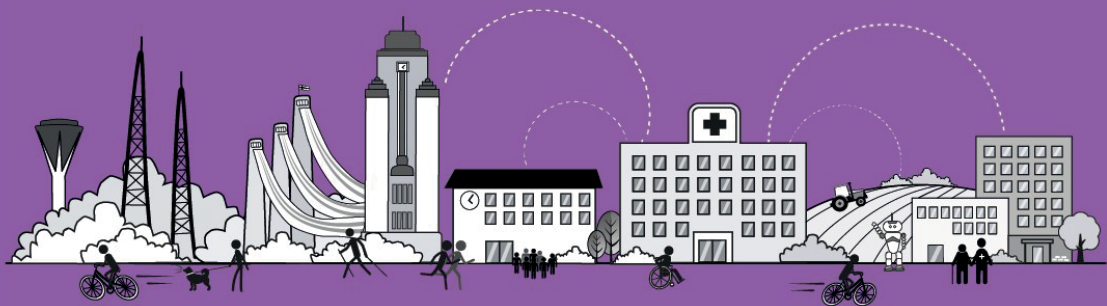
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LAMK Well-being and Regenerative Growth
Annual Review **2019**

LAMK
Lahden ammattikorkeakoulu
Lahti University of Applied Sciences

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Kati Peltonen

Foreword: Towards Sustainable Well-being

In 2015, Finland joined the other UN member states and committed to the implementation of the Sustainable Development Goals and the Agenda 2030 for Sustainable Development (Prime Minister's Office 2017). The national implementation of the agenda is supported by the The Finland we want 2050 commitment prepared by the Finnish National Commission on Sustainable Development. This commitment outlines the principles and objectives of sustainable development on a strategic level. The commitment is built around two mutually supplementary primary themes: an equal, democratic and skilled Finland and a carbon-neutral and resource-wise Finland.

Sustainable development is an ongoing and structured process where society undergoes changes with the aim of securing desirable living conditions for the current and future generations (Ministry of the Environment 2013). Sustainable development is considered to include three functional dimensions that complement each other: ecological, economic, and social and cultural sustainability. Ecological sustainability is based on the philosophy of preserving biodiversity and adapting the economic activities and all the material activities of humans to the tolerance of the Earth and nature. Social sustainability refers to the idea of all people having equal opportunities with regard to obtaining the basic prerequisites of living, building their own well-being as well

as active participation and equal engagement. Social and cultural sustainability aims to ensure the preservation of the psychological and cultural creative power of people. (Malaska 1994.)

The themes of sustainable well-being and, in particular, social sustainability as an element of it, have been highlighted in recent discussions in society. Sustainable well-being is based on the concept of comprehensive well-being including the basic idea of taking care of the well-being needs of the current generation while ensuring that the opportunities of future generations to meet their needs are not jeopardised (Hämäläinen 2013, 5). Social sustainability consists of five key dimensions: Equity, diversity, interconnectedness, democracy and governance and quality of life (McKenzie 2004). According to Hämäläinen (2013, 31), Finland could profile itself as a developer of expertise in the changing well-being needs of individuals and communities and use this expertise to create products, services and living environments that strengthen sustainable development and well-being. The futures review by the Ministry for Social Affairs and Health (2018) also envisions Finland as a model country of well-being, promotion of health and employment as well as sustainable growth in the well-being sector.

Tackling these societal grand challenges requires collaborative efforts. The Well-being and Regenerative Growth focus area is one of the

strategic focus areas, which steer the RDI activities at the Lahti University of Applied Sciences. The RDI activities in this focus area strongly emphasise the promotion of sustainable well-being and social sustainability regionally, nationally and internationally. The key research, development and innovation themes in the Well-being and Regenerative Growth focus area are as follows: 1. Well-being from nature and physical activity, 2. Well-being technology and intelligent self-management of health, 3. Social inclusion, and 4. Development of services and competences in the social and health care sector.

This publication features some of the ongoing or recently completed RDI projects and their outcomes. The publication includes 21 articles which jointly describe the RDI activities within the various themes, and are classified under the abovementioned themes.

The authors of the articles include well-being experts from the Faculty of Social and Health Care at the Lahti University of Applied Sciences. As the articles show, the Well-being and Regenerative Growth focus area at the Lahti University of Applied Sciences promotes sustainable well-being in many ways in collaboration with different stakeholders.

I would like to extend my warm thanks to all the authors for their valuable contribution to this publication. I hope this publication offers insights into the versatile RDI activities carried out by the Well-being and Regenerative Growth focus area at the Lahti University of Applied Sciences and inspires us all to continue working for sustainable well-being. Enjoy reading the articles!

In Lahti, 31 October 2019.

Kati Peltonen, Research, Development and Innovation Director, Well-being and Regenerative Growth Focus Area.

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PART 1: WELL-BEING FROM NATURE AND HEALTH-ENHANCING PHYSICAL ACTIVITY

Kati Komulainen

Salpausselkä Geopark Project: Developing a geopark to promote the geological heritage of the Päijät-Häme region

The region of Päijät-Häme is situated in a geologically interesting area. Here, towards the end of the last Ice Age some 12,000 years ago, sand and gravel were transported by the meltwaters of the continental ice sheet. During a cold period called Younger Dryas, the receding of the ice sheet stopped, and the material built up at the front margin of the ice sheet forming the landforms known as First and Second Salpausselkä. Some of the sand and gravel was laid down on the bottom of the meltwater streams, forming narrow eskers with steep slopes. (Kananoja & Palmu 2017.)

The massive ice-marginal formations Salpausselkä I and II and their feeding eskers, surrounded by plentiful water bodies, form the backbone of the communities and landscape of Päijät-Häme. These formations are central in the region: villages and towns, roads and streets have been built on them; people go walking, running, skiing, biking, swimming and play on them - and drink high quality water drawn from their renewable groundwater reserves.

A UNESCO Global Geopark to Päijät-Häme?

The United Nations Educational, Scientific and Cultural Organization UNESCO defines UNESCO Global Geoparks as "single, unified geographical areas where sites and landscapes of international geological significance are managed with a holistic concept of protection, education and

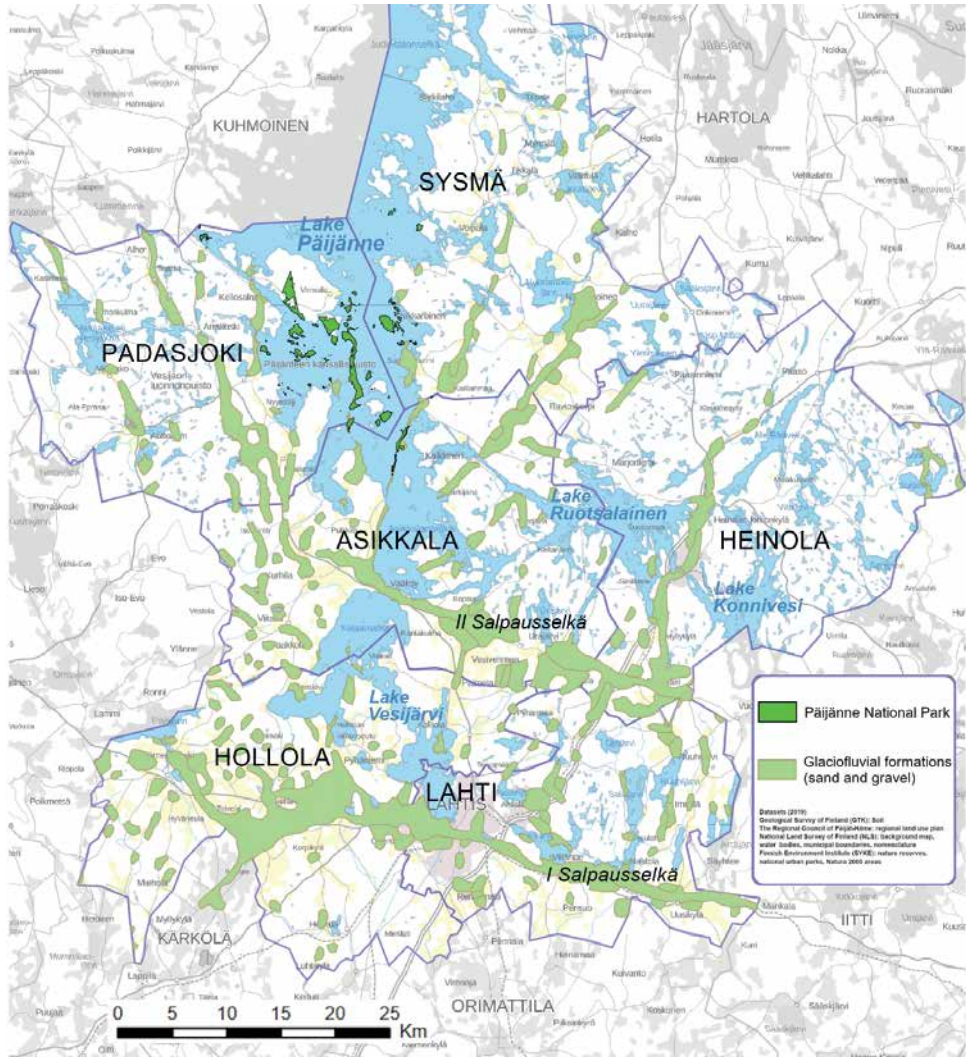**Figure 1. Location of the Salpausselkä Geopark project area (Map: Geological Survey of Finland).**

Figure 2. Salpausselkä Geopark covers the area of six municipalities in the Päijät-Häme region. Salpausselkä formations and eskers are shown in green (Map: Lahti University of Applied Sciences).

sustainable development" (UNESCO 2019). Thus, in order to become a UNESCO Global Geopark, an area must have "sites and landscapes of international geological significance". During the UNESCO Global Geopark application process, scientific professionals assess the geological heritage of the aspiring geopark, comparing it globally to determine whether the geological sites are of international significance. According to experts from the Geological Survey of Finland, the region of Päijät-Häme should fulfil this criterion: The Salpausselkä ice-marginal formations are the best-known geological features of Finland, and they are at their most prominent in Päijät-Häme. In addition to the Salpausselkä formations, their feeding eskers, of which some lie in Päijänne National Park, are significant geological formations with picturesque landscapes. (Nenonen et al. 2016; Kananoja & Palmu 2017.)

However, geology of international significance is not enough to make a UNESCO Global Geopark. In addition to geological heritage of international value, there are other fundamental features to a UNESCO Global Geopark. A geopark that aims to become an UNESCO Global Geopark must have a management body with appropriate resources and support from the local and regional actors and authorities. It must have visibility in order to stimulate geotourism in the area to promote sustainable local economic development. Both local people and visitors need to be able to find information on the geopark. The development and operation of educational activities for all ages, in order to spread awareness of the geological heritage and its links to all other aspects of the area's natural and cultural heritage, is a pre-requisite as well. Furthermore, co-operating with other geoparks through the Global Geoparks Network (GGN), and regional networks such as the European Geoparks Network (EGN), is essential. The idea is to learn from one another and improve the quality of the label UNESCO Global Geopark. (UNESCO 2019.)

To promote the geotourism potential and to develop a geopark in the Päijät-Häme region, Lahti University of Applied Sciences started the Salpausselkä Geopark Project in 2017, with the Geological Survey of Finland and Metsähallitus Parks & Wildlife Finland as their project partners. The project has been carried out in close co-operation with the municipalities and other local actors. The main funding comes from the EU Fund for Rural Development. The municipalities also take part in the funding of the project. The primary goals of the project have been to establish the Salpausselkä Geopark so that it can begin functioning as a de facto UNESCO Global Geopark and apply for the UNESCO label to become a member of the growing worldwide network of geoparks. At present, there are 147 UNESCO Global Geoparks in 41 countries. In Finland there is only one, Rokua UNESCO Global Geopark. Saimaa Geopark applied for UNESCO Global Geopark status in 2017. In 2019, its application was deferred for a maximum of two years. Lauhanvuori-Hämeenkangas Geopark applied for the status in 2018 and the result will be announced in the spring of 2020. As the number of active applications is limited to two per UNESCO member state, Salpausselkä Geopark cannot apply before 2020.

Building a geopark on knowledge

The Salpausselkä Geopark project has carried out a wide array of activities to plan, develop and establish the geopark. The Geological Survey of Finland, together with LAMK, has inventoried about a hundred potential geosites around the project area covering seven municipalities. The

inventory has focused primarily on geology and the geotourism potential of the sites. In addition, Metsähallitus has produced inventories on nature types and indicator species at a few sites. Most of the inventories of Metsähallitus have focused on lake nature, especially around the main island of the Päijänne National Park, Kelvenne. Underwater inventories by echo sounding and diving have provided the project with new data, for example, on the depth of kettle bays typical of Kelvenne Island. The kettle holes that lie underneath the water level on the sides of the esker island form deep and sheltered natural harbours.

The project will prepare the UNESCO Global Geopark application based on the information gathered and produced during the project. The information also has and will be used for developing educational activities and for the interpretation of the geopark sites for the general public – both local people and visitors.

Local and regional networks form the basis of a geopark's activities

The municipalities of the Salpausselkä Geopark project area have been involved in the project since the planning phase. Each municipality has a member in the steering group of the project. These representatives of the municipalities have been active in guiding and planning the geopark development and presenting the geopark concept within their own communities. They have also invited the project manager to present the project to the municipalities' employees and decision-makers in various meetings, both formal and informal. As the management of an aspiring UNESCO Global Geopark must be established prior to applying, the project manager benchmarked other geoparks' management structures, studied the Operational Guidelines for UNESCO Global Geoparks and took part in discussions with the municipalities and other relevant actors in order to plan a management structure for Salpausselkä Geopark. As a major result of the project, the geopark's management is being established as an independent unit within the regional tourism company Lahti Region Ltd., which is owned by the municipalities. The cities of Lahti and Heinola and the municipalities of Asikkala, Hollola, Padasjoki and Sysmä have decided to take part in the permanent functions and basic funding of Salpausselkä Geopark after the project phase as of the beginning of 2020.

As Lahti University of Applied Sciences is coordinating the Salpausselkä Geopark project, university students have also been engaged in the project. They have become familiar with the UNESCO Global Geopark concept, which is not yet well known in Finland, and carried out assignments that advance their studies as well as the development of the geopark. In the autumn of 2017, a group of students of Environmental Engineering and Hospitality Management worked on enhancing business co-operation within the geopark area. Guided by the project staff, they contacted enterprises that might be interested in the geopark project, providing the enterprises with basic information on the subject. The students organised and facilitated the project's first business workshop, which was the start of a co-operation network. Since then, the project has organised six more meetings for the network to distribute and exchange knowledge about sustainability and geological heritage, and to encourage co-operation and the development of new geotourism products. The network of co-operating enterprises has been growing, and other local and regional actors, such as the local guides' associations and groups of nature guide students, have

come along. Over 50 different actors – entrepreneurs, companies, NGOs, etc. - have participated in the meetings.

At the beginning of 2018, cooperation was initiated with the region's largest vocational education and training institution, Salpaus Further Education. The importance of the Salpausselkä formations for the region is evident in the names of many organizations – also this educational institution is named after these landforms. Vocational upper secondary level students from the Natural and Environmental Protection programme have been involved in practical work, e.g., developing, mapping and managing a few of the sites and trails of the municipalities of the geopark area. A few students of Salpaus have been involved in the Salpausselkä Geopark project more closely via short work experience periods. A couple of students of LAMK have also been working for the project with the project as their job placement. The students have, for example, planned educational activities, gathered information about the geopark sites, developed the project's website and produced various maps of the geopark area.

The Salpausselkä Geopark project has also cooperated with other projects such as Mennään

Figure 3. A series of guided tours open for public was organised by the Salpausselkä Geopark project in September 2018. Photo from Aurinkovuori Hill, Second Salpausselkä, Asikkala (Photo by Kati Komulainen).

metsään (Let's go into the forest) by LAMK and the Martta Rural Programme of the municipality of Hollola, which developed field information along hiking trails. We have provided scientifically accurate geological information interpreted for the general public for the information boards along a few trails. In August 2018, the Salpausselkä Geopark project organised a seminar on nature tourism in cooperation with the Mennään metsään project. The seminar was held in Sysmä and included a boat trip to Päijänne National Park and a guided tour on the island of Kelvenne.

The Salpausselkä Geopark project has participated actively in the regional network of environmental educators. Together with the Häme Centre for Economic Development, Transport and the Environment (ELY), the city of Lahti and Salpaus Further Education, the project organised the regional environmental educators' networking event of spring 2019.

As a part of the Salpausselkä Geopark building process, an environmental educator of the city of Lahti has been developing geopark-themed education in cooperation with four pilot kindergartens. The development started with a presentation about the geopark concept and the area's geology by GTK's geologist at a meeting of the kindergartens' staff members in early 2018. A year later, the environmental educator organised a geopark training open for kindergarten teachers, where they had the chance to try out geopark-themed experimental learning methods. The methods developed included, for example, simulating the birth of kettle holes using a sand bucket and balloons. The project manager's presentation gave the participants insight into the geopark concept and the Salpausselkä Geopark project.

The work of the environmental educator will be a part of the permanent functions of the geopark and the new geopark-themed activities will be spread all over the area. The project's cooperation with the city of Lahti has played an important role in building the geopark otherwise, too. Lahti, with its 120,000 inhabitants, is a major stakeholder in the geopark project. A group of experts from the city's Technical and Environmental Department has met a few times per year with the project staff to share information and ideas, and the experts have, e.g., given presentations at geopark events.

Creating visibility for the geopark

To promote awareness of the Earth heritage of the area and to communicate the project's goals, the Salpausselkä Geopark project has organised various events open to the public. The events have included presentations about the geological heritage and underwater nature at libraries in Padasjoki and Lahti and at the Lahti City Theatre (as a part of an environmental education cooperation project of the City of Lahti Environmental Development Unit and Lahti City Theatre), an open networking event and guided tours to five primary geosites of the area in Asikkala, Heinola, Hollola and Lahti. Altogether, several hundred people have participated in these events, gaining knowledge about the unique natural environment they live in and, at the outdoor events, benefiting from the positive well-being effects of nature.

Furthermore, the Salpausselkä Geopark project has taken part in over a dozen different events organised by others (indoors and outdoors), presenting the project at a stand, or giving oral presentations. Through these occasions, the project has reached hundreds of people as well. The project manager has also been invited to give presentations at various meetings of stakeholder groups interested in the geopark

concept and project, such as the regional meeting of The Finnish Local Guides Association.

The website www.salpausselkageopark.fi was established in early 2018, and the project has produced, e.g., brochures and postcards. The project has been active on Facebook since late 2017 and on Instagram since late 2018. According to the statistics provided by Facebook, the 11 events that have been published on the project's Facebook page have reached altogether nearly 24,000 people. The most popular posts on the page have reached 2,000–3,000 people.

Networking with the national and global geopark community

Networking to share knowledge and experience and to learn from each other is one of the core ideas of the UNESCO Global Geopark concept and has also been one of the main goals of the Salpausselkä Geopark project. In Finland, there is only one UNESCO Global Geopark so far. The aspiring UNESCO Global Geoparks are encouraged to seek advice from the existing ones, and Rokua Geopark was an obvious choice for our study trip at an early phase of our project, in autumn 2017. Throughout the project, we have kept in touch with Rokua. The other aspiring Finnish geoparks, Saimaa and Lauhanvuori-Hämeenkangas, have been important co-operation partners for peer support.

The Finnish Geopark Committee organises an annual meeting of the Finnish geoparks in co-operation with the respective areas. We participated in the 2017 meeting held in the Lauhanvuori-Hämeenkangas Geopark project area and the 2018 meeting in the Saimaa Geopark project area. We organised the 2019 meeting together with the committee. The first day of the meeting was held at Lahti City Hall and included presenta-

tions about each area. The second day was dedicated to a tour around our area, visiting various sites. The participants gave a lot of positive feedback both on the attractions and the organisation of the meeting.

Each UNESCO Global Geopark is a member of the Global Geoparks Network (GGN), founded in 2004. Its members work together, exchange ideas of best practice and join in common projects. (Global Geoparks Network 2019.) The aspiring geoparks are encouraged, and are even expected, to begin networking with the global geopark community prior to applying for the UNESCO Global Geopark status.

The GGN comes together every two years at the International Conference on UNESCO Global Geoparks (Global Geoparks Network 2019). Salpausselkä Geopark project gave an oral presentation (by Tapio Kananoja, GTK) and a poster presentation (by Kati Komulainen, LAMK) and had a booth with the Lauhanvuori-Hämeenkangas Geopark project at the GeoFair at the 8th International Conference on UNESCO Global Geoparks in 2018 in Italy. The GGN also functions through the operation of regional networks. The European Geoparks Network meets twice a year, but the biggest events are conferences held every second year. The Salpausselkä Geopark project gave an oral presentation and was present at the GeoFair with the other Finnish participants at the 14th European Geoparks Conference in 2017 in the Azores. In September 2019, we are participating in the European Geoparks Conference again, this time in Spain. We are giving six presentations on four of the conference's five themes, which shows that we have knowledge and experience that we can share with the geopark network. We also have a lot to learn from the global geopark community, which we want to be a part of.

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Niina Ihalainen

Increasing equality in nature tourism – Experiencing nature is a right of all members of society

The "Nature for All – LUKA" project promotes the equality of special groups from the perspective of nature tourism. Overnight outings were organised in the Kanta-Häme and Päijät-Häme regions in cooperation with tourism entrepreneurs, wilderness guides and organisations of the disabled in summer 2019. The purpose of these pilot outings was to try out the functioning of the physically and digitally accessible nature services brainstormed in the project and to make the voice of potential users and customers heard. Collecting feedback was incorporated in the programme and was one of the numbers during the outing. Cooperation and sharing experiences with the users of the service – experts by experience – offer valuable information for the providers of the services, in particular, as well as all other parties concerned. Documented information refines and directs the development of the service so that the service is more user-friendly and feasible.

"Nature for All" project promotes equality

In a just society, the basic rights belong to everyone. The constitution of Finland includes a principle of equality, which refers to both non-discrimination and equality of people before the law. Equality means that all people are equal regardless of their gender, age, ethnic or national origin, nationality, language, religion and belief, opinion, disability, state of health, sexual orientation or other personal characteristics. Personal characteristics, such as disability or age, should not impact a person's opportunities to gain access to education, work and various services. (Oikeusministeriö 2019.)

The LUKA project aims to do its part to promote equality from the perspective of nature tourism. The project is being implemented jointly by the Lahti University of Applied Sciences (LAMK), the Finnish Sports Association of Persons with Disabilities (VAU) and Parks & Wildlife Finland. The project takes place in the Kanta-Häme and Päijät-Häme regions: the Evo hiking area, Torronsuo national park, Liesjärvi national park and fishing areas in the Päijät-Häme region.

The objective is to increase the offering of physically and digitally accessible nature tourism services to special groups, so that they could have the opportunity to enjoy nature and its well-being enhancing effects. The starting point is that experiencing nature is a basic right that belongs to everyone. Thus, disabled persons should also have the opportunity to receive nature services in accordance with the principle of equality. The principle of equality was promoted in the piloting of product concepts in summer 2019.

New encounters through pilot projects

The pilot projects tested both physically and digitally accessible nature tourism services with users and providers of the services, tourism enterprises, wilderness guides and organisations of the disabled. One of the key objectives of the pilots was to collect feedback from the participants to enable the enterprises to develop their nature tourism services to better meet the needs and wishes of special groups.

Working with special groups was a new experience for many tourism entrepreneurs, and having the users and providers of services meet each other can diffuse many 'fears' that are often caused by lack of awareness and lack of information. Accessible nature tourism services are few and far between and there is not much information available about them in Finland (Ihalainen 2019a). Many entrepreneurs do not have experience working with special groups, so they need encouragement, tools, information and advice on the new kinds of encounters.

The LUKA project has brought different actors together and acted as a catalyst for many new encounters, and this has lowered the threshold and encouraged entrepreneurs to provide nature services for special groups. It is important that the supply and visibility of accessible nature and camping services increase. The

Figure 1. Various activity aids contribute to the enjoyment of nature. (Photo by Anemone Aaltonen).

entrepreneurs in the nature and tourism services sector play a central role in this development work. An awareness of the availability of various activity aids that facilitate accessing nature is also important. The project has enabled entrepreneurs to familiarise themselves with activity aids in real-life use.

Approximately 27% of the population of Europe require accessibility when travelling. In Finland, there are approximately half a million people with permanent mobility or functional impairments. It is also worth noticing that as the population ages, the number of seniors who travel will increase. Families with children also benefit from accessible services. (Suomen Vammaisurheilu ja -liikunta, VAU 2019)

Developing physically and digitally accessible services may also boost the realisation of equality and inclusion. There may be plenty of potential target groups that nature and tourism enterprises may not have even thought about but that could diversify their business and expand their customer base. The development and provision of physically and digitally accessible nature services may offer a competitive edge and become a factor in success.

According to Paavo Virkkunen (2019), Executive Director of Visit Finland, tourism is becoming one of the supporting pillars of the economic structure of Finland. Tourism is a sector worth EUR 15 billion, accounting for 2.6 % of the gross domestic product. The goal is to be the most attractive travel destination in the Nordic countries by 2025. Finland is not seeking a market leader position calculated by the number of travellers but targets those international travellers who are prepared to spend money on high-quality experiences and good service. As stated above, approximately 27% of the population of Europe

require accessibility when travelling. This is a large number of potential customers. Finland could be a pioneer in accessible nature tourism by making more investments in physical and digital accessibility in Finnish nature destinations and national parks.

Currently, the problem is that there are some accessible destinations but they are scattered, individual parts of trails or nature destinations (Suomen Vammaisurheilu ja -liikunta, VAU 2018). Travelling for hours to reach a destination with just a short hiking trail or scattered services does not make much sense. Thus, visitors who need accessibility should be enticed to stay longer at nature tourism destinations by means of improved accessibility of destinations and trails and the availability of various activity aids. This will benefit both the providers and users of the services.

Another problem may be that those whose job it is to design exercise and nature sites come up with solutions on their own, instead of taking into consideration the expertise that the disabled have by experience, and this oversight often results in mistakes in the details. It should be kept in mind that experts by experience are not there to question the competence of the professional but to refine and improve it. The impression may also be that persons with reduced mobility are always accompanied by an assistant, but this is not the case. Many are completely independent and can move on their own, as long as the facilities have been appropriately designed and made properly accessible. (Rönnberg 2019.)

Improving physical and digital accessibility in nature tourism may also increase the added value of products and services, and thus provide the service with a better price and return.

Finland offers magnificent natural settings with forests, bodies of water, clean environment and tranquillity for all travellers. Small steps in the right direction in both nature and the built environment can be taken by implementing even small changes, such as adding ramps for people with reduced mobility.

Experts by experience played a central role in the testing of the product concepts in the LUKA project. Their experiences, views and improvement ideas were carefully documented for further development. Next, we will discuss mat-

ters that were brought up in the feedback provided after a camping weekend for visually impaired young people and a nature weekend organised for special needs families.

Camping weekend for visually impaired young people

A weekend-long camping course was organised for visually impaired young people jointly by the youth services of the Finnish Federation of the Visually Impaired and nature and wilderness guide Mika Railo in the Evo hiking area at the

Figure 2. Enjoying the scent of a spruce shoot. (Photo by Anemone Aaltonen).
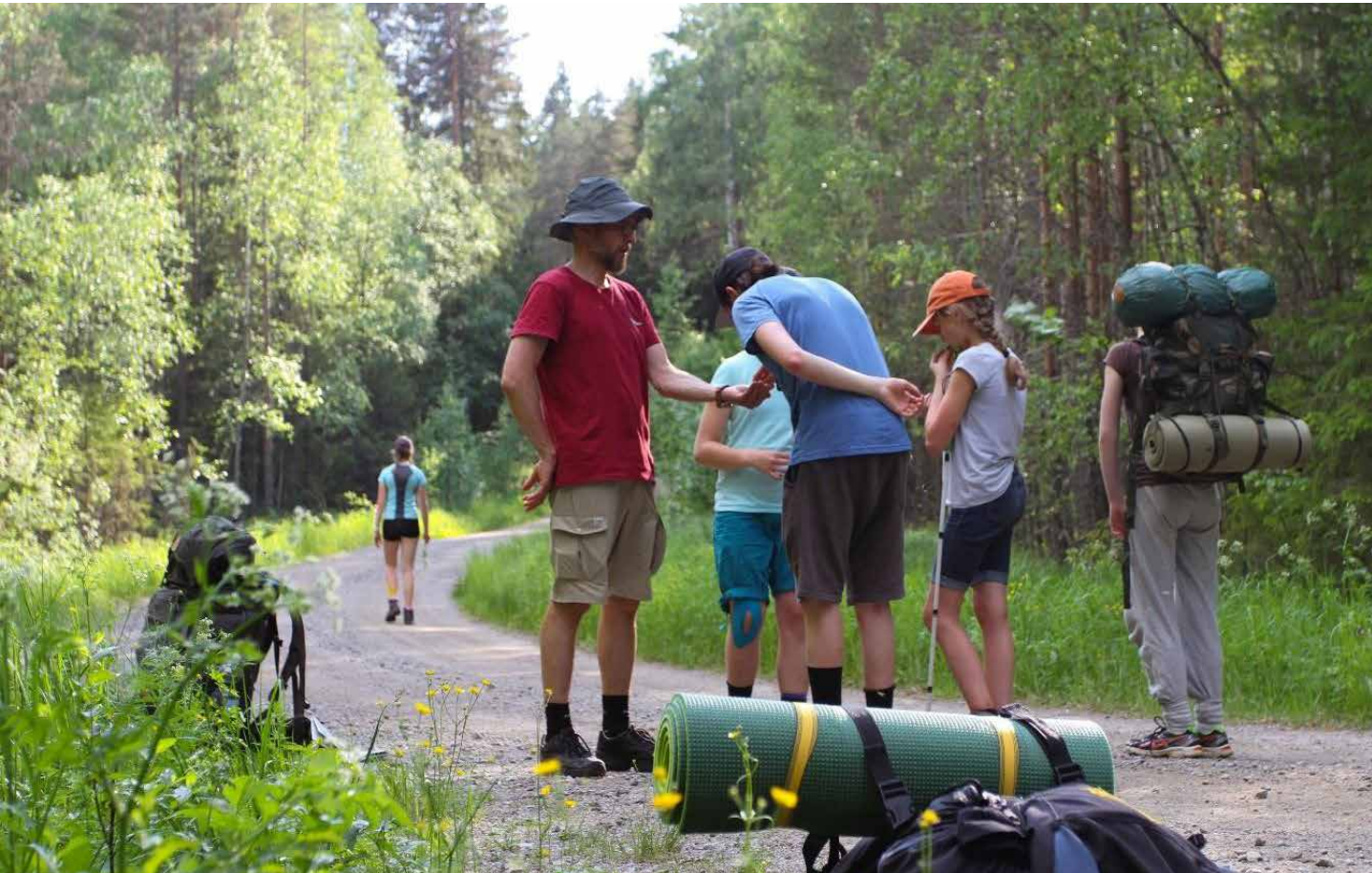
beginning of June. Nearly 20 young people and five instructors participated in the forest outing.

At the end of the course, the participants were asked to give feedback on the outing arrangements and the impacts of nature on their well-being. The young participants scored the statements presented on a scale of 1–5 rocks, with one rock indicating that they completely disagreed and five rocks indicating that they completely agreed. Subsequently, they counted the rocks they had given and had the opportunity to comment on the statements that covered the contents and programme of the course, the difficulty level of the trails, instructor work, safety, unwinding opportunities and team spirit.

The piloting helps test the services and learn new things. A certain takeaway from the camping course for visually impaired young people was that hiking on forest trails can be challenging. The programme of the pilot weekend needed to be compressed, since progress on the trails was slower than had been expected. Paying attention to one's surroundings also consumed a lot of energy. Roots and stumps of trees, rocky sections of the trail as well as inclines also posed challenges. Attention had to be paid to the individuals' varying ability to function and see, which is why all participants could not proceed as one group. The instructors' assistance was truly needed on many occasions.

The pilot weekend also taught and reinforced the fact that matters that bring joy, well-being and happiness can be quite simple. The young participants said that many things related to camping, such as laying firewood in the sauna stove, pitching a tent, sleeping in a tent and in the forest, taking a sauna bath, swimming in a lake and cooking on a camp stove, offered them new and memorable experiences. It is the simplest things that can be the most memorable experiences, and enough time should be reserved for enjoying them and relaxing. The schedule of the outing should not be too tight. Sufficient breaks and free time in the camp as well as shared activities provide opportunities for unwinding and enjoying the sounds and scents of nature as well as build team spirit. (Ihalainen 2019b.)

Iina Aaltonen (2019), a course participant, shared her memories and thoughts concerning taking in the forest with four senses on the Retkipaikka.fi website. According to her, the lack of vision and views was not an issue at all, since nature provided them with plenty of things to experience in other ways. The soundscape of the early summer and, in particular, trying to identify different bird species by their song, were pleasant auditory experiences. The scents of the forest, approaching rainfall and the freshness of the air after a thunder shower enabled the participants to experience the diversity of nature. Iina Aaltonen says in her blog that thanks to that weekend, she will definitely want to go camping again.

A weekend of fishing and nature for special needs families

The partners in a pilot organised at the end of August were Malike, part of Inclusion Finland KVTL (2019) that offers guidance in the use and acquisition of activity aids, and Kalastus ja Majoitus Rysä Oy, a company which organises nature outings. During the weekend, fishing guides introduced children with severe disabilities and their siblings to the fine art of fishing.

The group spent the first night in tents on Kelvenne Island and the second night in Rysä

Oy's cabins on Salonsaari Island in Lake Päijänne. There were several opportunities to fish using hooks and lines as well as spinners during the weekend. On Sunday, the children had the chance to check crayfish traps set in the lake. Holding crayfish in the palm of their hands was a memorable experience for the children.

Overall, the participants thought the weekend was a success and did not want it to end. For the future, the participants suggested a five-day camp. The feedback collected included ideas, such as learning to identify fish species while fishing, building team spirit by means of a fish-themed quiz for the entire family by the campfire and arranging alternative, independent activities for teenagers, or they could be recruited as assistants in some other tasks if they are not interested in fishing. For upcoming outings, the volume of goods and gear should be minimised. Now some of the items remained unused, so they were unnecessarily hauled to Kelvenne and again back to Salonsaari.

Figure 3. Enjoying fishing. (Photo by Anemone Aaltonen).

Product cards and service path descriptions assist in designing and implementing accessible nature services

Detailed service paths and product cards will be created on the pilots described above and based on the feedback collected. Such documentation may benefit all nature tourism enterprises of the targeted areas in the LUKA project and other interested parties. A guide for accessible nature tourism will be published at the end of 2020, and it will include the product cards of all the pilots designed and implemented in the project.

The user feedback received in the pilots, a detailed description of the service path and the product cards will provide a wealth of ideas for parties planning and organising new physically and digitally accessible nature outings in the future. The feedback based on authentic user experience has helped us obtain more comprehensive information in advance, such as advance information needed concerning the customer's ability to function in order to ensure smooth service, the necessary gear, likely challenges in terms of the terrain, critical points in the service path, and matters that should be taken into consideration overall in planning. Proper advance planning will help to better assess the workload, the need for instructors, raw materials and costs as well as to avoid safety-related risks.

The goal is for enterprises providing nature tourism services, wilderness guides and other actors to obtain sufficient information for the productisation of physically and digitally accessible nature services by means of the detailed descriptions of the service paths and product cards. As stated above, there is still new growth potential in the physically and digitally accessible services that target special groups. Only by developing, marketing and implementing the services can equality and inclusion be better achieved in the future.

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Hanna Laine & Paula Harmokivi-Saloranta

Boosting knowledge workers' productivity and well-being at work

In the modern information society, nearly 50% of employees are "knowledge workers", whose work is characterised by busy schedules, information overload, multitasking, fragmented tasks and interruptions, combined with a lack of exercise and continuous changes that take place in organisations and work. Typical modern-day knowledge workers include teachers, instructors, designers, special experts, project managers, development managers and other specialists. The objective of the "Boosting knowledge workers' productivity and well-being at work" project is to develop and pilot operating models that engage employees of expert organisations and help information-intensive service companies and expert organisations improve their productivity and their personnel's well-being at work.

The goals set in the working life development strategy 2020 for workplaces include developing well-being at work and productivity simultaneously and understanding the importance of well-being at work in terms of productivity, successful work communities and change management (Työ- ja elinkeinoministeriö 2012). The increase in knowledge work has transformed working life and introduced in it significant new demands. This project seeks novel solutions for the improvement of knowledge workers'

well-being at work and productivity. The operating methods being developed in the project focus, in particular, on both supporting physical and psychological well-being and strengthening innovation capacity, ability to renew oneself, and resilience.

Project basis

Knowledge workers' well-being at work and productivity are made up of a number of factors. According to Bordi and Okkonen (2018), the primary concerns in terms of coping at work, control over one's work and well-being at work are information overload, multitasking, fragmentation of tasks and frequent interruptions. Studies have shown that a knowledge worker may switch to a different task as often as every three minutes. Knowledge work is also characterised by busy schedules, the expectation of being constantly available and the blending of work and leisure time. Working in the middle of the flow of information and stimuli on a daily basis increases stress and compromises one's observation skills and memory (Kouvonen et al. 2005). According to the results of the Työikäisten muisti study (Paajanen & Hublin 2018) on the memory of working-age adults, one in three employees have problems with memory and concentration. The experienced memory and concentration is-

sues do not concern only the ageing employees but also young adults. The increased demands of knowledge work are also reflected in reduced creativity, thinking and ability to innovate. In addition, knowledge work reduces the employee's control over their work, thus weakening well-being at work. (Bordi & Okkonen 2018.)

The methods to develop and measure productivity in knowledge work are not as clear-cut as those applied with manual workers (e.g., factory workers). In knowledge work, productivity and the increase thereof can be supported by, among other things, strengthening competence development, innovation and problem-solving skills, economical thinking and skills in self-management, leadership, and time management as well as psychological flexibility (Bond & Flaxman 2006; Lappalainen 2018). These elements are often interrelated. This project looks at factors contributing to the productivity of knowledge workers, in particular, and focuses on resilience or flexibility, application, forecasting as well as innovation and renewal capability at the level of an individual, team and organisation.

In studies, exercising has been shown to have a positive, effective impact on both physical and psychological well-being (Kettunen 2015). Exercise promotes the well-being and functioning of the brain by improving stress tolerance, boosting mental health and developing cognitive skills (Muller 2007). Exercise is not only important for the well-being of the brain but also a significant factor in terms of knowledge workers' physical well-being: office workers who do not exercise or exercise very little often experience various unilateral physical strains due to the burden caused by sitting at a computer for extended periods of time. (Turvallinen työympäristö 2019.) One of the focus areas of the working life development strategy 2020 is the promotion of exercise and the health and working ability of employees. The objectives of the government's key project "Health and well-being will be fostered and inequalities reduced" (Sosiaali- ja terveysministeriö 2016) highlighted the promotion of public health, exercise and healthy lifestyles of citizens as well as the development of good practices and operating models for promoting health and well-being. This project contributes to the meeting of these objectives by paying attention to strengthened coping at work and including exercise in one's routines, both in workplaces and in leisure time. This is done by investing in a permanent change instead of employees' occasional bouts of exercise. To achieve this, employees should obtain sufficient capability to incorporate exercise into their daily lives and the physical environment should support exercise.

Physical activity in work communities has been promoted by means of various measures and it has been the objective of several different projects. Preventing national diseases, such as Type 2 diabetes, has often been the justification of the need to increase physical activity. There have also been numerous projects concerning the management of well-being at work, whereas projects targeting expert organisations carrying out knowledge work have been few. Studies concerning the latter have focused on the importance of physical activity and recovery in the well-being of the brain or looked into increasing the productivity of knowledge workers. This project concentrates on developing employees' skills in being physically active in their workplace and daily life, in particular. In addition, the project focuses on recovery from work, self-management skills, control over one's work

and innovation capacity. The operating model being built in the project aims at permanent changes in the physical activity and recovery of individuals. In addition, self-management skills and the organisation's operating culture will be improved, as both of them support knowledge workers' ability to innovate. In order for this to be realised in this project, the measures will target both changing individuals' behaviour and the culture of the community and organisation.

Project target groups

The target groups of the project include employees who perform knowledge work in educational and expert organisations as individuals and as a community, and their organisations. A survey on well-being at work may be used to select the target group from among the participating educational organisations and to find employees whose well-being at work is at risk. Companies have also been contacted and work to recruit them to participate in the project will continue.

In addition, special attention will be paid to supporting the well-being at work of employees aged 54 and over, since ageing impacts cognitive functions directly through physiological and neural changes in the brain. The importance of general load factors, such as sleep, stress and health, is also highlighted with respect to age.

Objectives

The objective of the project is to develop and pilot operating models that engage employees in expert organisations. Such operating models will help the organisations improve productivity and well-being at work in the company by supporting and strengthening knowledge workers' control over their work, innovation capacity and self-management skills and by improving their

skills in taking care of their physical well-being and recovery from work. The inclusive operating models will be described at the end of the project and be made available to other organisations. The solutions developed and piloted in the project in order to promote the well-being at work and productivity of knowledge workers will be available to other expert organisations.

An expected tangible impact of the operating model at the level of individuals in organisations is a strengthened physical activity in 75% of the participants. At the community level, the operating model will have resulted in organisations implementing new or changed operating models that support the well-being at work and productivity of knowledge workers over the long term. In addition, the expected organisational-level impact of the operating model is to improve knowledge workers' skills in being physically active and in recovery and innovation capacity.

Implementation

The project consists of three mutually supplementary and parallel work packages: "Increased productivity in knowledge work", "Well-being through physical activity and recovery", and "Improved operating culture". The various measures will help employees and organisations' management understand that the well-being at work of knowledge workers improves through self-development and physical activity as well as through the new operating methods that support well-being at work, adopted by the operating environment. The process that targets companies and the co-creation within the process will be implemented gradually under the various work packages.

The work packages "Increased productivity in knowledge work" and "Well-being through

physical activity and recovery" progress iteratively and stage-by-stage by testing the development process method through sequential progress of the stages. In the "Improved operating culture" work package, organisations will conduct customised workshops to define the current status and employee needs. The themes of the workshops include control over one's work, innovation capacity and self-management skills. The workshops will help highlight the good practices being used in various organisations and identify areas for improvement. The management of the organisations will also participate in the workshops. Existing good practices will be collected and expert organisations will learn from the best practices of other organisations. Each participating organisation in the project can apply these practices as needed. The new operating methods will be deployed in organisations in waves in spring 2019, during the year 2020 and in spring 2021.

The work package "Well-being through physical activity and recovery" focuses on physical activity and recovery. The organisation-specific workshops will focus on needs related to employees' physical exercise and recovery and existing good practices, as well as identify areas for improvement. The management of the organisations will also participate in the workshops. The new operating methods will be deployed in the working communities in stages. In the first stage, volunteers/interested employees, who can be also called pioneers or agents of change, will participate in piloting new operating methods that support physical activity and recovery. The volunteers will be trained to apply the operating methods, and the planned operating methods will be applied sufficiently long before a new pilot to ensure that the operating method is prop-

erly deployed and instilled. To monitor the implementation of the operating methods, the Happy Healthy People well-being application, developed by the Sports Institute of Finland, can be used. Based on the impacts on employees and their organisations and the feedback received, the operating models will be developed further. After that, they will be tested in an additional 3–4 organisations or in a different target group from an organisation that previously participated in the project, from spring 2020 to autumn 2021. Subsequently, the operating models will be finalised and documented.

The "Improved operating culture" work package targets organisational culture and supervisory work. This work package will be implemented by interviewing and observing the supervisor level of organisations in order to determine how supporting well-being at work is manifested at the level of strategy and in the activities of immediate supervisors. The goal is to identify good management practices and to highlight any areas for improvement. Managing well-being at work and productivity is particularly demanding in work environments that are undergoing extensive structural changes. The experiences of well-being at work and productivity in expert work are associated with self-management and proactivity, as well as taking initiative and working in a goal-oriented manner. A proactive attitude will result in individuals and teams setting up their objectives at their own initiative.

The development of proactivity is promoted by support provided by the manager and openness, as well as supporting and enabling independent development by expert teams and individuals. From the perspective of supervisory work, this means focusing on the management of innovation capacity and the ability to perform

instead of managing performance, as well as on listening to the ideas brought up by experts and taking action to further them.

This measure will include a coaching programme that supports proactivity management and is directed at the management of and supervisors at various organisations. The programme consists of 3–4 contact days, which also include simulation sessions. The coaching programme will bring together supervisor-level employees from different organisations and will thus support the transfer of good practices and new insights between organisations. In addition, a joint seminar will be organised to support the organisations' competence and sharing of experiences in spring 2021.

Follow-up and assessment of changes enabled by the operating model

At the beginning and end of each development process, a questionnaire survey will be conducted among the employees and management to assess the success of the pilots. In addition, development suggestions will be collected from the participants and used to improve the operating method. The operating methods will also be monitored during the project and assessed for their effectiveness in bringing about the desired change.

According to Saunila (2009), existing indicators are rarely useful when measuring innovation capacity, which is why suitable indicators should always be created on a case-by-case basis. In order to measure the aforementioned changes, a survey will be compiled by adapting the EmpRes Scale resilience indicators, for example, and by using other applicable indicators available in literature that are suitable for measuring innovation capacity. The experienced innovation capacity will be assessed on the level of individuals and organisations from the perspective of employees. The items to be measured on the individual level include one's innovation capacity, stress management, continuous learning, experience of meaningfulness, interpersonal skills in the working community, and a developmental approach to work. On the organisational level, the focus will be on a working atmosphere that supports innovation capacity: independent formulation of work, opportunities to impact decision-making, a culture of providing feedback in the organisation, as well as management in more general terms. Implementing the operating models in organisations will produce quantitative and qualitative data on employees' physical activity, recovery and stress as well as aspects related to productivity. Follow-up measurements will be carried out to verify what kind of changes the process has resulted in on the level of individuals.

Changes in physical activity will be monitored by means of the Fibion method, which measures how much a person is stationary during their workday and leisure time. In addition, stress and recovery will be measured by means of the Firstbeat well-being analysis that depicts the impact of recovery and helps employees identify stressful factors at work and during leisure time.

The development of management competence at the supervisor level will be measured by means of a survey or interview carried out during the project. This will also help determine the impact of the project on the organisation's productivity.

Project outcomes and their application

The project will produce operating models that engage employees and aim to develop well-being at work and productivity in organisations. Implementing the operating models in organisations may generate new operating methods which will promote knowledge workers' physical activity and recovery as well as their self-management, control over one's work and innovation capacity. The measures to be taken within each work package will result in the employees and supervisors of the participating companies and organisations having a better understanding of and competence in well-being at work and productivity, enabling them to see that these do not develop through increased physical activity alone but are also improved by self-development, strengthening of one's innovation capacity, and self-management. The operating environment and supervisory work are also important in the development of the operating culture. In addition, the project will result in company narratives and examples of good practices for other companies to apply.

The project is administered by the Lahti University of Applied Sciences and runs from 1 April 2019 through 30 September 2021. The first pilots in organisations will begin in autumn 2019. The project is being implemented in cooperation with the Haaga-Helia University of Applied Sciences and Suomen Urheiluopiston kannatusosakeyhtiö. The project funding comes from the European Social Fund.

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PART 2:
SMART SELF-CARE AND WELL-BEING TECHNOLOGY

Pirjo Tuusjärvi

Promoting the utilization of technology in the Päijät-Häme well-being sector

The ageing of the population increases the pressure in Finland to improve efficiency in the social and health care (Valtiovarainministeriö 2019). At the same time, as the population ages, the decline in the dependency ratio is a problem throughout Europe. The phenomenon means that the working-age people, taking care of elderly, will decrease. This phenomenon may lead to a reduction in the services provided to the elderly.

For these reasons, the social and health care sector is becoming increasingly dependent on technology. Cost-effective solutions are needed for elderly care and home care. Technology and digitalisation may revolutionise the demand, supply and markets of multidisciplinary health services and thus provide both health and economic benefits (Sannemann 2016). The purpose of the reforms is to develop well-being services in accordance with customers' wishes and needs as well as products and services that apply technology (Hämäläinen et al. 2014).

Increasing importance of health technology in Finland

Health technology is emerging as one of the most successful sectors in Finland. The European Commission Representation in Finland stated as early as 2016 that Finland is becoming a small giant of health technology (Sannemann 2016).

The exports in the sector have grown continuously since 2008. In 2018, exports amounted to approximately EUR 2.3 billion (Figure 1), which is an all-time record and showed growth of 3.4 per cent compared to 2017. In Finland, health technology employs approximately 11,400 people (Junttila 2019).

New health technology and digital solutions are being developed at an accelerating rate and new innovations are also in demand. Active implementation of new technology and services that apply technology as well as digital solutions enable the achievement of savings that Finland pursues in health care. It may also have an impact on improving productivity in the economy as a whole (Valtiovarainministeriö 2017).

Health technology innovations, such as various devices, supplies and software, serve as the foundation of new treatment methods, disease prevention and health promotion (Holmalahti & Hassinen 2016). For example, the development of remote monitoring, online scheduling of appointments, e-services and aids that apply technology will help the ageing population stay active and enable them to live safely at home for as long as possible. However, the existing technology often requires considerable additional development in order to function in a relevant manner in practice, and the compatibility and safety of new

technological solutions must also be ensured (Jolmalahti & Hassinen 2016).

The government released the growth strategy and roadmap for research and innovation activities in the health sector for 2016–2018 (Ministry of Economic Affairs and Employment 2016). The objective of the strategy is to improve the status of Finland as an internationally known pioneer in health sector research and innovation by strengthening operating environments

that support the development of research and technology. Among other things, the strategy highlights closer cooperation between research and companies.

Developing RDI activities in health and well-being technology

In Finland, research and development in health and well-being technology have primarily concentrated on Helsinki, Turku, Tampere and Oulu.

Figure 1. Growth in health technology exports from 1996–2018. (Image from healthtech.teknologiateollisuus.fi).
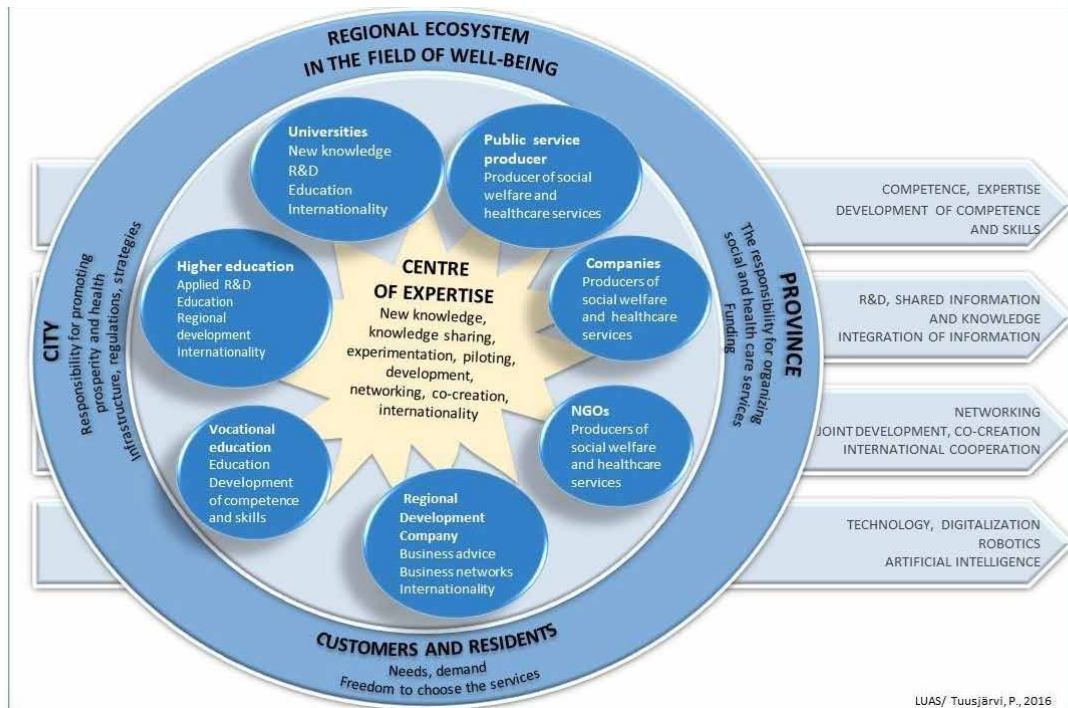
These cities feature nationally significant centres that focus on health technology and accelerate the related business operations: Health Capital Helsinki, the HealthTurku cluster, HealthHUB in Tampere, and OuluHealth Lab. In other words, nationally significant initiatives are in place to boost development related to health technology, although the development measures mainly centre around university hospitals.

For the time being, Päijät-Häme has not been included in these development initiatives to a significant extent. In 2017, a need was identified in the region for strengthening the cooperation between health and well-being companies and higher education institutions located in the Päijät-Häme region. This need was brought up, among other things, in the analysis of the current status of the well-being sector in Päijät-Häme (Rinkinen 2017). Creating prerequisites and settings for co-creation by the private and public sectors and higher education institutions was deemed important in order to develop new technological solutions and solutions that apply technology.

The development of technological solutions for well-being requires, to a considerable extent, cooperation between the private and public sectors as well as user-centric development. Companies developing new technological innovations do not necessarily know the needs or operating environments of the end users, which results in the technological solutions not being sufficiently user-friendly or applicable. On the other hand, providers of health and well-being services have the opportunity to implement digitalisation and technology, but information is needed on how to use and allocate the technology in the most beneficial manner.

As Päijät-Häme is the home of the LUT University, Lahti University of Applied Sciences and the Haaga-Helia University of Applied Sciences, research and development in the region are carried out at the university and higher education institution level. In addition, the region has expertise in developing software and applications, pioneering companies in the well-being technology and medical furniture sector as well as enterprises that provide health and home care services and are interested in digitalising their services and using technology. Also, Päijät-Hämeen Hyvinvointikuntayhtymä, the joint municipal authority of well-being, is driving pilots of smart applications in home care and expanding the implementation of technology to other divisions as well.

The region also offers considerable expertise in the sports, nature and well-being sectors and has proven competence in practical and user-oriented development work. Integrating these areas of competence will also offer an opportunity to transform the Päijät-Häme region into a province of significant expertise and development in well-being technology. In addition, unique competitive advantage can be generated in the region by transforming well-being into the province's attractive factor.

HyTeLab – innovation, test and development environment for well-being technology

In autumn 2018, the Lahti University of Applied Sciences (LAMK) and the LUT University launched the "HyTeLab – Päijät-Häme's well-being technology test and development environment" project (Lahden ammattikorkeakoulu 2018). The ERDF project is being funded by the Regional Council of Päijät-Häme.

Table 1: Benefits of the project for the various beneficiaries.

Region	• Increased regional competitiveness and appeal • Improved service level in the region through more efficient utilisation of technology
Region's technology companies	• Research information on customer needs and development methods • Brainstorming, developing and testing new products in a test and development environment and in authentic user environments • Improved business opportunities, creation of new markets • Developing products together with companies, service organisations and students in other fields • Building networks, establishing one's own niche in the network
Companies in other sectors in the region	• Creating new business opportunities as part of the well-being sector, networking with actors in the sector
Providers of well-being services in the region	• Increased knowledge of various solutions provided by well-being technology that are authentically integrated with service development
End users (people who apply well-being technology in their work and end users/citizens)	• Products that are better aligned with user needs and easier to use, potentially improved adaptability and customisation to user needs
Service system	• Increased information on the effects and impact of technology with regard to the services
Students/Educational organisations	• Opportunity to participate in authentic product development projects

The HyTeLab project defines well-being technology as a comprehensive umbrella concept which includes various digital and technical solutions and applications for monitoring, maintaining and improving individuals' ability to function, health, well-being, quality of life or independent coping (Ahtiainen & Auranne 2007). The project focuses on the application areas of well-being technology: 1) maintaining, monitoring and rehabilitation of physical health, 2) electronic services measuring and monitoring personal well-being, 3) assistive technology and robots, as well as 4) remote health care.

In order to reach the objectives, the Hy-TeLab project is building a development environment that enables authentic multidisciplinary encounters, learning and research activities for well-being and technology companies, public service providers and NGOs, students and researchers of higher education institutions, as well as various user groups. Close cooperation and co-creation between different actors are success factors in developing new products, services and technological solutions for well-being.

In addition, the project promotes RDI activities in well-being technology in the Päijät-Häme region's higher education institutions. The outcome will be an innovation platform that focuses on well-being technology.

Benefits of the project for the various beneficiaries

The innovation, test and development environment will be built on LAMK NiemiCampus, and it will continue to be part of the LUT University and LAMK research infrastructures after the project. In the Päijät-Häme region, the development of wellbeing technology will continue through cooperation between different actors according to the operating model developed in the project. During the project, key actors are involved in designing and testing the operating model.

The results and experiences of the HyTeLab project will be applied in Päijät-Häme in the development of regional business operations related to the well-being sector and technology as well as the development of user-centred products and services that apply well-being technology. In addition, the project will promote cooperation, co-creation and RDI activities between the region's companies, public sector actors and higher education institutions.

The HyTeLab project aims to increase the utilisation of technology in the well-being and health sector and to promote the development of new, innovative solutions in the future. As a result of the cooperation created in the project, Päijät-Häme may become a region of well-being expertise with well-being as its attractive factor.

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Ilkka Väänänen

Smart sensor and data collection technology for skills training in team racquet sports

Learning a skill is built on the combination of perception, action and the environment. However, learning may not necessarily be noticed straight away, but often assessment through observing the improvement, increased consistency, permanence and applicability of performance is needed (Jaakkola 2016). According to the national study on the exercise habits of children and the young (Kansallinen liikuntatutkimus 2010), team racquet sports (floorball, hockey, ringette and bandy) are played by nearly 150,000 children and young people under 19 years of age. The objective of the theme project named "Future technologies and business-centred ecosystems", financed with the Regional innovations and trials (AIKO) funding provided by the Regional Council of Päijät-Häme, was to address the user- and manufacturer-based need by developing sensor and data collection technology that suits team racquet sports for a skills training platform. The platform was based on existing skills training gate structures, which can be used to practise ball/puck and racquet/stick handling skills as well as perceptual motor skills and balance coordination. The goal was to develop sensor and data collection technology that makes it possible to transfer and collect feedback data on the performance for players and coaches to use. In addition to strengthening the business activities, the project aimed to reinforce the coaching competence in the region and to enable new innovations related to development.

Sets of measures

The project consisted of four sets of measures (Figure 1.). The first set of measures defined the areas of physical and motor training that can be improved by means of exercises and exercise tools (for example, the improvement of the racquet/stick handling skills and perception as well as the impact thereof on the ability to make decisions). Next, critical exercises related to the aforementioned areas were analysed by observing existing training data available in exercise banks (for example, Hockey Centre 2019). In addition, to adjust the requirement specifications of the exercises, potential users of the tools were consulted to determine future focus areas of user needs and training. Subsequently, testing targets and testing technology opportunities suitable for the selected exercises were defined. Decisions on the technologies to be tested and the sensors to be ultimately used were made based on them. Finally, the functioning of the developed testing technologies was tested in practice. In addition, a set of measures regarding continuous management and communication was included in the project.

In addition to the part-time project manager,

the project had two part-time RDI specialists. The project manager was tasked with the overall project management as well as adjusting the requirement specifications of the exercises. The software and UI specialist was in charge of performing the specifications for the testing targets and testing technology. The testing and piloting specialist was responsible for designing the system architecture.

Results and impact

The project outcome was a development process for sensor and data collection technology for a skills training platform suitable for team racquet sports. Three pilots were started. The testing de-

vice included a battery-operated moveable gate (60 x 10 cm) and a timer (accuracy 1/100 s). Two laser / red light sensors were placed in the testing device (a power indicator of the puck passer), making it possible to measure the speed of the puck between the gates. Based on this measurement, the pass power can be categorised on three different levels (at, above and below the target level). The third pilot involved the utilisation of motion capture technology (Figure 3).

Two of these pieces of equipment were tested at International Ice Hockey Centre of Excellence at the Sports Institute of Finland. The employment impact of the project included one new light entrepreneur who works through a co-

Figure 1. The sets of measures in the "Development of the sensor and data collection for a skills training platform in team racquet sports" project (Photo by Ilkka Väänänen).

operative, as well as three new temporary employees through purchased services. In addition, the project contributed to the organisation of the "Mapping the user expectations" workshop, the development of two testing sensors and, in accordance with the plan, preparation of three reports freely available to all companies and actors manufacturing sports technologies and specialising in coaching expertise and sports clubs. In addition, an introduction video of the project was prepared on YouTube. This material (Figure 2.) is available in Finnish on the project website (https://urly.fi/1iaP).

The project communication measures were followed nearly 9,000 times on social media and 600 visitors at events familiarised themselves with the project. In addition, materials development in the product development of sports equipment was covered extensively during the project, for example, by means of participation
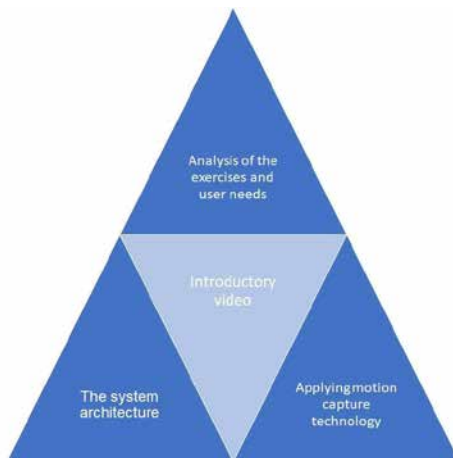
Figure 2. Materials produced in the project.

in the SPORTS & PLASTICS (2019) event organised by Muovipoli Oy and the Lahti Mecatronics Network.

Motion capture technology

The purpose of motion capture methods in ball games is primarily to observe and analyse movement. An athlete wears an elastic motion capture system and repeats the same movement several times. The movement can be, for example, a slap shot in hockey. If a player shoots a hundred slap shots towards the goal and scores on two-thirds of them, the data collected by means of the wearable motion capture system can be viewed in order to determine what went wrong with the missed shots. Similar statistical observation of movements could be carried out in any sports and in the various situations in each sport. (Kuparinen 2019.)

In addition to collecting individual data, all data received could be stored in a database where it can be compared over a longer term. This would help keep track of the athlete's performance over time and compare it with that of their peers. The outcome would be a database that would help recognise the skills of young athletes by comparing their performance with the development of top athletes, for example. Motion capture technology can be used to improve the training environment by observing the impact of various running surfaces on the position of athletes, for example. This would help determine the type of surface that enables the athlete's body to find the most natural running motion and reduces the stress on their body. (Kuparinen 2019.)

Motion capture technology also makes it possible to train and play team racquet sports virtually. The athlete can enter a virtual sports field by means of VR glasses and use the motion

capture suit as a controller in a virtual game. This enables, for example, a goalkeeper to practice catching balls without players from the opposing team. Being able to play a sport without the other members of one's team present would also make it easier to hone many other movements and techniques. In addition, the motion capture technology tested in the project can also be applied in other areas, such as rehabilitation, in the future. (Kuparinen 2019.)

Conclusion

The key questions in the implementation of the project included: what should be tested, why, and how to ensure that the right variables are tested in a reliable manner. Although the ultimate goal was to create technology that serves diverse chaos drills specific for each sport in a simulated game context, the starting point of developing the sensors was practising simplified
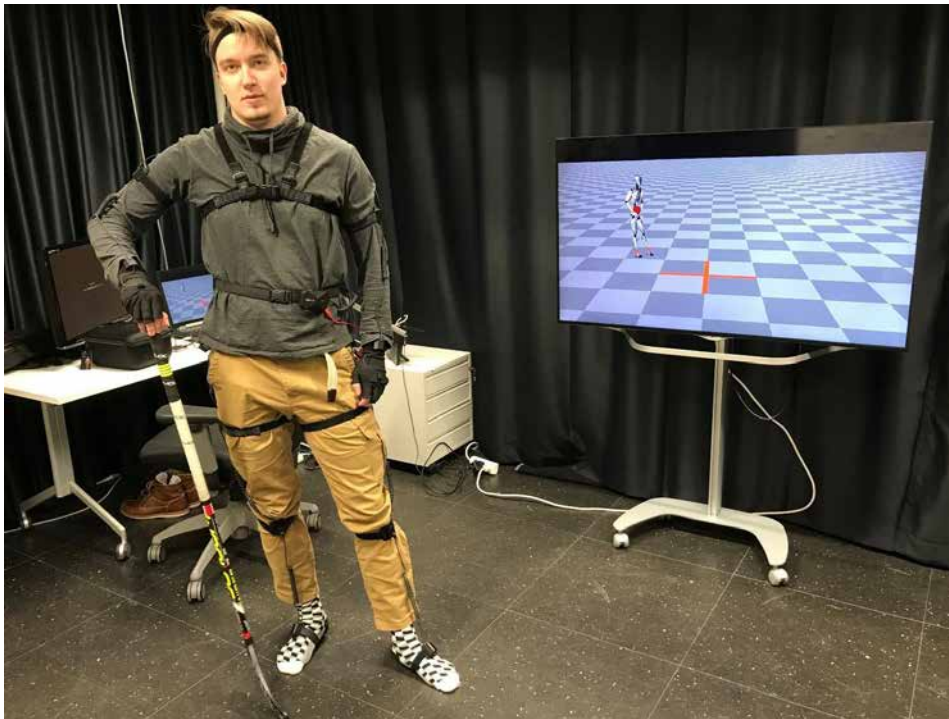
Figure 3. Motion capture technology (Photo by Ilkka Väänänen).

motor skills in a closed environment. A limited number of variables also functioned well initially, but in addition to commercialising the use of the technology, the project also aimed to find more complex technology solutions for improving the quality of exercises/training that require more stress tolerance than the simplified exercises to control the racquet/stick. This was achieved by applying motion capture technology, in addition to the methods included in the original plan.

The users were enthusiastic about testing the equipment and liked it, but further development is still required. For example, the result value should remain visible on the screen longer. The start switch was considered to be easy to use but placing the clock on standby with a perforated floorball stick did not work; instead, a solid object, such as one's shoe, had to be used. The timer did not always start/stop, for example, when the ball passed through the gate too fast. The photocell might also be positioned too high to read a hockey puck.

After the completion of the project, the results were presented, among others, at the meeting point for business advisory experts and businesses at the Design Venture Day/Week event on 10th May 2019. Moreover, a multidisciplinary approach to discuss the opportunities provided by smart technology to renew product development and business will be implemented with experts of smart clothing design and motion capture technology and with companies, in addition to technology specialists, in the future. Ideas have also been exchanged with the International Ice Hockey Centre of Excellence at the Sports Institute of Finland concerning the integration of the technology used for determining a player's direction of propagation / positioning with the sensor technology.

Acknowledgements

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Pirjo Tuusjärvi, Tuija Rinkinen & Eija Viitala

Transforming network cooperation into a centre of expertise in the Päijät-Häme well-being sector

Extensive and rapid changes are taking place in the social and health services operating environment, primarily due to the ageing of the population and the increased digitalisation and use of technology in the sector. A social and health services reform of an unprecedented scope was also planned in Finland during 2006–2019 (Humalamäki 2017). If realised, the reform would, for the first time, have given SMEs an opportunity to provide basic health care services and given customers the freedom to choose the provider of their health services. (Valtioneuvosto 2016).

Although the reform did not yet materialised (Niskakangas et al. 2019), the ageing of the population and the concurrent decrease in the share of working-age population, resulting in a poorer dependency ratio, are factors that support changes in the operating environment. Moreover, the implementation of digital services and the increased use of technology in the sector will impact future changes in the operating model of service provision (Närkki 2018). What will the roles of the public sector, SMEs and NGOs in the provision of services be in the future?

These above-mentioned changes taking place in the well-being sector's operating environment and service offering will open new opportunities for SMEs to develop the well-being business and to engage in a new kind of well-being entrepreneurship. In particular, the new kind of entrepreneurship focuses on developing well-being services to meet customers' needs as well as services that utilize technology and, thus, support independent living at home (Hämäläinen et al. 2014). "The competence centre as a driving force for the Päijät-Häme welfare business (HYVÄ)" project (www.hyvahanke.fi), managed by the Lahti University of Applied Sciences (LAMK), was launched in 2017 in order to address these future challenges.

From regional network cooperation into a centre of expertise

The questionnaire and interview survey concerning the current state of the cooperation network and the actors' willingness to develop network cooperation was conducted in 2017 among well-being sector actors in the Päijät-Häme region (Rinkinen 2017). The results of that analysis were used in the planning of the HYVÄ project.

In the survey, the concept of the "well-being sector" referred to "various social and health services provided by the public, private and organisational sectors, as well as the promotion of health and well-being more generally, inclu-

ding the products and technology related to the well-being sector as well as sports services and a variety of services provided in the customer's home, such as housekeeping and meals on wheels" (Rinkinen 2017).

The respondents to the Rinkinen's (2017) survey clearly hoped for increased multi-disciplinary regional cooperation. Responses also highlighted the need for increased co-creation between different actors. The respondents did not identify any existing, wider cooperation or cooperation models in the region. According to them, improved commitment to cooperation between different actors and dialogue among them, would be needed in order to develop cooperation. Involvement and commitment to cooperation by cities and municipalities and the rest of the pub-

lic sector were also considered to be important. (Rinkinen 2017).

The main objective of the HYVÄ project was to build and pilot an operating model for a regional centre of expertise in the well-being sector. New kinds of agile operating methods are needed in order to respond to changes in the operating environment and to develop the well-being business. In order to promote the well-being and health of the region's residents, high-quality well-being services will be produced and developed in the future through network cooperation and co-creation. This requires the involvement of several actors.

The HYVÄ project was based on the idea that cooperation between different actors in well-being sector enables them to achieve more than any
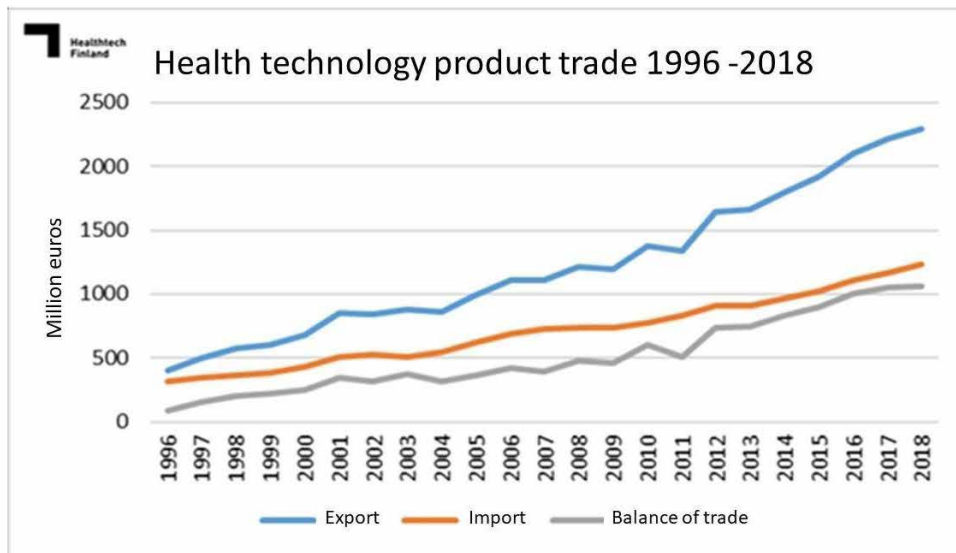
Figure 1. Centre of Expertise. Actors, functions and cross-cutting themes (Photo by Pirjo Tuusjärvi).

of them could achieve on their own. Supporting the well-being business, sharing information between actors and developing the cooperation were central aspects of the operations of the centre of expertise. The central actors of the centre of expertise and the main cross-cutting themes were also described at the beginning of the project (Figure 1). One of the objectives of the project was to modify the model by the experiences of the project's activities to meet the identified actors needs of the operating model.

The theory of local ecosystems of innovation, presented by Professor Emeritus Antti Hautamäki, was used as the basis idea of the operating model of the centre of expertise. Hautamäki (2015) describes the ecosystem of innovations as a dynamic, interactive network with an intent to create something new by bringing actors together and combining diverse competence, and its operations consist of dynamic processes. Also, the vision of Research and Innovation Council of Finland outlined in 2017, that centres of expertise could be sector-specific and regional, was taken into account. The task of a centre of expertise is to bring together various actors in order to increase the appeal of the regions and to develop competence as well as research and innovation activities. (Valtioneuvosto 2017).

Centres of expertise make success possible through their operating principle of nourishing

Figure 2. Local well-being and health care entrepreneurs and public service producers modelling the centre of expertise in a workshop (Photo by Pirjo Tuusjärvi).

cooperation and combining the resources of various actors in the strongly networked public and private sectors. This kind of activity serves as a driver in the region by growing competence, creating jobs and developing entrepreneurship and service provision in the region (Louhelainen 2019). However, building a centre of expertise and launching and maintaining its operations requires determined action and commitment to joint development by the actors. Thus, it also requires the input of cities and municipalities in the creation of a framework or platform for the ecosystems (Valtioneuvosto 2017).

Building the centre of expertise in the well-being sector in the Päijät-Häme region

In the HYVÄ project, the building of the centre of expertise operating model started by organising development forums and workshops for actors in the well-being and health sector (Figure 2).

The goal was to provide a productive foundation for cooperation and interaction, since it is essential for development and the generation of new ideas. Interviews with different actors were also conducted in the project as part of planning the centre of expertise operating model.

The needs and wishes of well-being sector companies and actors in the region were also collected by interviews during spring 2019. A total of seven interviews were conducted, of which three were individual interviews and four were group interviews. The participants included both entrepreneurs and actors from a total of nine different organisations i.e. NGOs and public service producers in the region.

The format of the interviews was a semi-structured theme centred interview. In theme centred interviews, answers to the topic being under investigation, are sought by means of preselected themes (Eskola & Suoranta 1998, 87; Tuomi & Sarajärvi 2018, 87–88).

The themes of the interview were modified from the HYVÄ project plan and the results of previous workshops. The interview themes included the objectives and activities of network cooperation and the structure and coordination of the centre of expertise. The interviews were recorded and transcribed, and the data was processed by means of thematic analysis. Thematic analysis is a method of analysing qualitative data, in which central topics, concepts and meanings relevant for the topic being researched are highlighted in the data (Eskola & Suoranta 1998, 175–176; Javadi & Zarea 2016, 34–45). The interviews provided data which helped build the operating model for the centre of expertise:

1. The basis for cooperation

The need for a regional centre of expertise was clearly highlighted in the interviews. Being familiar with the expertise and competence of other actors is also a prerequisite for running one's own operations. Cooperation helps small actors to keep up with competitions. The identified prerequisites of cooperation included coordinating different actors and operating methods and creating a shared set of values for the operations. The actors who took part in the interview hoped that they would be genuinely involved in cooperation. The outlined goals of the centre of expertise included developing services and improving digital accessibility, ensuring consistent quality of services, information transfer between the actors, developing vocational skills, and improving business performance and results. It was considered important to preserve the vitality of small actors and their ability to provide services.

2. Structure of the centre of expertise

According to the interviewees, cooperation in the centre of expertise needs to be built around a certain tangible need. The structural alternatives were proposed to be built by substance, theme or group. The operations of these groups would change over time and as needed; some might be permanent and others in effect until further notice, as needed. The centre of expertise requires a coordinating party that manages the operations overall. The coordinating party must be familiar with the regional actors and services. The coordinator must also be reliable and impartial, and it will not participate in the social and health sector tendering in the area.

3. Operating methods of the centre of expertise

The centre of expertise was envisioned to carry out a wide variety of activities. Communication and transfer of different kinds of information and research data were considered important. Organising shared trainings and events for both the actors in the centre of expertise and customers was brought up in several interviews. The centre of expertise can also be a setting for joint marketing or ventures and projects. The opportunity to share different things and ideas with other actors was considered important. Support received from others, work guidance discussions and mentoring were also seen as key tasks. Every actor felt that they could contribute to the network by sharing their own experience, competence and expertise. Some were also prepared to participate in the costs of the operations of the centre of expertise.

4. Electronic platform

The interviews indicated that an electronic platform to be built for the centre of expertise could function as one of the network's communication channels. Nevertheless, such a channel alone was not considered sufficient, but face-to-face contacts are also needed both in the theme groups and among the actors in the entire centre of expertise. Still, an electronic platform could be used to transfer different kinds of information, such as bulletins, guidelines, training information and research data. According to the respondents, the platform could also include an FAQ section and a chat service. The platform's shared calendar could be used for staffing. In other words, the interviewees welcomed an electronic platform in the operations of the centre of expertise.

Summary

The objective of the HYVÄ project was to build a regional operating model of a centre of expertise in the well-being sector and carry out a pilot. But in practice, the duration of the project was not enough to start piloting operations. However, based on the workshops carried out, interviews conducted, and discussions held with the various actors, the project produced new and modified model of centre of expertise and its' operations that can be activated after the HYVÄ project. The operating model will be made public on 31th of October 2019 on the project website at www.hyvahanke.fi.

Central to the activities of the Päijät-Häme centre of expertise is its shared objective and the added value provided for companies and public service providers in the health and well-being sector, NGOs and other key actors in the region. The main objective of the centre of expertise is to support the health and well-being of the residents of the area through collaboration and the development of new, user-oriented products and services. An evolving centre of expertise that op-

erates in a determined manner will also increase the region's appeal.

Coordination is needed in order to launch the centre of expertise and to develop its continuous operations. According to Hautamäki (2015), centres of expertise could be coordinated by either one core organisation, or the core organisation can consist of representatives of the key actors.

In addition to the overall coordination of the activities, the centre of expertise should also include theme groups built around substance competence, joint development and project operations or another topical theme. The theme groups incorporate different kinds of complementary competences and resources. Joint development makes it possible to seize new business opportunities and offer new well-being products and services to the region's residents. The theme groups are either permanent or adjustable as needed, and each has a designated leader.

The electronic platform to be built for the centre of expertise will facilitate cooperation and be a shared communications channel through which the actors can share information and competence. In addition, it will make the activities of the centre of expertise visible to, above all, the region's residents and customers as well as to actors in the public sector (Centres for Economic Development, Transport and the Environment) and providers of financing (including Sitra). The electronic platform may also be a connection to international actors in the well-being sector.

The purpose of the centre of expertise in well-being sector in the Päijät-Häme region is to offer a platform that promotes the operations of the region's well-being sector in the transformation of the operating environment, supports the vitality of small enterprises in the sector, as well as strengthens the appeal and recognition of the region as a promoter of the well-being and health of the inhabitants of the region. As the HYVÄ project slogan puts it, "Together we will grow stronger".

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PART 3: SOCIAL INCLUSION

Anne Timonen and Kati Peltonen

All the Same – Peer learning and encounters with different learners

In addition to ecological and economic sustainability, sustainable development also includes the dimension of social sustainability. A socially sustainable society takes all of its members into consideration equally and strengthens inclusion and communality (Sosiaali- ja terveysministeriö, 2010, 4).

The "Sosiaalisesti kestävä Suomi 2020" (Socially Sustainable Finland 2020) strategy (2010, 8) of the Ministry of Social Affairs and Health emphasises the access of the young to education as an important factor promoting well-being. Earning a degree after completing comprehensive school has been shown to reduce the risk of marginalisation among the young (Parkkila et al. 2018, 6). However, according to statistics on the situation of the young, the share of unemployed youth with only basic education is increasing at an alarming rate. Annually, nearly 10,000 young people, or approximately 15% of those who complete comprehensive school, do not proceed to upper secondary education (Virtanen 2016, 9). There are numerous reasons for the disruption of their education path, such as learning difficulties, lack of motivation, feelings of low self-efficacy, insufficient study guidance and support, as well various physical and psychological limitations (Lämsä 2015).

Vocational education and preparatory education, as well as the working life skills they provide, play an important role in the promotion of the transitioning to the labour market and employment of the young who require special support. The reforms in vocational education and preparatory education aim to speed up education paths and the transition to working life. The reforms related to vocational education have helped strengthen the personal and flexible education paths of students who need special support. Vocational special education institutions also play a significant role. They specialise in providing vocational education and rehabilitation to young people and adults who require special support and settings for a variety of reasons. Despite the existing effective operating models, new kinds of practices are needed in the field of vocational education and at the pivot points of education. In accordance with the inclusion policy, these practices dissipate stereotypical views related to the need for special support and increasingly take into consideration the inclusion of the young in the development of education (Niemi 2015).

According to the principle of inclusion, nobody is considered to be a 'different' individual who should adapt to the surrounding community. The progress of inclusion has been faster interna-

tionally than in Finland. Successful inclusion may, for example, promote social skills and respect of differences between different students (Oravainen 2016). When developing more equal education and employment solutions for young people in need of special support, the prevailing view of disability in the political and vocational culture should be challenged. Regional cooperation benefits students in vocational special education from a number of perspectives. Securing the inclusion of students in need of special support in both working life and the operations of society is key (Äikäs 2012).

The measures taken in the "All the Same" project address these challenges and seek new kinds of solutions based on peer activities for the development of the working life skills of young people who need special support. The "All the Same" project, implemented jointly by the Lahti University of Applied Sciences and the Kiipula Vocational College, is based on the need to develop a regional model of cooperation and a learning environment that promotes students' working life skills and in which students and teachers involved in instruction and guidance from both educational organisations meet each other and learn and work together. The measures taken in the project address the need to promote access to working life of Kiipula students who need special support and the diversification of the instruction skills of the teachers and students of the Lahti University of Applied Sciences, as well as working in real-life work environments.

The project's name depicts how the needs and goals of the people encountering each other in the project are basically the same, even though their backgrounds and starting points differ. Building the operating model of peer activities in the project is a considerable addition to the pedagogical toolbox of both educational organisations.

A shared learning environment and education cooperation increases learners' working life and entrepreneurial readiness

Health care organisations are not the only setting in which the social and health services students at LAMK encounter individuals in need of special support. Cooperation will expand and deepen the pedagogical skills of teachers, guidance counsellors and job coaches in encountering diversity. The shared learning environment being developed in the project includes a continuous practical process for the implementation of the students' work placement periods between the Lahti University of Applied Sciences and the Kiipula Vocational College.

In addition, the project includes the development of a Junior Achievement study module that is aligned with the resources and competence needs of students in need of special support, as well as the concept of Junior Achievement for the young with special needs that can be modelled as part of the offering of the national Junior Achievement (Nuori Yrittäjyys NY) association and used by other educational institutions in their curricula.

The Lahti University of Applied Sciences has many years of experience in the JA activities and works as a mentor for the Kiipula Vocational College in the JA modelling. Concurrently, the development of the new concept expands and diversifies the JA student base at the Lahti University of Applied Sciences and helps the participants to perceive and create new socially sustainable business models.

The measures also involve a large group of actors from the business life and third sector of the Päijät-Häme province. The forms of cooperation being produced in the project are also a means of supporting the inclusion of the vocational special education institution.

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Anita Hartikainen, Marja Ahola & Raisa Haikala

Guidance and forming communities online: highly educated immigrants in language-aware entrepreneurship education

The "Developing highly educated immigrants' entrepreneurial skills" programme is part of the ESF-funded KOKOMA project. Two programmes will be implemented during the project. The project seeks to determine what kinds of entrepreneurial and language skills the target group needs and how students can apply their newly acquired skills. One of the objectives is to create a study module and a guidance model that can be implemented at various higher education institutions. The guidance model aims to take into consideration, in particular, the teachers' competence needs in applying their professional skills in changing work contexts and in working with students from different cultural backgrounds, as well as their skills to use technology in various situations and environments (Lyytinen et al. 2019). The project is being implemented by the Lahti University of Applied Sciences (as the administrator), the Turku University of Applied Sciences, Metropolia University of Applied Sciences, the Southeastern Finland University of Applied Sciences, and LUT University in Lappeenranta.

The education provided during the project focuses on the learner, and the students are encountered as customers. The guidance process aims to determine each learner's individual need for development and the matters included in their zone of proximal development. (Vygotsky 1978) Special challenges are encountered when the student's native language is different from the language of instruction, their cultural norms do not support the topic to be learned and they are not able to automatically link information to what they have learned before.

Online entrepreneurial pedagogy in a foreign language and in real time

Teaching entrepreneurial skills to highly educated immigrants online involves ensuring many aspects, all of which can be summarised in the concept of accessible learning. The accessibility of an online service means that a digital service is, by design, accessible to everyone. An accessible service is written in a clear language, is easy to use and works on different

types of devices and aids. (Övermark 2019) The KOKOMA project aims to ensure that learning is pedagogically, linguistically and technically accessible.

Pedagogical accessibility refers to taking into consideration each student's way of learning and their background. Entrepreneurial pedagogy or an entrepreneurial way of learning may be very different from the practices that a student has learned in their country of origin (Heimonen 2019, Hofstede 2005), and unlearning those practices and absorbing the new way of learning do not happen overnight. In Finland, individuals are supported in inclusion, decision-making and taking responsibility as early as daycare age, and an entrepreneurial approach is applied from primary school onward (Pisteri 2019, Lehtelä 2019, Lappalainen 2019).

It is challenging for a teacher to encounter a student whose conception of learning is different from that of a student who has grown up in the Finnish education culture. The student begins their studies in a different learning culture and in a new language. They need guidance in order to understand why the teacher is a supervisor rather than an authority, why self-direction is required and what it means.

Technical accessibility refers to a learning experience that is implemented in as simple a manner as possible. The technical implementation of education must not take time from the actual topic to be learned. For the learning experience to be accessible and pleasant, it must meet these minimum criteria (Timonen et al. 2019, Selovuo 2019). For a novice, studying online may feel challenging and stressful.

Linguistic accessibility refers to the content to be learned being linguistically adapted to the learner's skill level. The baseline proficiency level of the programmes in the KOKOMA project is A2.2 on the Common European Framework of Reference for Languages (CEFR). It means a basic level of language proficiency that is sufficient for handling everyday situations, such as going to a grocery store, daycare or post office. It does not mean a language proficiency level required at work or in education.

What kind of guidance process is required when entrepreneurial pedagogy (Huusko et al. 2018, Pittaway & Cope 2007, Peltonen 2014) is integrated with teaching provided in a foreign language, from the starting points of the Finnish learning culture and in an online learning environment? How is the module provided in an entrepreneurial manner and by creating together? A study module based on guidance provides opportunities to proceed flexibly, from the starting points of the learner.

Pedagogical accessibility

At the beginning of their studies, the student must form an understanding of what and how they will be studying. Compared to a regular orientation period included in the contact studies, the KOKOMA project involves unique challenges in that the learning cultures in the students' countries of origin are different, the students face linguistic challenges (the content to be learned is difficult to understand with just the basic language proficiency since the language does not yet provide a sufficient level of abstraction) and learning takes place in an online environment. The student should get a feel for being in charge of selecting the focus areas of learning right at the beginning of their studies. The motivation to learn increases through self-determination and understanding the big picture. (Deci & Ryan 2015)

Differences compared to the students' own cultures can be discussed, and such discussions will help build trust. The perspective of another culture will often also help highlight the good in the Finnish culture of learning. (Tiljander 2019, Arene 2018, Huusko et al. 2018)

Building trust is required for creating a functioning network (Korkala 2010). The baseline situation in peer learning is the state of distrust. Trust must be built when setting up study groups for the duration of the course. Online students do not have natural opportunities to meet each other on lunch breaks, so typically they do not exchange contact information spontaneously. More time is needed in online studies than in face-to-face meetings for trust to build. At the beginning of the course, students do not proactively ask for others' personal information or share theirs.

If the expectation is for the students to form communities independently, they must be provided with opportunities to network and contact one another. They will not network on open forums without guidance. The only occasion for them to exchange their contact information is the first contact day. If contacts are to take place in the online learning environment of the educational institution, structured guidance, instructions and control are needed throughout the process. Online guidance requires that trust be built (Jääskelä et al. 2013).

The teaching methods should also be selected keeping the perspective of the topic to be learned in mind when a course is provided online. Information contents to be learned independently can be taught online by means of instructional videos, for example. After that, the information can be applied in supervised groups led by a teacher or in a peer group.

However, a business idea may be a trade secret that cannot, in all cases, be shared in a group. In corporate training programmes, personal guidance has proven to be more effective than group guidance. Therefore, personal guidance is the very last method to be sacrificed if resources for arranging education are low. Online guidance should also be organised in a manner that enables the student to feel safe in the situation and find the teacher trustworthy. Trust is built more quickly if there are also face-to-face meetings (Tiljander 2019).

If several teachers participate in teaching, their roles should be defined at the beginning of the programme. If there are several students and their objectives are varied, it is recommended that each student is assigned a designated supervisor who will be their primary point of contact. The designated supervisor is selected based on the required competence. For example, a student who needs more help with the Finnish language would be assigned a teacher of Finnish, whereas a student who needs help with planning their business idea would be supervised by a business instructor. The schedule and availability of the designated supervisor must be defined in advance. It takes a lot of courage from a student to contact their supervisor. The guidance opportunity is easily missed if the appointments are not scheduled in advance.

Once networking and group formation opportunities have been provided and the technical challenges have been overcome, there will be less need for guidance. The role of guidance is mainly to motivate, offer encouragement and answer questions – in other words, to support experiences of success. Once confidence in one's skills is established, motivation will in-

crease. (Bandura 1982) Each student attending the course needs to feel that they have been acknowledged in a meaningful way in order to stay motivated throughout the course. Short courses lasting a few months are not necessarily long enough for a routine to form while studying online. Group formation may take longer online, but once it happens, the community becomes fairly strong and independent and is more likely to continue existing after the course ends since being physically present is not a requirement for the group to function.

Linguistic accessibility

When not only the subject being learned but also the language of instruction (assignments) is Finnish and the students' language proficiency is at the basic level, explaining and simplifying the assignments is key to success. The clearer and simpler the theory, the better the student will be able to make use of information and apply it to their own business plan or to learning entrepreneurial skills. Formulating the theory so that it is accessible and that the student is able to apply it in the planning of their business idea requires a lot of time and effort from the teacher's part.

Internalising the subject to be learned is key in understanding and applying theory. The student needs information. If Finnish is used in teaching, the language must be adapted to the student's level. If the guidance resources are ample, more demanding language can be used, but guidance at the right time must be available whenever assignments are given. Theoretical information can be provided in the student's native language or another language that the student knows. If materials are not available in the student's native language or if it is more appropriate to use a foreign language, the assignments must be understandable in terms of language, text type and implementation method. Learning will not take place if the assignment is too difficult to begin with and no timely support is available.

Many students may already have a business plan in place in their native language or in English. If financing is applied from a Finnish provider of financing, the areas that such providers emphasise should, in particular, be supported. The words of the language of application, expressions that are effective when pitching one's business plan, and other effects that influence financing, are culture-specific.

Wording the business idea in Finnish and adapting it culturally so that it suits a Finnish provider of financing and the Finnish corporate culture is an enormous undertaking. With the help of a good supervisor, an idea can be transformed into a top product once it is in the correct framework and fits the right type of realities. Making comparisons between sectors is very difficult for an immigrant since coming up with the right keywords in a foreign language is more demanding than their basic language skills allow. Reading reports in Finnish is also slow.

Technical accessibility

In online studies, it is essential that the implementation method in itself does not make it more difficult to complete assignments. The more complex the assignment, the simpler the learning environment must be. The method of implementation of an easy assignment can be made more demanding, if doing so creates added value by improving the digital skills of the participants, for example. Everything is a bit more difficult online than in the classroom.

Things to keep in mind in an online learning environment:

1. Ensure that the environment is easily accessible, via a maximum of three clicks, and that the response time is short.

2. Use views that can be opened with all devices and browsers (documents in PDF format).

3. Use images sparingly and optimise them for all devices.

4. Ensure that assignments are clear and unambiguous and that instructions are short and simple: online, less is always more from the perspective of accessibility as well. If the level of difficulty is increased, the time allocated for guidance must also be increased.

5. One section should include only one topic and the structure should be clear, making it easy to see the big picture.

6. Select an instant messaging application, preferably one that the student/customer already uses. It will ensure timely and swift support. Accessibility is also improved when communication does not rely on just one system.

7. If students/customers are supposed to network with each other, ensure that they exchange contact information with one another. Keep in mind that they do not meet each other in class. Reserve time for exchanging contact information and getting to know one another in face-to-face meetings. One day may not be enough. The phone numbers of the students may not be shared without the students' consent. Obtaining consent (becoming understood) may be arduous if the student does not speak the language used.

8. Reserve enough time for grouping in the face-to-face meeting at the beginning of the course. The groups will function online if the basis of communication is solid.

9. Check everyone's schedule personally. A regular schedule ensures that they can concentrate on the assignments. A fluctuating schedule increases the need for guidance.

10. Facilitate the discussion and include all participants in the discussion equally. Ensure that they have understood what was talked about. Interaction is the goal in everything.

Any initial tests at the beginning of the course should be arranged on site with everyone present. If you want to implement the test online, inform the students of the address or location of the network meeting through a channel that reliably reaches all students. Written messages are not as efficient as phone calls. If the message is not short and unambiguous enough, parts of it may not be understood due to language, or it will take a lot of time to translate the message. E-mail has been shown to be the least effective channel in terms of reach, whereas free instant messaging apps are the most effective.

Implementing the initial test online requires guidance. If the number of test participants is high, the person launching the test should be prepared to communicate on several different channels simultaneously in order to include everyone. A good audio connection is key. A video camera is recommended. The audio and video connections should be tested with each participant individually before the actual meeting. Sometimes the connections work right away, sometimes getting everything to work may take hours. There should be two supervisors in the test.

In the first pilot programme of the KOKOMA project, the first day of the course was the only opportunity for some students to meet the entire group in the same place. Unfortunately, almost the entire day was spent on overcoming technical challenges. When the students start working on their own at home, far away from the teachers and the other students, technology must work. One day was not enough for creating usernames and setting up accounts. Over the course of the following weeks, the teacher contacted the students several times via Skype until all user names and accounts functioned properly and the students were able to participate in the course. Participation was not possible without an e-mail address and access to Moodle. Many students experienced issues with their e-mail and Moodle accounts throughout the course.

Being able to contact the students before the course begins will make the initial stage of the course smoother. The teacher/supervisor should check with each student what kind of devices they will be using to study and what communication channels they are used to using. Setting up accounts and signing in ahead of time before the orientation date will facilitate grouping on the first day and, instead of the teacher having to spend time on supervising students individually, the focus will be on interaction and forming a community. The more complicated the sign-in process, the more time should be reserved for guidance at the beginning and during implementation.

When a foundation for a community and trust is laid at the beginning of the course, there will be less need for supervision later on. If the groundwork is not done in the right order and at the right time, the subsequent need for guidance is much higher and will burden teachers when their resources are already stretched thin.

Summary

Building trust in groups of immigrants usually takes more time than in groups consisting of native Finns. (Forsander 2002, Hofstede 2005) Successful guidance at the beginning of the course will reduce the need for guidance later. Students' need for guidance is the greatest at the sign-in stage. If the assignments are in a logical and clear location, their level of difficulty is appropriate and instructions are organised and unambiguous, guidance does not take much time. The communities that function the best form spontaneously and without restrictions around a theme. If the goal of education is to create active communities during a set period of time and to meet certain objectives, guidance is necessary.

Time should be reserved for the students to agree on a communication channel and schedule, share the contact information needed with each other and test the channel. This is best achieved through an assignment that requires the students to create a contact and work together as early as the orientation day. If the students have met face to face and have a feel of one another, the grouping process is much faster. Remote contacts always require more efforts on the part of all parties

to do groundwork, gather background information and obtain permissions.

Weekly schedules and a visual structure will help. In the first meeting, for example, the students may be required to schedule a peer meeting at a regular time 1 to 2 times per week.

Applying entrepreneurial pedagogy with international students is an ambitious task, in which the customer should be encountered with respect. As entrepreneurs and learners, immigrants differ from the native population of the tar-get country. (Heimonen 2019, Lith 2007.) Teachers must acknowledge the fact that if education is provided in the target language, there are choices that need to be made. The materials and learning environment recommendations of the KOKOMA project will remain available to all concerned parties after the project. The functioning and quality of the guidance process in each higher education institution determine the quality, good or poor, of the study module.

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Ilkka Väänänen, Kati Ojala & Jukka-Pekka Somera

The "Neighbour – Community Living Model" project as an authentic learning environment

Higher education institutions face a multitude of challenges. The objective of the Vision for Higher Education and Research in 2030 is to raise the level of education as well as to increase opportunities for continued education, research and development (Opetus- ja kulttuuriministeriö 2017). Cooperation between higher education institutions, working life and businesses should be increased, and the activities should be connected to authentic working life phenomena in order to facilitate the absorption of skills and knowledge required in the workplace. Such a transformation of the operating culture and environment also requires renewed competence in work-integrated pedagogy by the personnel of higher education institutions.

In accordance with the current conceptions of learning, the programme of social and health services at the Lahti University of Applied Sciences views learning as an interactive activity with the operating environment. Although workplace skills are best learned on the work, they can also be developed within an educational institution through diverse teaching and learning methods. This article looks at the "Neighbour – Community Living Model" project, funded by the Finnish Ministry of Social Affairs and Health and supported by the European Social Fund (ESF), as

a learning environment for social services students from the perspective of the teaching and RDI operations of universities of applied sciences. It also discusses the development of workplace skills from the perspectives of authentic learning (Herrington 2006) in shared workshops implemented on campus for customers and the working life as part of the "Work-integrated Pedagogy in Higher Education" project (https://www.tyopeda.fi/).

The "Neighbour" project

The objective of the "Neighbour" project (Somera & Kuula 2018) is to develop the social inclusion of adults with intellectual disabilities in leisure-time activities and to increase diverse opportunities for them to fully participate in the services provided by society. The project proactively takes into consideration the government proposal (HE 159/2018 vp) for a new Act on Services and Assistance for the Disabled as well as for the amendment of the Social Welfare Act and section 13 of the Act on Client Fees in Early Childhood Education and Care.

The project develops peer support in the form of neighbour communities in order to make daily living smoother for persons using supported accommodation services and to harness their

personal resources and strengths more extensively for the benefit of the entire community. For this purpose, the neighbour community activities are developed on the basis of the next-door neighbour activities derived from the operating model of social property management (Grönstrand 2017).

The neighbour community activities can, for example, be built around a team of 3–7 people, in which everyone applies their own strengths to help others and also receives assistance in everyday tasks which they cannot perform themselves. The project's target group is people with intellectual disabilities, their family members as well as the supervisors of supported accommodation in the provinces of both Päijät-Häme and South Karelia. Spanning two provinces, the "Neighbour" project is a national project on ESF's priority axis 5, "Social inclusion and combating poverty".

The "Neighbour" project continued the development of a community-centred model of learning environments for transformational learning in social services, in accordance with the focus areas of pedagogic development defined in the Lahti University of Applied Sciences on a continuum of the development carried out in the "Olopiste" project (Hatakka & Kempe-Hakkarainen 2018) within the framework of authentic learning (Herrington 2006) (Figure 1.).

The purpose of this article is to describe how the perspectives of authentic learning were taken into consideration in the integration of the Bachelor of Social Services studies and the "Neighbour" project. The article is based on an approach of using action research as a tool for vocational development. The article builds on materials that were created collaboratively in workshops (by the residents - family members - social workers - students) as well as on documented and undocumented reflection by students, teachers and project personnel.

Authenticity is a complex phenomenon in which genuineness and reality have been identified as core elements. In higher education, authenticity has been observed to often refer to situations, environments and tasks that suit real-life learning purposes (Herrington 2006). The trial to develop an authentic learning environment that supports learning in social services and that was integrated in the "Neighbour" project was implemented in the workshop meetings of the project. The starting points of the trial included the project's key perspective of inclusion, the element of novelty combined with insightful learning (Lonka 2015), as well as intelligence, creativity and emotion. The goal of linking the workshop activities to the second-year study unit "Special support needs" in the Bachelor of Social Services education was to offer the students meaningful experiences and opportunities in accordance with authentic and insightful learning that enables them to practice and apply key knowledge and skills required of Bachelors of Social Services in real-life customer encounters: in other words, workplace skills.

Competence of Bachelors of Social Services in work with persons with intellectual disabilities

In general, the Bachelor of Social Services education offers extensive basic knowledge and skills for working in the social services sector as well as the theoretical background for working in expert positions. The extensive basic competence of a Bachelor of Social Services has been defined as social services competences, including ethics in social services, client work, service

systems in social services, critical and inclusive skills in society, research-based development and innovation, as well as working community, management and entrepreneurial competence (Social services UAS network 2016). In addition to the extensive basic competence, students in the Bachelor of Social Services education can deepen their learning and direct it to themes and special issues that stem from customer needs and are necessary in working life, such as the themes of and issues encountered in work with persons with intellectual disabilities, which the students in the "Neighbour" project studied by participating in the practical development activities with close connections to working life.

In the "Neighbour" project, the competence of a Bachelor of Social Services in the field was viewed in terms of knowledge and skills needed in work with persons with intellectual disabilities, in particular. The observations during the project have shown that the competence of a Bachelor of Social Services can be applied in

Figure 1. Perspectives of authentic learning (Herrington 2006).

work with persons with intellectual disabilities, for example, when assessing the clients` need for services and enabling activities that support inclusion. In addition to clients` orientation, the key aspects include diverse interaction competence and knowledge of the service system. This will help tailor and make possible personalised and influential services for persons with intellectual disabilities in terms of accommodation, daily activities and leisure time, not to mention their overall inclusion in society.

However, work with persons with intellectual disabilities requires bold, innovative and visionary professionals whose focus when developing the services is not on the disability but on the resources, wishes and goals of the person in need of special support. A perspective described this is needed more in the organisation and provision of services for persons with intellectual disabilities. There is an increased need for diverse competence in service systems and networks, since all social and health services for the disabled are primarily provided in the basic services, and only after that, in specialised services. According to this multidisciplinary cooperation is crucial when implementing services that have an impact. Social services graduates have the required professional competences to meet these complex service needs through both case management and independent provision of services.

Regional workshops

The regional thematic workshops (n=4) in the "Neighbour" project were organised in both Päijät-Häme and South Karelia between December 2018 and April 2019. Each workshop consisted of four supported accommodation themes (Figure 2).

The students were coached for workshop activities by introducing them to the objectives, past activities and results of development work in the "Neighbour" project. The coaching included a review of the history of the accommodation services for the disabled, including the principles of implementing inclusive services today. In addition, targeted training was tailored for the students regarding the methods of accessible communication, such as using pictures, supporting sign language signs and drawing to support communication. The training demonstrated various communication aids, picture tools and technology that can be used to support interaction, understanding, concentration, participation
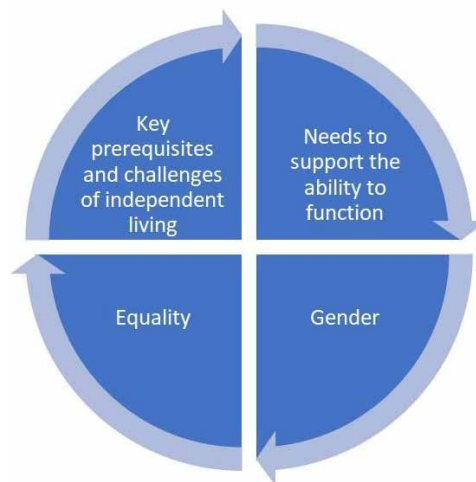

Figure 2. Workshop themes (Photo by Ilkka Väänänen).

and action with the help of adults. The study unit also included introduction into the Learning Cafe method, after which each student pair prepared to facilitate the discussion at one table as chairpersons and secretaries (Ojala 2019).

The Learning Cafe table groups, put together based on the backgrounds of the students, studied each theme in a horizontal manner by first retrospectively reviewing matters that had already been realised in supported accommodation. Next, the current situation was assessed. The final task was to plan the development of supported accommodation in the future, in accordance with each theme. This article is based on the two workshops with 59 participants, held in Lahti in March–April 2019. The number of participants, grouped according to background, is provided in table below.

Table 1: The number of the participants in the workshops.

BACK-GROUND	March (n)	April (n)	Total (n)
Employee	9	7	16
Family member	2	2	4
Project employee	2	2	4
Resident	7	7	14
Student	9	8	17
Teacher	2	2	4
Total	31	28	59

Promotion of collaborative construction of knowledge, reflection and articulation

After the workshops, the students had the opportunity to share their immediate feelings, observations and thoughts on the Learning Cafe method in peer group reflection. This was followed by a personal learning assignment for each student with more in-depth processing of the information. The learning assignment included reflecting on and assessing one's own actions. The students considered preparing for the facilitation portion important. In order for the inclusive Learning Cafe method of working to function well, the discussion facilitator must be familiar with the topic (the workshop themes), know the target group and take the group into consideration. The students prepared by coming up with discussion openers and questions as well as implified language and pictures to facilitate communication.

Students found it important that during the facilitation, the disabled were included and treated as equal counterparts in the discussions. Occasionally, a more active approach to facilitation was required in the discussion to ensure that the allocated time was not exceeded and the discussion stayed on topic, as well as to include quieter members of the group in the discussion. This working method highlights situational awareness.

Encountering and working with persons with intellectual disabilities was completely new to many students and initially they were quite nervous. The encounter emphasised valuing the other person and equality: "Everyone is part of this society and community."

The students were genuinely interested in the experiences and opinions of the disabled and

in developing the activities according to their needs and wishes. It is important to be who you are in encounters, since "you can sense when another person is being natural, brave and empathetic."

Encountering and working with persons with intellectual disabilities provided the students with a sense of success. Students emphasised the importance of using clear language when interacting with persons with intellectual disabilities, although doing so also felt somewhat awkward. The students observed the interaction during work to verify that the other person understood what they said. Nevertheless, the students found the interaction to be easy and straightforward overall, including with the family members of the disabled and the personnel.

The development ideas that the students came up with included observations concerning individual development workshops (the duration, clearer definition of concepts) and applying the Learning Cafe method more extensively in development work, including collecting user experiences from the target group in connection with all service changes and plans (services for the disabled, accommodation services). Students also emphasised that expertise by experience could have a more prominent role in development work.

They also offered suggestions for their own learning and preparation, such as rehearsing situations or simulating activities before the actual implementation. The students would have welcomed some additional information on the target group and a better understanding of the neigh-

Figure 3. Workshop activities (Photo by Ilkka Väänänen).

bour community activities as a whole.

During the discussions concerning ethics, the students brought up diversity as a positive resource. In the workshops, the students respected human rights and equality as well as self-determination. Participation in the workshops helped the students to promote the inclusion of the disabled by hearing their views and everyday experiences. The students also ensured the protection of the privacy of the workshop participants by not entering their names in the discussion notes. The working conditions complied with the occupational safety requirements.

Conclusion

In terms of the impact of the project, it was essential that the target groups had strong representation in all stages. This enabled the project team to make the target group's voice heard, and in that respect, the activities have been developed in a resident-centred manner while also taking family members and personnel into consideration. This also enables a proactive approach that integrates the project objectives and the activities developed with the service system in a more natural manner, at least in the provinces that participate in the project, as the target group commits to the implementation of new kinds of neighbour community activities together with the service providers. Since the project is about inclusion, this kind of activity has ensured that the disabled persons themselves have a say in what kind of supported accommodation services they will be provided in the future.

When developing the activities, the focus on the residents has been the best way to ensure the promotion of inclusion and community living. Target group-oriented development is also the goal in the creation of the social services learning environments. Involving students in their own learning and in learning by participants in RDI projects is central. At its best, the study unit integrated with the RDI activities enables development at the level of the individual, group, organisation and network, resulting in the creation of new information and development of community-based creativity (Salojärvi 2009, 150). Complexity and creativity skills are among the skills that will increase in value today and in the future, as the world is changing faster than ever before, the volume of information is growing and time needs to be allocated efficiently to matters that are important (Kuitunen 2019). Experts in different fields are required to have new perspectives to the identified challenges and be flexible, apply divergent thinking, as well as to be capable of empathetic encounters. The workshops of the "Neighbour" project included elements of all these skills that the students could rehearse in practice. The "Needs for special support" study module linked to the workshop activities of the "Neighbour" project emphasised the combination of theoretical knowledge and practical information based on experience. Inclusive work with real customers was central. A central working method was reflection, which also aims to provide information concerning self-regulation. Reflection helps realise that theory provides a foundation and that one's own thinking and knowledge are enriched as they are mirrored against practical experiences. New vocational competence on the cognitive, emotional and social levels is generated and possible to absorb. The pedagogical tools applied included discussion, writing, cooperation and the project, as well as the support, guidance and feedback from both teachers and the project personnel

were important factors. Theoretical, practical and self-regulation knowledge are forms of personal expert knowledge (Tynjälä 2010). Sociocultural knowledge is linked to social and cultural practices and working methods. It describes the framework of expert knowledge being developed in a variety of action contexts (Tynjälä 2010, 83). The development of this kind of sociocultural competence requires participation in practical activities in social communities.

According to the feedback collected from the workshops carried out in March–April 2019, the disabled, their family members and personnel also found the activities meaningful. Based on the participants' open feedback, inclusion was realised in the workshop activities. Similar workshops would be welcomed in the future as well. The permissive and confidential atmosphere that allowed everyone to voice their opinion and the fruitful discussions at the tables were emphasised as positive factors in the feedback. The participants praised the constructive nature and liveliness of the discussions. Being able to express oneself and talk about matters that one found important supported a positive experience of participation. The workshop method and the other participants were found to be interesting and laid-back, and the students' role in the workshop was to facilitate the discussions and keep them lively. Although feedback concentrated on the discussions and the ideas generated, positive external aspects of the implementation were also brought up, such as the facilities of the new Mukkula campus and catering. What was considered to be lacking was a clearer definition of concepts and instructions in a clear language. The timing of the workshop (evening) or the workload were not criticised.

Integrating study units to RDI projects may generally enhance the contents and teaching methods of higher education in many ways. Projects are a productive way to renew pedagogy in higher education. The modules implemented in projects are, at best, multidisciplinary and, therefore, meet the extensive competence needs of working life and society in an excellent manner. High-quality education that is relevant for working life offers students with an opportunity to develop diverse competence and may even promote opportunities to find employment. Projects make cooperation networks more established and may also generate new cooperation with different companies and organisations. Learning based on RDI projects may provide an interdisciplinary environment which promotes practising knowledge and skills needed in the working life of today and the future. However, not all encounters between a student and customer ensure that learning takes place. The teacher's pedagogical vision is important in order to modify situations so that they serve learning (Tapani & Sinkkonen 2017).

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Tuula Hyppönen & Tarja Tolonen

A supervisional eCoaching model in the Duuni project

 "DUUNI – From Parenting Skills to Working Life Strength" is a national project for supporting the working life skills of young parents ("the Duuni project"), funded by the European Social Fund. The project has been implemented in the multi-disciplinary network of higher education institutions and the third sector for the years 2018–2020. The primary target group of the project is young parents (aged 16–29) who are at risk of being left out of the job market and opportunities for further education. The target group includes teen mothers, immigrant stay-at-home mothers as well as young parents receiving municipal family services. Another target group of the project is actors in the public and third sectors whose job includes the prevention of the marginalisation of the young as well as inclusion, employment and competence recognition of individuals. This target group consists of actors in the cultural and sports sectors as well as employees of the youth services, social services and employment administration. The Duuni project objectives include 1) supporting and strengthening young parents' working life skills and preparedness as well as the recognition of competence for work or studies, 2) planning, testing and documenting different methods to recognise parenting skills, and 3) improving the methodical competence of and cooperation between professionals working in youth guidance. The project will produce a Duuni model of intervention which includes guidance interventions proven to be the most effective, as well as supervisional eCoaching ("coaching") for supervisors working with young parents. (The "Duuni – From Parenting Skills to Working Life Strength" project plan.)

This article describes the coaching model from the perspective of the framework, operating method and participant experience. The coaching programme was formulated on the basis of discussions among the actors in the Duuni project, content production, guidance processes and assessment.

Parenting skills within the eCoaching framework

Parenthood and parenting skills are viewed from three complementary perspectives in the coaching framework.

The first perspective concerning parenting skills is based on the internationally known family assessment model on family and parenting by Bentovim and Bingley Miller (2006). This family assessment model, created for child welfare services, is founded on the attachment theory and an ecological, ecocultural, narrative and resource-oriented approach (Pizzey et al. 2017, 201–222).

In Figure 1, safeguarding and promoting the welfare of the child is generated within the triangle of parenting skills, family and environmental factors and the child's developmental needs. Par-

enthood consists of basic skills that safeguard the child's basic care and safety, emotional warmth, stimulation, guidance and boundaries as well as stability at different stages of the child's development. Parenting and the related skills are also defined in a systemic context that is broader than the relationship with the child and that affects parenthood through community resources, family's social integration, income, employment, housing, wider family as well as family history and functioning. (Pizzey et al. 2017.)

In the family assessment model of Bentovim and Bingley Miller (2006), an ecological approach emphasises the individual's pursuit of achieving a balance in their relationships with different systems. In the family assessment model, the ecocultural approach refers to the emphasis on the importance of daily life and the family's own resources (Laukkanen 2005, 6–15). The narrative approach highlights storytelling. According to Hänninen, in order to experience life as meaningful, it is important for a person to tap into their internal story or process in which they interpret the events and possibilities in their own life (Hänninen 2000). The resource-oriented family assessment model that supports the capability of the family and parent can be used to view parenting skills in the Duuni project ("Duuni – vanhemmuuden taidot työelämävahvuudeksi" project plan).
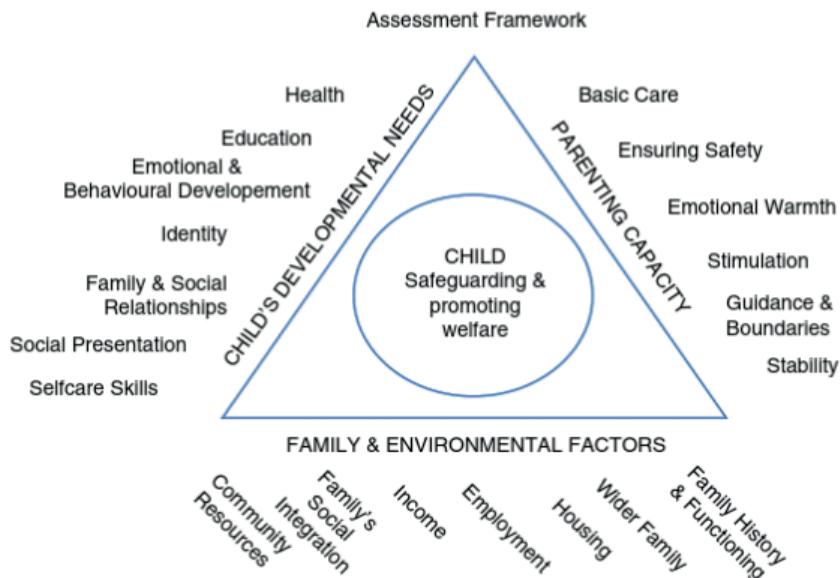

Figure 1. A framework for the assessment of the children in need and their families (Photo by Pizzey et al. 2017, 205).

Another parenting skills perspective selected for the coaching is the Role Map of Parenthood developed by the Southwest Finland Child Welfare District. The model is based on the role theory by Jacob Levy Moreno (referred to in Helminen & Iso-Heiniemi 1999), which defines a role as the functioning form the individual assumes in the specific moment they react to a specific situation in which other persons or objects are involved. The model looks at parenthood as a system of roles based on the interaction between the child and a parent. According to the role theory, a role activates through an opposite role – child vs. parent, mother vs. father. A role can be overdeveloped, appropriate or underdeveloped, or it may be completely missing from a person's behaviour (Novitsky & Alitolppa-Niitamo 2012). The role map of parenthood identifies five (5) main roles: life coach, model for interpersonal relationships, provider of love, setter of boundaries, and guardian. For example, the main role of a guardian is divided into sub roles, where the parent maintains the daily activities and safeguards a regular family life and its routines. The other sub roles of the guardian include providing food, clothes and interests, safeguarding rest and sleep, using money, taking care of cleanliness, looking after the environment, providing care when the child is ill, and taking the child outdoors.

How the different roles and tasks are emphasised depends on the child's stage of development. (Helminen & Iso-Heiniemi 1999.)

The third approach to parenthood is through the variations of parenthood based on contemporary Finnish family research. Knowing the variations of parenthood provides more specific viewpoints on how the following manifest in parenthood and the related skills: the parent's young age, styles of upbringing, one-adult family,

reconstructed family (Ritala-Koskinen 2001), substance abuser as a parent (Itäpuisto 2005), immigrant and multicultural family (Alitolppa-Niitamo et al. 2013), poverty (Salomaa 2014), combining family life and working life (Toppinen-Tanner et al. 2016; Mattila 2019) or social security (Hiitola et al. 2018; Kela 2019).
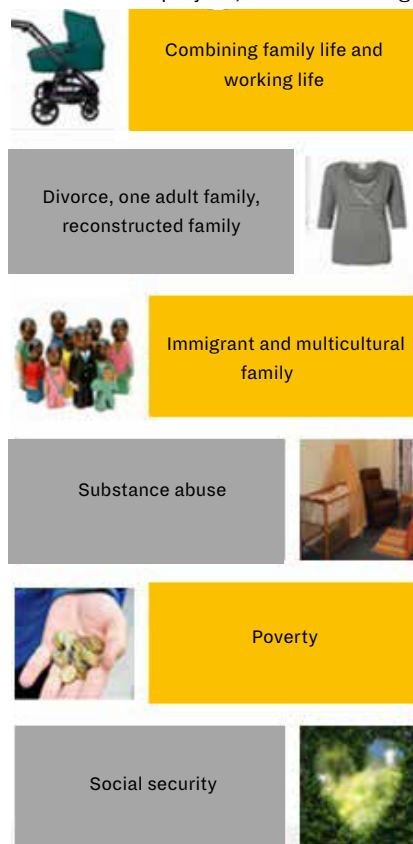
In the Duuni project, individual and group

Figure 2. Variations of parenthood (Image by Tuula Hyppönen).

guidance support young parents in identifying their own parenting skills. The parenting skills descriptions and the related material offer supervisors support in terms of information and methods that are tested in research and professional settings. The systemic approach supports supervisors in viewing how parenthood is constructed in its various contexts (Bentovim & Bingley Miller 2006). The role map of parenthood offers an overall view of and a tool for studying parenting skills (Helminen & Iso-Heiniemi 1999), and a view of the variations of parenthood (e.g., Ritala-Koskinen 2001, Alitolppa-Niitamo et al. 2013) as well as challenges supervisors to go beyond a static concept of parenthood, understand topical issues and support parents to create their own narrative.

Working life skills in the coaching framework

The project identifies parenting skills and strengths that are transfer skills also applicable in working life (Figure 3.). They include self-management and metacognition, self-regulation, change management, stress control and decision-making skills. These skills also help parents make career-related choices and decisions and the skills are learned throughout life both at work and during leisure time and they help parents manage new tasks. (Ruohotie 2004.)

Studies (Kitsantas & Zimmerman 2002; Zimmerman 1989, 1998; Zimmerman & Kitsantas 2005) highlight the importance of self-regulation skills in the development of vocational competence. Motivation helps direct one's interest, identify options and make decisions, and volition supports the implementation of the decisions. Skills developed in a home environment, such as time management, work ethics and commit-

ment, create a foundation for learning (Bloom 1985). The role of the environment decreases as regulating one's learning increases (Zimmerman 2013). When that happens, the key self-regulation skill will be the internalisation of methods related to the assessment and monitoring of one's own actions and setting of objectives (Bloom 1985; Ericsson et al. 1993). Self-assessment skills help a parent evaluate their own experiences and thought processes as well as identify their competence and make plans for the future. Good self-regulation skills support the parent's continuing process of learning, which enables the individual to obtain the preparedness that will help them address the changing competence needs of working life. (Ruohotie 2002.)

Identification of prior learning is a process to determine what kind of competence an individual has and to produce materials for assessing competence and evidence of competence. In order to demonstrate their competence, the individual will make their skills visible in various ways. Recognition of prior learning refers to formal or official recognition of competence obtained in a variety of ways. Recognition of prior learning also involves granting a certificate or credits for the competence recognised, for example. (Kallberg 2009.)

"Informal learning refers to learning that is, on a daily basis, related to work, family or leisure time and is not systematic but may be intentional" (Sivis Study Centre 2019).

The identification and recognition of informal learning and non-formal learning are key prerequisites of life-long learning in parallel to formal learning (Kallberg 2009).

The coaching framework was created on the basis of the contents of the literature review presented above and a dialogue between the actors participating in the project. The collaborative working method generated varied discussion on parenting skills and working life strengths. Parenting and working life skills were seen as contextually constructed cultural products that develop based on the parent's own personal history and personality traits. The project actors found it important that young parents could freely create their own stories concerning parenting skills and working life strengths in the personal and group meetings.

The operating method of supervisional eCoaching

Coaching will be implemented in two Duuni cycles in the Duuni project in September–May in 2018 and 2019. Each Duuni cycle includes group and personal guidance provided by the supervisors to the young parents and coaching designed for the supervisors.

In personal and group guidance, parents are supported in identifying their own parenting skills and in applying a goal-oriented approach towards studies and working life. There are six (6) group meetings and a maximum of six (6) personal meetings. The guidance meetings apply functional and arts-based methods, such as literary arts and exercise, to support the individual needs and special characteristics of the group members.

The objective of the functional eCoaching in the Duuni project is to strengthen the method competence of those providing guidance to young parents, promote mutual networking and cooperation and support the development of methods of identifying parenting skills competence.

The coaching includes six (6) online meetings on the Skype for Business platform. The Lahti University of Applied Sciences is in charge of planning and implementing the coaching and the Education and Development Services of the University of Lapland provide the technical support for the materials. A digital working platform was provided in the Optima online environment used by personal and group supervisors. The working platform includes the themed guidance packages for the coaching meetings, literature, examples of methods and the platforms for submitting assignments, as well as an assessment questionnaire for the coaching meetings. The first cycle produced a prototype of online coaching as a cooperation between the project actors, and the prototype will be further developed in the second cycle.

The guidance and coaching processes follow the same themed structure and overlap chronologically. The topics of the online meetings stem from the aforementioned coaching framework. The key themes selected for the framework are 1) supervisory work and a reflective work approach, 2) parenthood as a strength and self-management, 3) variations of parenthood as a working life strength, 4) interaction skills in working life, 5) future working life skills, and 6) supervisor's competence and good practices.

The recurring structure of the coaching meetings includes the following steps:

- launch (a technical check-in),
- orientation to working (a review of the theme, working method and schedule)
- dialogue on good practices (a discussion on practices), as well as
- the assessment of coaching and feedback discussion.

Regognition of Prior Learning

Parenting skills

kitchen

living room

bedroom

Transfer Skills
- self-management and metacognition
- self-regulation
- change management
- stress control
- decision-making

workshop

Workplace skills

shop

cafe

DUUNI / WORK - Parenting skills as professional strengths -project

Figure 3. Identification of learning – From parenting skills to working life strengths (Image by Tarja Tolonen).

A personal and group supervisor who participates in the coaching will keep a diary during the guidance process to collect and reflect on their goals and guidance plans, document them and analyse the progress of the process. The topics of the reflection diary may include the person's own goals, themes, identification methods and group dynamics. The group supervisor will bring to the coaching meeting a guidance session plan following one's own personal documentation and expression style, as well as questions, insights and good practices raised by the reflection diary.

In the last meeting, the supervisor will present the methods they have applied from the perspective of assessment. A maximum of five (5) of the methods applied will be selected as examples that can be used as good practices. At the end of the coaching process, the group supervisor will carry out self-assessment against their goals based on the reflection diary.

A specific challenge in the coaching of group supervisors in the Duuni project is to plan and implement functional online guidance that is aligned with the objectives of the project. The coaching supports the group supervisors in planning functional work carried out individually and in groups that looks at the themes of parenting skills and working life strengths from the perspectives of identification, transfer of learning and strengthening.

The principles of the functional eCoaching are confidentiality, focus on the actor, a systemic approach, inclusion, functionality and a sense of community. Thus, the online guidance provided in the coaching is participant-centred, inclusive, dialogic and applies a variety of operating methods. For example, it applies sociometry techniques, role work and a narrative work approach. It includes audio material and concentration exercises. Continuous documentation of the materials produced in the online meetings is important.

The best practices and methods of guidance provided to young parents and the coaching programme will be presented in the Duuni project portal.

Participant experiences of the supervisional eCoaching

A total of 10 personal and group supervisors in the Duuni project participated in the supervisional eCoaching during the first Duuni cycle (autumn 2018–spring 2019). The participants assessed the coaching meetings at the end of each meeting by means of an electronic form in the Optima online environment and also provided verbal feedback. The online coaching assessment was carried out on a scale of 1–5. The questions were adapted from the Group Session Rating Scale form. The assessment covered the respondent's experience of the meeting, the goal and topics of the meeting, way of working or working method, work by the coaches and the meeting overall. The participants selected the option that best described their experience of the meeting. An evaluation discussion was conducted with the participants based on the responses given via the electronic questionnaire to determine what worked well, what should be developed further and what will be implemented in practice, based on the questions.

According to the participants, the strengths of the coaching included its clear structure, the time reserved for topical questions posed by the supervisors as well as the calm and reflective approach applied by the coaches. According to the feedback, the proper orientation provided at the beginning of the coaching on the online

workspace and tools as well as the working methods was important for successful coaching. The participants felt that learning the online working methods and them being predictable contributed to safe encounters in which the participants felt they were heard in the online environment. They found the themed meetings with a duration of three hours taking place before noon to be a functioning concept. Taking regular breaks during the coaching meetings is important when working online. The participants considered the relaxation exercises, music, movement, images and small, fun tasks to be of help in getting prepared and in transitions. The Padlet tool that was used as a virtual flipboard was found to be an effective tool for visualising the participants' topical questions and sharing and developing the guidance plans. Skype for Business worked well as the teleconference tool in the meetings. The theoretical background materials of the themes and the material bank for supervisors made available in the Optima environment were also extensively praised by the participants. In addition, participants said their peers and the coaches provided them with plenty of concrete feedback, new ideas, and perspectives for developing and applying their guidance plans in their work. According to the participants, providing feedback first in a text field and then also elaborating on it verbally is an effective practice, for example.

The areas of development suggested by the participants include improving the visual consistency and clarity of the materials produced in the Duuni project. The participants would like to have advance assignments to help prepare for the coaching meetings. According to the feedback, in addition to sharing user experiences, the meetings should pay attention to elaborating on

the theme through theory, providing breaks during the work, allocating time equally between the participants, documenting all work instructions and enabling work in small groups. The participants found it important that the online coaching includes concrete assignments. The online work platforms and tools should be easily accessible. The participants would also like to see tools that can be used without having to sign in. Further development would also be warranted in terms of improving the synchronisation of the themes covered in the coaching and in personal and group guidance in order to minimise the risk of the guidance processes becoming separated and to maximise the transfer of learning in parenting skills and working life strengths.

Conclusion

The development of the supervisional eCoaching operating model and the sharing and development of good practices will continue in the second cycle of the Duuni project (September 2019–May 2020). The implementation of coaching has been planned in cooperation with the project group on the basis of the feedback provided by the participants in the first cycle. In addition to the supervisors in the Duuni project, the coaching model will be deployed to other professionals who provide personal and group guidance to the young.

In the future, work will require employees to have the ability to identify and develop their competence and to work in a variety of environments, cultures and networks. Work communities will be increasingly required to be capable of producing information in a community-based manner in order to solve complex problems. At their best, parenting skills developed in everyday life will meet the changed requirements

of working life. According to research carried out by Korhonen-Yrjänheikki (2011), the generic working life strengths highlighted in the future will include emotional intelligence and empathy, resilience, critical thinking and creativity, as well as self-direction. (Korhonen-Yrjänheikki 2011.) In the Duuni project, developing tools for identifying competence focuses on strengthening and attaining visible transfer skills and reinforcing the generic working life strengths of the future by means of creative and functional approaches to working and methods. The objective of the coaching is to support the development of personal and group supervisors in their work and in the development and sharing of tools for identifying competence.

Further development is warranted, for example, in culturally sensitive guidance provided to parents of foreign origin, synchronising personal and group guidance with the eCoaching process, as well as streamlining the usability of the coaching material.

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Minna Kuvajainen

iCONNECT – Intergenerational contact between students and people with dementia through creative education

The European population is ageing and, at the same time, there is an increasing lack of health care professionals in the care of the elderly (Eurostat 2018). In order to find comprehensive solutions to this problem, it is likely that extensive structural changes that impact the social and health sector on a larger scale are required. It is possible that a kind of "humanity revolution" (e.g., Aarva et al. 2018) is needed that includes a transformation of the culture of care, even at the worldview level. Such a new, holistic view of health and a new paradigm of healing could be based on authentic and compassionate encounters and the experience of meaningfulness in social and health services, encompassing both customers and personnel. Structural support would be needed in order to secure the resources needed, support management and implement changes at the organisational level.

Creative methods may be among the factors that increase the interest of the young in working with the elderly. According to the "Quality of Life and Care Guidelines of people with memory-related diseases" published by the Alzheimer Society of Finland (2017, 9), caring for a person with a memory-related disease consists of not only treating diseases but also supporting the person's quality of life, ability to function and involvement. An extensive research review carried out by the Alzheimer Society of Finland (Tuomikoski et al. 2018) shows that using non-pharmaceutical treatment methods to alleviate the behaviour that is perceived as challenging in persons with memory-related diseases (aggression, anxiety, restlessness, agitation, yelling and resisting treatment) is highly advisable. The review demonstrated that music and personalised care, in particular, were useful.

"iCONNECT – Intergenerational contact between students and people with dementia through creative education" is a three-year project (2017–2020) funded by Erasmus+. The iCONNECT project aims to support the social engagement of students in higher education institutions (HEIs) in parallel to the social inclusion of older people with dementia by bringing them together in an intergenerational creative approach. The iCONNECT project will be able to contribute to the goals of dementia-friendly environments. (iCONNECT 2018a)

The iCONNECT consortium consists of six partners from four EU countries: coordinator Nationaal Ouderenfonds (the Netherlands), University of Applied Science Utrecht (the Netherlands), Lahti University of Applied Sciences

(Finland), University of Ioannina (Greece), University of Udine (Italy), and Alzheimer Hellas (Greece).

Intergenerational contact between students and people with dementia is established through a creative learning programme that combines music, art, play, theatre and poetry. This programme will be available on a blended learning platform, combining online and classroom methods and supporting transnational exchange experiences between students. Students will gain new competences and knowledge and bring new skills into practice related to communication, empathy and creativity, while they make contact with people with dementia. (iCONNECT 2018a)

Planning the study unit by means of mapping the needs of the stakeholders

The first stage of the iCONNECT project in spring 2018 consisted of mapping the needs and wishes of the key stakeholders in order to plan the study unit. Focus group interviews were used to collect information from persons with memory-related diseases and their family members in the Päijät-Häme province, care personnel, students and teachers as well as supervisors in health care and educational organisations. Nearly all target groups welcomed the planned creative activities. Only persons whose memory-related disease was still at the early stages were not interested in participating in creative activities in this study group. Students, teachers, family members and care personnel found it important to generate a safe and respectful atmosphere when applying creative methods. According to both students and teachers, a small group size was necessary when learning the exercises in practice. Basic information on memory-related diseases and

encountering a person with dementia should be included in the course. (iCONNECT 2018b)

After the mapping stage, the planning of an international and multidisciplinary study unit to be piloted in the Netherlands, Italy, Greece and Finland in autumn 2019 began. The study unit was named "Creative Interaction with Individuals Living with Dementia" and its scope is 5 credits. The learning objectives were divided into knowledge, skills and attitude as follows:

Knowledge:

- The student demonstrates knowledge and understanding of the type and stage of dementia, the symptoms, the phases and the progress of the disease and the context of dementia care nationally/ internationally

- The student demonstrates knowledge and understanding of the impact of the disease on the people with dementia and their network

Skills:

- The student is able to create a safe environment in which it is possible to make contact and to work with creative tools and methods

- The student is able to use observations to connect with the needs of people with dementia

- The student is able to use creative tools and methods to connect to the needs of people with dementia

- The student is able to reflect in action and to use the reflection to anticipate the situation

Attitude:

- The student demonstrates respect, patience and empathy towards people with dementia, their network and care professionals

During the 2018–2019 academic year, the experts and teachers working in the project gathered information on memory-related diseases, materials on the practices applied in different countries when encountering people with dementia, and creative work methods on a shared online platform. Targeted learning outcomes were used as the foundation of creating a preliminary structure for the entire course, the

pedagogical outlines, a structure for contact instruction in the study unit, as well as the preliminary instructions and assessment criteria for the learning assignments.

Teacher training week in the Netherlands

A training week was organised in Amersfoort in the Netherlands in April 2019 for the coordinating teachers of the study unit to be offered in autumn 2019. In addition, the training week was attended by representatives of the two organisations included in the iCONNECT project.

During the week, the teachers learned many creative work methods experientially: music, art, games and drama. The methods were integrated

Figure 1. "What will your life be like when you are 90?" A picture card exercise during the teacher training week in the Netherlands (Photo by Minna Kuvajainen).

with the knowledge concerning memory-related diseases. The instructors in the creative method workshops were HU University of Applied Sciences Utrecht teachers Neel de Haan and Maaike van Ooijen as well as Lahti University of Applied Sciences teacher Minna Kuvajainen. Dementia-related information was provided by Lahti University of Applied Sciences teacher Sari Lehtinen and Eutuxia Lazarou, an expert from the Greek Alzheimer's Disease and Related Disorders Association.

After the creative workshops, the functioning of the methods was reflected on with a view to the upcoming study unit and necessary changes were made to contents and methods. The goal was to integrate dementia-related information and the experience in creative methods in a manner that provides the students attending the study unit with a comprehensive picture of working with people with dementia. Since inducing learning on the level of attitudes and encouraging students to apply creative methods with customers and patients are also among the objectives, some of the methods in the course target increasing the students' self-knowledge and self-expression rather than direct application to work with people with memory-related diseases.

Expert lectures outside the iCONNECT project team were also provided as part of the training. Dolf Becx, of the Netherlands, provided a summary of the Erwin Böhm method developed in Austria. A key aspect of this method is building the daily life of a person with dementia in a care facility around the person's personal experience of meaningfulness. Margreet Bouwman worked with the attendees and facilitated the TimeSlips exercise that applies creative imagination. The exercise has been used in group activities of people with dementia in the Netherlands. The exercise demonstrated clearly how new things can be created with people with dementia and matters that are meaningful for each individual can be brought up. The method resembled the Finnish method of story crafting (Rauhankasvatusinstituutti 2018), which focuses on increasing involvement.

Figure 2. Painting an Easter bunny using the jigsaw method (Photo by Minna Kuvajainen).

At the end of the training week, the team assessed the status of the project by means of the Recalling the Future method. It is a useful method when there is a need to clarify co-operation processes and roles in developmental work. It also has an empowering and motivating effect. Participants can make use of their imaginative power. Minna Kuvajainen from the Lahti University of Applied Sciences and project coordinator Nina van der Vaart jointly facilitated a workshop in which the participants "recalled" (through mental images) everything important that had happened in the project and aspects that had made the autumn 2019 study unit such a success. The method also helped put into words the concerns that the project actors had about the upcoming pilot. After that, it was easier to make a plan to solve the questions that arose during the conversation and coordinate the steps that follow (assign tasks and roles, prepare timetables, etc.).

Compiling a manual for the study unit and the pilot stage

The framework of the study unit is provided in the virtual Moodle learning environment. The University of Ioannina is responsible for the technical implementation of the learning environment. The practical workshops in each country will be implemented in the form of classroom teaching once per week for 10 weeks. The knowledge of memory-related diseases will be integrated with the creative methods instruction. The students will familiarise themselves with articles and videos concerning the subject area independently as well. The study unit also includes practice supervision of methods in a real-life setting in care facilities for people with dementia, and the supervision experiences will be shared on Moodle's discussion platform while ensuring that the privacy of the customers and workplaces is not breached.

A manual has been compiled with a group of experts for the teachers of the study unit. The manual includes detailed descriptions of all exercises and methods of the study unit and their assessment. Feedback will be requested from all participants of the pilot (customers, care facility employees, students, teachers) at the end of the autumn. The students will also take an attitude test twice during the course (a pre-test and a post-test). The test measures the attitudes of young people towards the elderly in order to determine if any changes take place in their attitudes during the project. The selected test is the Aging Semantic Differential (ASD). It is the most widely used instrument to measure young people's attitudes towards older adults.

The experiences of the pilot study unit will be compiled, assessed and presented at the end of the project. A possible setting for presenting the project results will be the HEAd'20 conference that will be held in Valencia, Spain, in summer 2020. After the pilot, the study unit being designed will be available for European higher education institutions.

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Marja Kiijärvi-Pihkala

Supporting the employment of immigrants by mentoring

Various studies have shown that immigrants find work poorly in the Finnish labour market. Obstacles to employment include insufficient language skills, minimal contacts to working life in Finland, and the competence obtained abroad not always being recognised in the labour market. The opportunities of immigrants to find employment can be improved by strengthening the networks of immigrants and via mentoring.

Immigrants in Päijät-Häme

Immigrants are a heterogeneous group consisting of people with many different linguistic and cultural backgrounds. Halfway through 2015, approximately 6,000 foreign nationals lived in Päijät-Häme. However, the term "immigrant" refers to an even larger group, which, in addition to foreign nationals, includes people who have gained Finnish citizenship or have dual citizenship, as well as people who temporarily reside in Finland due to a short-term employment relationship or as asylum seekers at reception centres or emergency housing centres. (Regional Council of Päijät-Häme 2015)

The employment rate of immigrants is approximately 10 percentage points lower than that of native Finns (Nieminen et al. 2015). In Päijät-Häme, the situation is even more disconcerting: at the end of 2015, the unemployment rate of the population with a foreign origin was 49% in Päijät-Häme and 57% in Lahti, while the share of all unemployed in the labour force in Päijät-Häme was 16% and in the whole of Finland 14% (Regional Council of Päijät-Häme 2015).

According to the 2030 population projection, the share of the working-age population (15–64 years of age) will continue to decrease and, correspondingly, the share of people who are 75 and older will increase. It should be noted that the age structure of immigrants deviates from that: the working-age group of 25–44 years accounts for the largest share of immigrants while the share of the pensioner age group (over 65 years) is the smallest. As the rest of the population ages, immigrants are seen as a potential resource in the labour market. In spite of this, the employment situation of the foreign population is poorer than that of native Finns, measured by all standards.

The opportunities provided by mentoring

Typically, mentoring is defined as a method in which a more experienced person, or the mentor, shares their knowledge and competence with a less experienced actor and, in this way, supports the actor's development in studies or work, for example. A mentor's important task is to identify and strengthen the actor's competence. Mentoring activities can include working in pairs, in a group or among peers (peer mentoring).

Figure 1: Belgian social work students try out peer mentoring (Photo by Marja Kiijärvi-Pihkala).

Mentoring has been identified as one of the most important services that should be developed to support integration and employment. An advantage provided by mentoring is the understanding of the Finnish society and the importance of networks that develops through action. Mentoring also supports the idea of bi-directional integration in cases where the mentor is a native Finn. (Ala-Kauhaluoma et al. 2018)

Mentoring is a method traditionally applied in youth work, in workplaces ("mentoring at work") and in educational institutions. The "mentoring to work" process that clearly aims at finding a job is a relatively new concept, but it is deemed important around Europe. The process includes many of the same elements as the other processes mentioned above but it also comes with challenges of its own. The mentoring to work method may serve as a bridge between immigrants and the local labour market. (De Cuyper et al. 2019)

Developing mentoring through the MESH project

The Lahti University of Applied Sciences, in cooperation with the Turku and Tampere Universities of Applied Sciences, is implementing the "MESH – Employing immigrants via networks and mentoring" project. The project seeks methods that will help implement the mentoring to work concept effectively.

The project partners are KU Leuven, Economic House of Osteend, and Beyond the Horizon, from Belgium. The project is funded by the European Social Fund, and it runs until the end of 2021. The goal of the project is to support the employment of individuals with immigrant backgrounds. The project includes developing, testing and distributing models and practices of mentoring and systematising mentoring and the utilisation of networks. The project began at the beginning of 2019 and is divided into work packages. The package led by the Lahti University of Applied Sciences focuses on mentoring tools.

At the beginning of the MESH project, the participants reviewed several mentoring programmes. Mentoring processes typically last 6–12 months. The mentoring partners meet approximately once per month, with each session lasting 1–2 hours. The stage of surveying different programmes showed that although mentoring models exist, finding concrete tools that would support mentoring and suit working in a multi-cultural setting was difficult. In this context, tools refer to concrete means that the mentor and the actor can use to facilitate their dialogue. Such means include various exercise templates, outlines and images.

In 2017, the University of Helsinki published a Workbook for Mentoring to provide support throughout the mentoring process as the popularity of mentoring has increased. The workbook describes mentoring as an arch that consists of three stages. Getting to know one another at the beginning stage of mentoring promotes interaction and trust and helps understand the viewpoints of the other party. The beginning stage also involves laying down the ground rules and defining the objectives. As the process advances, both parties should be prepared to acknowledge potential changes in their life situations. The level of motivation may also fluctuate. It may be necessary to revisit the objectives and even redirect the activities. The end stage of mentoring includes feedback and assessment. (Kanniainen et al. 2017) The MESH project seeks and pilots various tools and modifies them to better suit the mentoring of immigrants. Tools are needed to support each of the three stages.

Results of the first mentoring projects

A group mentoring process was implemented in the MESH project in spring 2019. The mentored group consisted of 23 students of the integration training provided by Salpaus Further Education. The mentors were social services students from the Lahti University of Applied Sciences. The objective was to strengthen the participants' working life preparedness. The process consisted of several meetings during which various themes were worked on in small groups. The topics of the group meetings covered working life in Finland and erbalizing one's own competence. The mentors and actors used a variety of tools that helped facilitate dialogue and structure the work. (Pirttikoski 2019)

Both the mentors and actors provided feedback on the tools used during the mentoring pilots. The feedback provided a solid understanding of what a good tool would be like. A good tool

- contributes to dialogue and interaction
- is presented in a clear language
- allows for different means of expression
- offers moments of insight to both parties
- brings out the actor's competence > encourages and empowers
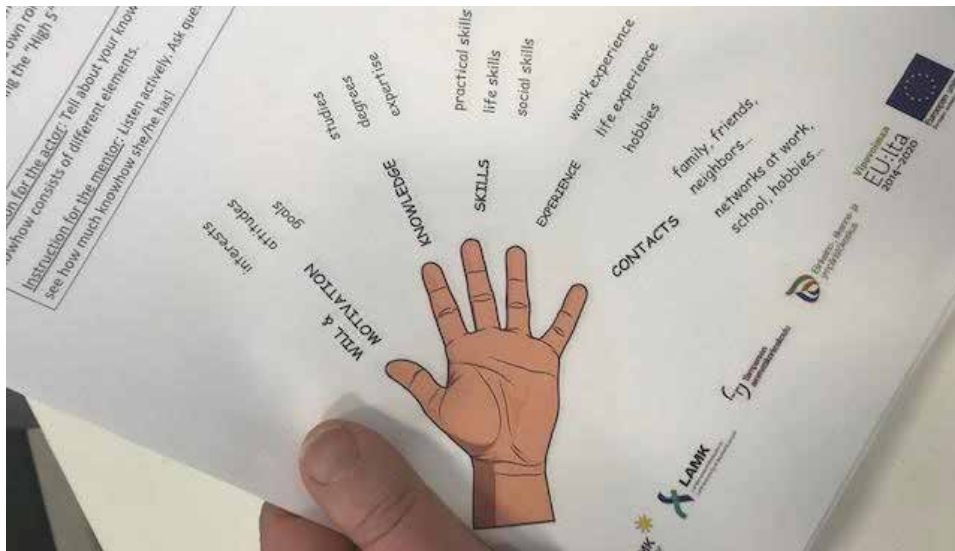- is easy to implement, does not require lengthy introductions.

Figure 2: HIGH5 makes competence visible (Photo: Marja Kiijärvi-Pihkala)

A mentoring toolbox will be compiled of the tools in the MESH project. The toolbox will include instructions and materials for the different stages of the mentoring process, from getting to know one another to the actual work and completion of the mentoring process.

Mentoring makes a difference

"It felt really good when someone was interested in my competence. When my mentor exclaimed 'Wow! You are skilled in cool things', it felt like I had received a gift. It really sank in that I am good at something. I am really grateful for that moment."

The quotation above is from a workshop organised by the project manager of LAMK's work package in the MESH project during the Thomas More International Days. The group of students in the workshop was split into mentors and actors and applied the HIGH5 tool. The tool makes it easy for the mentor to encourage the actor to talk about their own competence in a versatile way. Verbalising one's competence to another person makes such competence more visible to oneself as well.

Many of us have received assistance and support from others during our study and work careers. The person may have been a friend or relative, an instructor or a support person; someone, with whom you have been able to exchange ideas about how to proceed on your path. Someone, who has assumed the role of a mentor. Even though we need to make our decisions ourselves, it often helps to talk them through aloud. It clarifies your thoughts and helps you see what is relevant. At best, the other person helps you see opportunities you might have missed due to being set in your ways of thinking or a lack of courage. Receiving encouragement from a mentor in the right place may make all the difference: Go ahead and apply for that job! Accept that challenge! You can and you will! It truly feels like a gift.

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Marja Ahola, Tanja Olkkonen & Maija-Leena Pusa

Solutions through cooperation – Support available to companies for recruiting immigrants

The objective of the Ministry of Economic Affairs and Employment is to increase the employment rate in Finland to 75 per cent, and the new government aims to create at least 60,000 new jobs during its term (TEM 2019b, Hallitusohjelma 2019, 57–58; 161–164). In 2017, the number of foreign-language unemployed people was 41,685 and they accounted for 14.1% of all unemployed (SVT 2019). At the same time, the shortage of skilled labour is a daily phenomenon, as the lack of competent workforce is already impeding companies' growth.

Finland's appeal and ability to make use of the skills of workforce already educated here is poor. The labour market and professional networks are clubby and existing services are not sufficiently well known. (https://tem.fi/en) Recruitment problems became increasingly common from 2016 to 2017 widely in all areas and in nearly all sectors (Aulanko 2019). The challenges encountered in recruitment are also highlighted in the latest labour market forecast by the Ministry of Economic Affairs and Employment and the Government's economic prospects (Alatalo et al. 2019, TEM 2019a). What is lacking is the ability to see immigrants as a new source of workforce and productivity. The importance of immigrants as a new source

of entrepreneurship and jobs is still small, but it is growing rapidly. (Maliranta & Nurmi 2019.)

A fast or slow lane to the labour market

Traditionally, immigrants are thought to enter the labour market in a linear manner, by first learning the language and cultural competence. It has been estimated that for an immigrant to achieve a medium-level of language proficiency in Finnish, they need to study in integration training full-time for approximately a year (OPH 2012). In reality, however, only less than 35% of immigrants achieve language proficiency level B1 after integration training of one year (Ala-Kauhaluoma et al. 2018, Puukko et al. 2019). If an immigrant has achieved sufficient language proficiency and finds a place to study, they begin vocational studies. A minimum of 1.5–5 years will have elapsed by the time the immigrant is ready to start working in their vocation.

Often an immigrant already has a degree or vocational competence acquired in their home country. Previously earned degrees are not recognised in Finland and educated people work in jobs that do not match their occupation, are in the outer perimeters of the labour market, or do not have a job at all. They often end up complet-

ing studies that overlap with their existing degree, and time goes by. (Ala-Kauhaluoma et al. 2018, Puukko et al. 2019).

Currently, measures have been taken to accelerate the path to employment and to transform the former linear process into parallel processes. There are increased opportunities to complete vocational studies on the job, either through a non-paid training contract or paid apprenticeship. Due to the reform implemented in apprenticeship training, apprenticeship can be applied more flexibly in learning a part of a degree or a work module. Integration training also includes learning in the workplace at an early stage, before even the basic language skills have been acquired.

An immigrant acquires linguistic and cultural proficiency, vocational competence and skills in the working culture side by side. Also, as they are being guided by talented professionals, the results obtained are good and the time from immigrating to entering the labour market is genuinely shorter. The goal is to apply an overlapping process and to compress the time it takes to find employment. Some immigrants have a job or a study place when they arrive.

Adjustment to working life in Finland is facilitated by having professionals in the educational institution or workplace who have linguistic and cultural awareness. However, usually a workplace needs guidance in encountering immigrant

Linear progression (Traditional model)

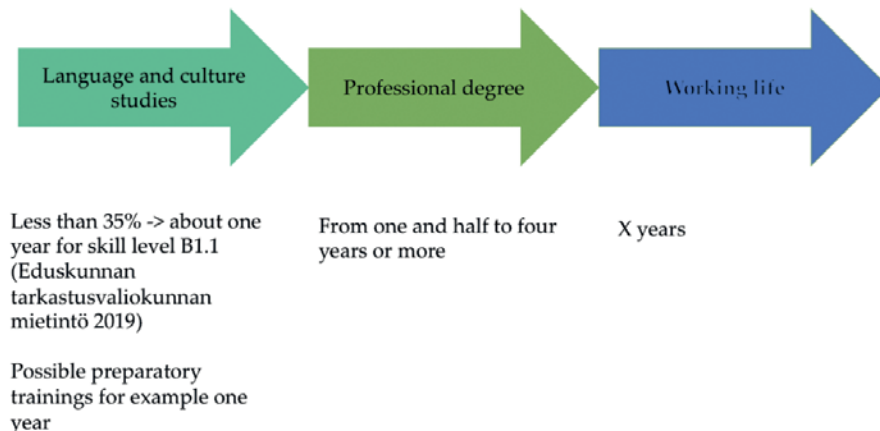| Language and culture studies	Professional degree	Working life
Less than 35% -> about one year for skill level B1.1 (Eduskunnan tarkastusvaliokunnan mietintö 2019) Possible preparatory trainings for example one year	From one and half to four years or more	X years

Figure 1: Linear progression in job completion (Figure by Maija-Leena Pusa, Tanja Olkkonen & Marja Ahola 2019).

employees in a manner that takes linguistic and cultural awareness into account as well as guidance in working in a multicultural environment. The "Ossi2 Employing Immigrants" project has offered this kind of training and support to companies for the induction of immigrant employees.

Changes in the professional identity

When processes partially overlap, the roles in every organisation will change. A teacher will no longer be just a teacher of a vocation but transforms into a professional who also teaches vo-cational language skills as well as culture and vocational competence in the sector in question. The role of a workplace instructor will change from that of an induction supervisor to the role of a supervisor in charge of providing induction to employees into the Finnish workplace culture and jargon. The Ossi2 project has supported educational institutions and workplaces in the transformation of the professional role by means of trainings, among others.

Linguistic and cultural awareness are integral parts of the professional skills of a teacher or instructor of an immigrant student. When the teach-

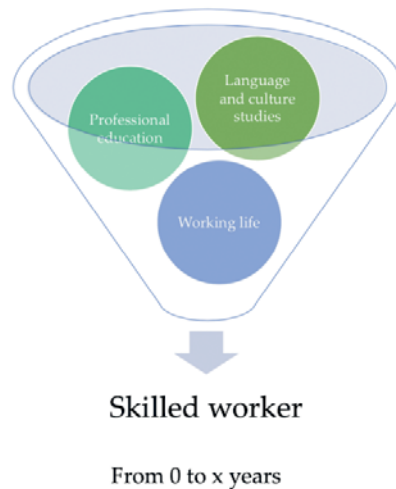# Parallel progression (Current model)

Professional education

Language and culture studies

Working life

Skilled worker

From 0 to x years

Figure 2: Parallel progression in job completion (Figure by Maija-Leena Pusa, Tanja Olkkonen & Marja Ahola 2019).

er or instructor feels that linguistic and cultural awareness are incorporated in their professional identity, they have a genuine interest to encounter the student using appropriate language and in a manner that values the student. When teachers feel that they possess linguistic and cultural awareness, they will have more confidence in themselves and their professional growth. (Bandura 1982; Kesseli 2016, 72–73; Klassen & Chiu 2010.)

Information and support for companies

Two-way induction is needed for successful recruitment. The immigrant needs induction into the practices of the Finnish working culture, but the work community also needs induction into multi-cultural encounters.

The Ossi2 project has arranged workplace instructor training in workplaces that already have a large number of employees with an immigrant background. The attendees have been workplace instructors and immediate supervisors. For cleaning service and construction companies, the training has been provided in the form of a short induction. Nursing sector training has consisted of afternoon sessions spread over several days. The objective of the training has been for the attendees to learn to apply cultural awareness in their supervisory work, familiarise themselves with differences between cultures and to assess their own actions in a culturally diverse work community. The training designed for social services was attended by a total of 40 professionals and managers. The attendees have been enthusiastic about the trainings. According to the feedback received in the Ossi2 project, there is even more demand for training and more in-depth information. Even if workplaces already have experience in multicultural work communities, training attendees would love to learn about the good practices created in other workplaces and be able to discuss suggested solutions to problems with others. Similar trainings will be provided again in autumn 2019, and new sectors will be included in the provision.

The trainings provided on site and in cooperation with the client company have been popular, but it has been challenging to motivate personnel to attend trainings organised elsewhere. As a rule, personnel have found these trainings through the contacts of vocational teachers.

Reaching companies was also the greatest challenge when employer cooperation was developed in the Manot project for supporting immigrants' rapid employment (UEF Aducate 2016). According to the project's final report, on-site deployment and the creation of learning opportunities could be the best ways to provide information on the services available to employers that would also promote the employment of immigrants (UEF Aducate 2016).

Pitfalls and solutions

Preparation is the way to avoid the most serious pitfalls. A successful induction of an employee and a workplace instructor will later help avoid difficult situations caused by ignorance, language barriers or cultural differences. (Ala-Kauhaluoma et al. 2018, Rantanen 2019b.)

At times, employees may create their own sub-culture within the workplace according to their own culture, forming cliques. The employer does not always have the tools to intervene. (Kinnunen 2011.) The experiences gained in the Ossi2 project are along the same lines. In Finland, solidarity in the workplace is never promoted by legislation, occupational safety regulations, salaries that are defined according to legislation and

sub-cultures that follow their own rules. Managers often do not know how to address the forming of cliques in a straightforward language. The prevention of problems is essential and the topic that causes problems must be revisited several times. (Sutela 2015, https://osaamisenpaikka.fi/videot/ .)

The recruitment processes and working life should be equal for both native Finns and immigrants. However, compared to native Finns, immigrants are in a weaker position if their language skills are poor and the customs of the workplace are unclear. For the same reasons, immigrants who have completed the integration training are also in an unequal position compared to those immigrants who have found employment independently. When a company needs to save money and reduce workforce, immigrants whose Finnish language skills and knowledge of the Finnish working life are poor will be the first ones at risk of losing their jobs. This situation can be mitigated by ensuring that the immigrants are inducted into the Finnish working culture and helping them learn company jargon. (Busk et al. 2016, Rautiola 2019)

Measures to support employment

An assessment carried out by the Finnish Education evaluation Centre (KARVI) presented previous studies according to which employment is best supported by subsidised employment in SMEs, in particular, and short-term measures of a maximum of a few months that provide support for hiring, such as pay subsidy and work placement (Puukko et al. 2019). In a certain sense, the training contract and apprenticeship are also forms of enterprise subsidies, although they fall within the basic activities of the educational institution. The company can get acquainted with the learner on site without risks. The recruitment has, in part, become an internal process in companies.

Language courses provide the greatest benefits if they can be attended immediately after immigrating. OECD has also stated that support for rapid employment generates positive long-term impacts. Employers value work experience gained in Finland and believe that it is a better indicator of the applicant's skills than foreign degrees or work experience abroad. The greatest challenge in many employment measures was considered to be the fact that customers did not actively seek other work and employment during language courses, in particular. (Puukko et al. 2019.)

Finding employment is promoted by trainings related to one's vocation. By contrast, job application coaching and programmes are often ineffective for both the immigrant and general population. (Puukko et al. 2019.)

Support is available for learning Finnish in the workplace. For example, tailored on-site training is provided by Salpaus Further Education. A company may also want to invest in the induction of the work community to ensure that work progresses without issues.

Ossi2 project for streamlined recruitment

At the beginning of the Ossi2 project, a group of company representatives was set up to discuss what kind of support they need. The companies called for a recruitment process that was clearer and supported by means of concrete measures as well as instructional videos for the employed immigrant and tips shared by other companies recruiting immigrants.

These requests were addressed by producing a number of videos for the video archive in the Ossi2 project (https://osaamisenpaikka.fi/videot/). First, we interviewed our partner companies that were already experienced in recruit-

HOW TO RECRUIT AN EMPLOYEE WITH AN IMMIGRANT BACKGROUND	
Step 1:	Ensure that the employee has a residence permit and the right to work and check for any special issues concerning asylum seekers. Send copies of the following to the TE Office (not applicable to citizens of EU/EEA countries): Employment contract or the TEM054 attachment form (available at www.te-palvelut.fi) The person's passport or residence permit card (as proof of identity) Inform the shop steward as well as the elected representative and industrial safety delegate of the workplace of the name of the foreign employee and the applicable collective labour agreement. (Not applicable to citizens of EU/EEA countries) Retain the information of all foreign employees (including EU nationals) and the grounds for their right to work for four years after the termination of their employment. **Also note:** A residence permit is not required for all tasks. For more information, see https://migri.fi/en/work-without-residence-permit A person's language skills or non-Finnish name does not tell the full story, since some immigrants have already become Finnish citizens. With them, recruitment follows the same steps as the recruitment of a native Finnish applicant. All immigrants who work and live in Finland pay their taxes to Finland.
Step 2:	Determine if any employment subsidies are available.
Step 3:	Ensure the immigrant receives sufficient induction. (Cf. Riikonen 2019.)

ing international employees and asked them to share their experiences. Secondly, small companies recommended international employees to other small companies. Thirdly, immigrants have shared their stories about the paths they took to find employment. As the project progresses, instructional videos covering induction situations will become available for employers.

Videos made by experts of multicultural supervision methods will be provided for teaching and supervision personnel. These videos will feature instructors experienced in training immigrants and aim to offer the best possible methods and tips.

In addition to the trainings targeting work communities, the Ossi2 project aims to facilitate

the recruitment process by accumulating information on subsidies available for companies in the recruitment stage on the www.osaamisen-paikka.fi website. The website has been demonstrated to employers so that they can familiarise themselves with it and revisit it when necessary.

In addition, various methods to identify competence have been compiled and described in the project, a process description has been drawn up, models have been prepared for job coaching taking place in educational institutions, and exercise modules have been produced for language learning in the workplace. In addition, the Ossi2 project has provided the student with an intermediary that supports them in the interface of the educational institution and the company at the beginning of their employment.

SMEs are not familiar with the opportunities to receive support for recruitment

Companies that do not have staff specialising in recruitment need a lot of guidance in making use of the available support. Large companies with designated HR professionals for recruitment require less guidance. Companies contact the TE Office or educational institutions for assistance. The educational institutions should be equipped to be actors that serve companies. The "Ossi 2 – Employing Immigrants" project focuses on creating, facilitating and modelling processes for companies. Awareness has spread in companies that have tried out the activities, but there is still plenty of work to do to disseminate information more widely. Through their basic mission, educational institutions have a genuine interest to ensure students and graduates find employment, work placement and apprenticeship opportunities and to serve companies.

The TE Offices can help companies receive various types of subsidies for recruitment as well as information on finding suitable candidates. The form of subsidy most widely used is the work try-out, followed by the pay subsidy. Some companies are familiar with pay subsidy, but not all. Practical experience has shown that the benefits of apprenticeships are poorly known, and few companies are familiar with the combination of the pay subsidy and apprenticeships. For companies, the pay subsidy is often the most important incentive to hire a person, since it offers a financial opportunity. In order for a company to accept a student for apprenticeship after the student's on-the-job learning or training contract period, the teacher must make information on apprenticeship available in good time and describe its benefits and key points to the company. The student's eligibility for pay subsidy should also be verified as early as possible before their education ends and an apprenticeship contract is signed. The student can do this themselves or, if needed, the teacher may also contact the TE Office directly. (Rautiola 2019, Rantanen 2019a.)

An apprenticeship contract or an employment contract cannot be signed before the decision concerning pay subsidy has been received, since only unemployed persons are eligible for pay subsidies. After their education, the student must be unemployed for at least one day in order for the TE Office to grant the pay subsidy. All job-seekers are not eligible for pay subsidy, since they must be customers of the TE Office, and, therefore, asylum seekers, for example, are not eligible. The practice is not yet clear and unambiguous, and not even all experts are necessarily well versed in all available subsidies. An example of such a lesser-known subsidy was

the employment premium that was piloted in spring 2019 and granted for a short period of time. However, the eligibility for this premium was subject to a number of limiting conditions concerning the employee. (Rautiola 2019, Rantanen 2019a.)

Support from the educational institution plays a crucial role when a student is entering working life. Often students are uncertain about how to apply for subsidies or assume that applying for them is time-consuming and difficult. (Rautiola 2019, Rantanen 2019a.) The Ossi2 project has supported the educational institution in actively assisting companies to make use of the workforce reserve provided by immigrants. The educational institution's role is to be there to provide accurate information immediately.

Pieces of the puzzle complement each other

An international employee needs more support and information on the working culture than a native Finn. The customs and channels of seeking jobs in the new home country may be completely foreign to them. The objectives of the joint Ossi2 project of the Lahti University of Applied Sciences and Salpaus Further Education include being a catalyst in the recruitment stage, helping an international job-seeker highlight their strengths as well as clarifying culturally-specific operating methods. A job-seeker has to learn a completely different work language and culture as well as job application customs that suit their selected field. It is the educational institution's job to offer assistance before difficulties become real problems. Close cooperation with client companies has begun to generate results, and good experiences have been shared with not only large companies but

SMEs as well. (Kiijärvi-Pihkala & Pusa 2017 and 2018, Liski & Lampinen 2017, Uusi-Uitto 2018, Lappalainen 2018.)

Successful recruitment is rewarding for all parties concerned, and the better the recruitment practices, the easier it is to support or recruit an international employee. Recruitment is streamlined by clear sources of information, guides, support services, and, above all, trust-based networks provide continuity in the flow of employees from the educational institution or originating country to the new home country and a new job.

By increasing awareness and expanding the value base, our working life will be diversified by alert talents whose skills can be tapped into and the missing aspects can be complemented without them having to retake what they already know. Most of the immigrant employees crave opportunities to make their contribution to our society and labour market. Achieving an employment rate of 75% is a complex issue, and finding solutions for it requires many types of working life. keywords **#recognisingcompetence #skillsbasedlearning #jobcarving #jobcrafting #listening #appreciation**.

SUMMARY OF THE SUBSIDIES PROVIDED BY THE TE SERVICES IN INTERNATIONAL RECRUITMENT:

In work try-out, the job-seeker familiarises themselves with occupations and work environments by working on site. The work try-out offers the company an opportunity to get to know the person, who in turn learns the ropes of the company.

The TE Office can grant pay subsidy within the framework of the available appropriations, for example, for an employment contract valid until further notice and a fixed-term contract, as well as for apprenticeship training if such employment relationship is deemed to help the job-seeker find a job.

The TE Office can purchase the support services of a job coach for the new employee. Typically the service is initiated by the job-seeker or the TE Office, but the employer may also do it.

A SUBSIDY FOR ARRANGING WORKING CONDITIONS MAY PROMOTE WORKING BY A DISABLED PERSON.

The EURES subsidy when recruiting from Europe: A job opening can be announced, employees can be sought or international recruitment can be carried out through the TE Services. The TE Services have up-to-date information on the work permit services and apprenticeship contracts. The company should be informed of all of these

- The Ministry of Economic Affairs and the Employment in Finland has also compiled an excellent guide for international recruitment (Ministry of Economic Affairs and the Employment 2011).

- Good tips and useful, frequently updated links can be found on the website of the Varsinais-Suomen yrittäjät entrepreneurs' association. (https://www.yrittajat.fi/)

- The Finnish Immigration Service (Migri) has compiled information for employers who employ or are planning to employ workforce from outside the EU/EEA countries. Students' right to work is also covered at the end of the "Role of the employer in the permit process" page. The Immigration Service answers questions concerning the employer's role in the permit process and the employer's obligations. The Immigration Service has also compiled a list of links that employers might find useful. (https://migri.fi)

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Increasing competence in housing-related social work in cooperation with working life

The Lahti University of Applied Sciences has been developing a study unit of housing-related social work together with the Action Plan for Preventing Homelessness in Finland 2016–2019 (AUNE), Y-Foundation, and specialists from The Housing Finance and Development Centre of Finland since autumn 2017. The objective of the co-creation was to increase competence in housing-related social work in the social and health services sector. Homelessness is a complex and tragic phenomenon, and addressing it requires multidisciplinary cooperation across sector boundaries as well as attention to the individual needs of a heterogeneous target group. This article discusses the societal basis that resulted in the co-creation of the study unit and the overall process of developing the study unit.

Reduction of homelessness through long-term work

Finland has become internationally known for its national programmes to reduce and prevent homelessness. Since 2008, each government in Finland has committed to the reduction of long-term homelessness, in particular, through the PAAVO I 2008–2011 and PAAVO II (2012–2015)

action programmes. In 2016, the focus of such programmes was shifted to the prevention of homelessness. The objective has been defined in the Action Plan for Preventing Homelessness in Finland 2016–2019 (AUNE). (Karppinen 2017). The ambitious objective of Prime Minister Antti Rinne's Government is to cut homelessness by half during the parliamentary term and to eliminate homelessness in Finland by 2027 (Valtioneuvosto 2019). Finland wants to lead the way and demonstrate that homelessness can be eliminated through long-term, multidisciplinary cooperation.

According to statistics, homelessness is decreasing in Finland for the tenth year in a row. In 2018, the total number of homeless people in Finland was 5,482. Approximately 80% of the homeless have temporary living arrangements with friends and relatives, or the exact form of their homelessness is not known. According to statistics, homelessness in the form of not having a place due to or after a period in an institution and living on the streets has decreased systematically. (Asumisen kehittämis- ja rahoituskeskus 2019.) Finland is the only member state of the European Union with a decreasing rate of homelessness. In addition to the long-

term programmes to that effect, factors contributing to this include cooperation between ministries, municipalities and other actors as well as the application of the Housing First principle. In other parts of Europe, homelessness has more than doubled over the course of the last 10 years. For example, in Germany, the increase has been 150% and in England, 169 % (Feantsa 2018).

The Housing First principle is a central starting point in the work to combat homelessness in Finland and it is being applied to an increasing extent in elsewhere in Europe as well. According to the Housing First philosophy, a person needs a place to live – a home of their own – and they should also have support available based on their individual needs. The philosophy marks a

paradigm shift: in the Housing First model, a person does not need to first be rehabilitated from substance abuse, for example, but housing is considered to be a basic right and a prerequisite for rehabilitation and being able to manage one's life in the first place. (Rasilainen 2018, 200–201.) The shift from the earlier stage model to activities in line with the Housing First model is made possible by means of cooperation programmes. By the Government's decision in principle, national programmes were established to reduce and eliminate long-term homelessness. The programmes were based on the housing stock, targeted support measures and the resulting reduction of homelessness. (Nimi ovessa 2007.) An essential part of the programme is the rental

Figure 1. Couchsurfing (Rodionova 2017).

agreement signed by the resident that protects their rights in accordance with the Act on Residential Leases. The signed agreement secures domestic peace and protection of privacy, so substance-free life cannot, even in principle, be demanded of the person. A characteristic of the Finnish Housing First model is the permanent nature of housing. As a rule, the rental agreements are intended to be valid until further notice and eligibility for support services is not tied to housing. Since the needs of different people vary widely, we have implemented a variety of housing options, including a separate flat from the general housing stock, for which the person receives the support services they need. Alternatively, a person's home may be a place in a housing service unit, and the support services are located nearby, possibly even in the same building. The goal is to offer each person an opportunity to have a form of housing that best suits their life situation. When the shelter model, which tends to maintain homelessness, was replaced by individual flats and personal rental agreements, suspicions were voiced that placing people with substance abuse problems in the same housing service unit would cause undue complications. There was also a learning curve for personnel in the new model, and adjusting to the change was not always painless. (Kaakinen 2012; Fredriksson & Kaakinen 2018.)

Housing-related social work competence

Housing-related social work refers to, among other things, a form of work that encompasses social guidance and social work and is carried out among homeless or formerly homeless people. Housing-related social work combats poverty and inequality. It addresses and prevents problems that put a person's housing arrangements at risk. (Hyväri 2016, 115.) Housing-related social work can be defined as work carried out among the homeless, those at risk of becoming homeless or formerly homeless people that targets (psycho) social, cultural and financial problems that put a person's housing at risk and the prevention thereof. Housing-related social work is carried out at the individual, family and community levels and also includes structural development and advocacy. (Granfelt 2017, Karppinen 2019.)

The Action Plan for Preventing Homelessness outlines the strengthening of a housing-related social work approach. The objective is to direct social work resources more to the development of social rehabilitation by emphasising the perspectives of housing and strengthened everyday skills, and the prevention of homelessness. A concrete proposal for action is to add a housing-related social work module in social services, health and youth work education. (Ympäristöministeriö 2016.) The report on the future of social work among adults highlights housing-related social work as one of the possible solutions in the development of engaging and empowering social work. The report also proposes that housing-related social work be strengthened as part of overall social work and social guidance by supporting methodological competence through further and continuing education and by including housing-related social work in the palette of social rehabilitation options. (Karjalainen, Metteri & Strömberg-Jakka 2019.)

The need for developing competence in housing-related social work has been acknowledged nationally and internationally. The national and municipal development work carried out in the "AUNE Networking for Development" project coordinated by the Y Foundation and the ESF-fund-

ed "Municipial Strategies to Prevent Homeless-ness – Early Intervention, Social Inclusion and Supported Housing" project coordinated by ARA will be relevant in the future as well. The operating model of networking for co-creation has been introduced in a number of different countries through the Housing First Europe Hub led by the Y Foundation. This European cooperation network has generated education models for the Housing First activities, which help to further develop work orientation in Finland. Methods are needed for preventing homelessness and for corrective work alike. Co-creation and ensuring its continuity have been considered to be integral aspects of developing work that addresses homelessness. Organisations, personnel and residents learn from and with each other. There has been a shared need to provide training in housing-related social work for future professionals. (Ympäristöministeriö 2019; Pelto-Huikko 2019) One of the objectives of cooperation launched with universities of applied science has been to enable graduates of social and health services education to recognise how housing-related social work spans across sectors and to gain the best preparedness for identifying the need for housing-related services among their customers at an early stage, as well to be equipped to bring up questions relating to housing in the basic services.

Transforming the need for competence development into a study unit

In autumn 2017, the national AUNE programme sought a partner in the network of higher education institutions for developing housing-related social work education jointly with the working life for the social and health services sector.

According to the report prepared in the programme, competence in housing-related social work was not visible nationally in the curricula of the social and health services sector education. There were also competence gaps among social and health services professionals who were already employed. This interesting development opportunity was seized by the social services programme of the Lahti University of Applied Sciences, and the co-creation of a study unit in housing-related social work began.

The joint planning of the study unit contents began in spring 2018. A decision was jointly made at the outset that the study unit would be implemented online, which enables students from other universities of applied sciences to attend the implementation as well. The study unit was designed by combining regular meetings with working together on a virtual platform. The development team met regularly, twice per semester, during the process. The completed study unit benefited greatly from the diverse competence brought to the table by each participant in the development work. Overall, the study unit design process was rewarding. The solid, extensive and in-depth competence of working life experts in the key contents of the study unit, combined with the teachers' pedagogical and didactic competence, was a combination that worked well.

The study unit of housing-related social work was implemented for the first time in the 2019 spring semester. The study unit implementation was built around four themes. The introduction into housing-related social work included a review of the phenomenon of homelessness in Finland through theoretical knowledge, statistics, and accounts of the homeless themselves. The second theme focused on locations where

housing-related social work is carried out. The students visited various kinds of operating environments for housing-related social work. These study visits focused on determining the customer groups targeted by the work as well as learning about the daily tasks and forms of work that support the involvement of the customer.

In Finland, work addressing homelessness and housing-related social work are carried out in close international cooperation. Therefore, the study unit included a separate theme on homelessness as an international phenomenon. The international context helps to understand the phenomenon of homelessness in Finland as well. To that end, the students were given an assignment to pick out a country in Europe and familiarise themselves with the homelessness situation and housing-related social work in that country. For example, the students compared the differences and diversity of the homelessness phenomenon in Finland and in their selected country. Moreover, they studied factors contributing to homelessness as well as different views and approaches from the perspectives of both attitudes and issues related to housing policies. The concluding theme of the study unit included ethical questions that strengthen expertise, legislation governing housing-related social work as well as expertise by experience. The students were presented with case studies prepared by Timo Mutalahti, Corporate councel at the Y-Foundation.

The study unit was implemented in spring 2019 through CampusOnline.fi, a portal for the digital study offering of the universities of applied sciences. The portal enabled students from several universities of applied sciences to attend the study unit, making it possible to view housing-related social work from a nationally diverse perspective. In order for students from different universities of applied sciences to exchange ideas, the attendees were divided into four coaching teams with participants from different universities at the beginning of the study unit. The students submitted their assignments on each of the themes using the discussion area set up for their coaching group. The assignments were also discussed within the team in the discussion area. According to the course feedback, the versatility of the assignments, group discussions and the resulting exchange of ideas with other students promoted learning in the study unit. Learning was also promoted by discussing the theoretical assignments with others. Being able to share ideas and discuss the assignment with others, instead of working on it alone, enabled students to gain more profound insights into learning.

In the practical implementation of the study unit, each theme was available for a certain period of time. At the end of the theme, the student submitted their completed assignment to the discussion area for comments and discussion. The teachers evaluated the assignments immediately after each theme. The students received feedback quickly and were able to apply the feedback while completing the next theme. They were given personal feedback on their performance as well as group feedback on the discussions. Feedback given on the study unit indicates that feedback from teachers is always important, and during this study unit, it was substantial, timely and versatile. Students found it important that they receive feedback immediately and not only after the course.

Competent professionals help achieve goals

An ambitious objective to eliminate homelessness by 2027 was set by the highest tier of Finnish politics. The objective is demanding but achievable. In the future, housing-related social work must be linked to the daily work on substance abuse and mental health even more closely, and cooperation with financial and debt counselling services must be strengthened. In order for housing-related social work to develop, close connections with research in the sector are also needed. Ultimately, the practical everyday work is carried out by social and health services professionals as well as housing and financial management experts. In the future, they will need increased competence in housing-related social work and capability to work in multidisciplinary cooperation in order to address the changing needs of customers. Without competent professionals, it is unlikely that the government's ambitious goal is reached.

The development of the study unit of housing-related social work will continue at LAMK in cooperation with working life representatives in order to ensure that the contents of the study unit stay current and meet the competence needs of graduates in the future as well. In the future, in addition to university of applied sciences students in social and health services, the study unit can also be implemented in the form of life-long learning for housing-related social work professionals working in the field.

Feedback from students provides the development team with a good foundation for further development.

"The course offered a diverse learning opportunity on the topic and gave me lots of new perspectives on what I had previously learned. I feel that the versatile approaches, information packages and fruitful discussions opened my eyes in a completely new way. This made me even more enthusiastic about housing-related social work, and I hope that one day, I can also work in this very important field and help people!"

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Simo Ahonen & Juha Tiitta

Benefits of Intensive Work in the Thesis Process

Students often find the thesis to be the single most challenging study module in their studies at the university of applied sciences. The reasons behind this include the scope of work, working independently instead of in a group, goals set high, and the challenges associated with the writing process. Students see thesis writing as a matter of putting in long hours all alone in order to demonstrate what they have learned during their years of study. Thesis writing takes place towards the end of the studies, which is when problems with motivation and preparing to enter working life also contribute to students failing to complete their theses.

At Lahti University of Applied Sciences (LAMK), intensive work has been used as a method to support the thesis writing process. The aim of intensive work is to boost the writing process within a short period of time, which empowers students. Empowerment is also aimed at helping students improve or regain their ability to manage difficult situations.

Intensive work includes characteristics of solution orientation. According to the basic principle of solution orientation, an individual already possesses all the skills and resources that the situation at hand requires (Hirvihuhta & Litovaara 2003). Instead of focusing on problems, the method is designed to develop a positive solution model to help break the spiral of negativity. This is also the key idea behind in-tensive work. Solution orientation is one of the objectives of the guidance model at LAMK (LAMK 2019).

The purpose of this article is to describe the action model related to thesis guidance that enables the students to break the cycle of toiling at their thesis on their own, and instead to embrace supported yet independent work carried out in a social setting. We will also present other methods that some higher education institutions apply to support thesis work. The goal is to provide methods of promoting the actual writing process alongside content-related guidance and to integrate these two.

Solution-Oriented Intensive Work

Quantitatively, learning generally includes more problems than solutions and the number of problems also keeps growing. This makes it possible to apply the same solution model to several different problems (Kalli 2003, 69). The goal of intensive work is to provide solutions to difficulties with writing within a short period of time. In this model, the solution is sought by drawing on the student's own abilities. The teacher's role is to provide guidance to help the student find a suitable method, instead of handing the student a ready-made solution. Before the student starts writing their thesis, they will have completed a number of written assignments, so will they already have the necessary writing skills. Accord-

ing to Hirvihuhta and Litovaara (2003, 62), the key aspects of solution-oriented guidance are goal-orientation, setting targets and discovering one's strengths. In other words, solution orientation does not always mean solving problems but rather discovering the student's strengths and viewpoints.

Intensive work aims to achieve goals within a short time.

The goal is to restore the student's confidence in their own abilities through a solution-oriented approach. Kalli (2003, 71) highlights the stages of the solution-oriented approach:

- Diagnosis
- Direct support
- Indirect support
- Critical reflection

The aim of intensive work is to go through all these stages on a very tight schedule, in one to two working days. In this way, intensive work instils solution-orientation as an action model for the student, while the student sees the results of the action model in a concrete setting through the progress of their thesis work. The supervisor should keep in mind the basic rule of solution orientation (the "5k rule"): respect (kunnioitus), listening (kuuntelu), concentration (keskittyminen), ease (keveys) and patience (kärsivällisyys), (Hirvihuhta and Litovaara 2003, 71–79).

Intensive work as a guidance method

By nature, intensive work is process guidance; it guides the writing process and its different stages, not the factual content. Therefore, the person supervising or coaching does not need to be the teacher who is the official supervisor of the thesis work. At LAMK, intensive guidance is currently provided by a special-needs teacher.

According to Vehviläinen (2014, 20–22), guidance aims to increase the agency of the student receiving guidance. Supporting agency has been successful when the student receiving guidance feels that writing the thesis is meaningful regarding their own life, that they are capable of completing the assignment and takes active and responsible action to ensure progress. A student whose sense of agency is low or wavering benefits from guided intensive work both during and after intensive work sessions. On the other hand, a student whose sense of agency is already strong does not need guided intensive work.

There are different orientations in the guidance practices (Vehviläinen 2014, 113–121). The writing process that stems from intensive guidance is the focus area of guidance, but an essential part of generating the process is pedagogical orientation, in which the supervisor gives to the student guidance concerning the practices of academic writing, references and results reporting. By focusing on the skills needed in thesis work, the student learns to manage future challenges. Problem-solving orientation is also involved when the student feels stuck or is unable to plan what to do next without the supervisor's tips or suggestions. In this guidance orientation, advice and feedback are provided to ensure progress (Vehviläinen 2014, 158).

The supervisor's task is to answer questions and provide advice in ways that support the agency of the student and develop the student as a thesis writer. Providing advice in solution-oriented guidance does not mean giving the right answers to or doing the work for the stu-

dent. When giving feedback, encouragement and pointing out what is good are important, since all too often feedback in thesis guidance focuses on highlighting errors and shortcomings (Vehviläinen 2014, 168). The emotions stirred up by negative feedback often reduce the student's motivation and courage to make progress with their thesis.

Intensive work as part of thesis guidance

According to Norwegian researchers Dysthe, Samara and Westrheim (2006), thesis guidance has traditionally relied excessively on bilateral work between the student writing the thesis and their supervisor. The interpersonal relationships and busy schedules of individuals may interfere with the work progress. Official guidance focuses heavily on assessing the written outcomes and providing feedback, while the writing process receives less attention.

Dysthe, Samara and Westrheim (2006) propose that a model based on three practices be implemented in guidance:

1. Supervision groups for learning and developing academic writing (2–3 supervisors and their students).

2. Student colloquia for providing peer support and solving practical problems encountered in thesis work (students preparing their theses without supervisors).

3. Individual supervision to ensure that the thesis stays on schedule and within an appropriate scope (the supervising teacher and the student writing the thesis).

In many theories of guidance (e.g. Egan 2004), guidance ends when the problem has been reformulated into goals and the student has been given a stack of instructions or operating strategies. The model presented by Dysthe, Samara and Westrheim (2006) ultimately also leaves the student alone by their computer to wait for the next meeting when problems arise. Writing a thesis requires scheduling work independently, planning and long-term concentration. Starting and keeping up independent work is challenging and there is a risk of interruption, particularly with students who have either executive deficits or attention disorders or whose resources have been depleted and the ability to study has deteriorated due to burnout or depression, for example. For these students, intensive work is especially valuable.

Guidance model at LAMK

At LAMK, the planning of special guidance services first focuses on determining what the typical challenges encountered in studies are. The choice of support forms aims to offer students complete packages that have been customised to these particular difficulties. In addition, the UAS has been preparing a model of general support that targets students' individual situations. The basis in the planning of support and products has been the focus on the importance of cooperation between different actors. In this scenario, the student is seen as a comprehensive and active actor for whom the educational institution and the student body have created self-development and graduation opportunities within the set schedules.

The LAMK Support well-being services are responsible for the special services in accordance with the guidance model. These services

include the university chaplain, student health services, study coordinators, study psychologist and special needs teacher. The objective of the services is to offer support in situations where studies are interrupted and when problems arise. (LAMK 2019.)

The LAMK Support activities have applied the intensive work model in thesis work. A few intensive days and weekends per semester have been organised since 2014 with the primary goal of supporting students in situations where their thesis writing process is interrupted. The support has been fully voluntary, and students have sought the services at their own initiative or by the recommendation of the teacher supervising their work.

During the intensive days, the focus has been on boosting the thesis writing process according to the instructions given by the thesis supervisor. The student can choose a location that best suits their working at the university. This is an important element in terms of working efficiency. During the day, the LAMK special needs teacher makes their guidance available in order to help advance the writing process. The student is tasked with setting a concrete objective and milestones for their work. These are reviewed at the beginning and a work schedule is set. In other words, as stated in the action model, the object of the work is defined clearly, objectives are set, and a schedule is prepared for the day. The supervisor of intensive work is also responsible for supervising the student's work during the day. The intention is to set achievable objectives and maintain a steady pace of work. The challenges encountered are solved immediately by means of a shared approach. This helps solve the challenges so that they do not burden the work further or need to be addressed later.

If needed, work has been continued after the intensive days according to the action model if the student deems it to be useful for the progress of their work. In that case, the teacher supervising the thesis work has also been consulted at regular intervals for feedback on the content and guidelines on how to proceed.

For many students, this new way of working has improved the efficiency of the writing process and clarified their own working process. The stage of progress of the students' theses has varied widely, from the early stage of narrowing down a topic to fine-tuning and finalisation at the completion stage. Group work activities have not been included in the intensive days; instead, each student has worked on their own thesis in their preferred location. The university facilities offer an excellent setting for this kind of work.

In cases where work has also continued in accordance with the model after the intensive days, the students have met with their supervising teacher regularly, since the teacher is responsible for the content aspect of the thesis work. The setting for the work was the Fellmanni-Campus in Lahti until the end of 2018. The extensive cafeteria and library services of the campus provided support for efficient thesis work. After that, activities in line with the same concept have continued on the new Niemi Campus. Quantitatively, all fields of study at LAMK have been represented in the activities equally.

In the future, activities of this kind could also include seminar groups in the field in question where students would gather to regular intensive work sessions, led by their supervising teachers, throughout their thesis writing process. The process would be based on the model by Dysthe, Samara and Westrheim (2006), with the addition of the element of concrete work.

Benefits of Intensive work compared to other process guidance practices in Finnish Higher Education Institutions

A variety of support forms have been developed to address delays and interruptions in thesis work. These support forms have been modelled based on the Maisterihautomo ("Master's Incubator") of the Chydenius Institute (1997–2010), as well as the Valmistumishautomo ("Graduation Incubator") of the Centria University of Applied Sciences (2009–2012) (Hakala 2012). The working methods applied in these forms of support included the "Tutkinto valmiiksi" ("Graduation") groups, in which a study psychologist and a guidance counsellor worked as a pair to supervise a group of approximately 10 students weekly for 5 weeks (Kurikkala 2012). The topics covered in the sessions included study progress, successes and challenges, as well as methods to improve progress. The usefulness of the groups was assessed to be based on the motivating and encouraging impact of professional and peer support. In Valmistumishautomo, students were offered even weekly process guidance, in which a slow progress of thesis work was accelerated by dividing work into clearly defined stages and the progress of completing the stages was followed up during the sessions (Moilanen 2012). However, the sessions did not include actual thesis writing but the students did the writing portion on their own time.

We contacted study psychologists at Finnish higher education institutions by e-mail and by phone to learn what forms of support they offered for the thesis writing process. Some of them are highlighted here. Currently, the University of Helsinki Language Centre organises thesis writing classes. In the weekly meetings, students work in small groups and account how their plan has progressed during the week, solve problems with the help of peer support and set a new writing target for the following week. The operating method is similar to the support person method introduced in the Gradutakuu book (2015, 63-65) by Kimmo Svinhufvud, who created the course. The course also includes writing exercises in the spirit of the Gradutakuu book. Apparently, the sessions do not include actual thesis writing.

The merits of the aforementioned groups and courses can be considered to be the strengthening of agency through peer support, breaking the thesis down into manageable pieces and monitoring progress closely. Nevertheless, the students are required to be able to implement the plans and schedule their work while also managing their other studies and the obligations of the daily life. The intensive guidance provided by LAMK aims to provide tangible assistance when the students work on their theses and to enable students gain positive experiences of success in the thesis process.

The writing groups with 5 sessions, supervised by study psychologists, at the University of Helsinki cover topics related to motivation, thoughts and feelings as well as avoidance behaviour (e.g., Poutanen 2012). During some sessions, the students write their own thesis for half an hour or an hour at a time, for example. A pilot scheduled for summer 2019 will also include a thesis workshop which students can attend to write their own thesis for 5 hours twice a week in order to complete their thesis. The activities of the Gradupaja of the University of Eastern Finland, the DropIn thesis workshop provided by a study psychologist at the University of Vaasa, and the Graduretriitti organised by the Universi-

ty of Jyväskylä Language Centre concentrate on tangible information search, writing and editing one's own text. The inclusion criteria to access the services, the advance commitment required, and the flexibility of the services to cater to students at different stages of thesis writing vary.

The advantage of LAMK's intensive guidance is that students have the opportunity to concentrate on work for several consecutive hours without interruptions during the ample time that is reserved for guidance during weekends. The presence of the special needs teacher makes it possible to receive immediate, professional and customised support whenever needed. The model learned can be applied either independently or during appointments with the special needs teacher. Intensive support is available for all those who need it, without the student being identified as a problem case.

Summary

The intensive days offered by LAMK and the action models of other higher education institutions provide an alternative method for boosting the writing process. The intensive days are open to all LAMK students, and this approach aims to ensure non-discrimination and equality. Currently, the model targets primarily those students who are experiencing unsurmountable difficulties in their writing process or need additional support for starting or completing the process. The students themselves can assess whether they need support. In some cases, it has been useful for the supervising teacher to hint that a support model like this is available.

More extensive use of the intensive model could deploy the working method from the beginning of the thesis process. The objective would be to focus on the students finding a functioning way and style to carry out the writing process straight from the beginning.

The intensive model could also be applied to group work. Each student would work on their thesis independently but in the same space with the rest of the group. This would offer the benefit of creating a sense of community in otherwise independent work. This would also make peer support available during the actual writing process. For the teacher, this model would offer an opportunity to monitor the actual writing process while providing guidance on the content portion in a centralised manner during the process. It would be interesting to monitor the overall time spent on guidance to see whether this kind of model would accelerate the completion of theses and whether it would also offer more efficient time management for the thesis supervisor as well.

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PART 4: COMPETENCE AND SERVICE DEVELOPMENT IN THE SOCIAL AND HEALTH CARE SECTOR

Taina Heininen-Reimi

HuuMa – Päijät-Häme: towards a drug-free province through substance abuse prevention

"You need to know how to listen and encounter the young, get off your high horse; otherwise you will probably just face resistance..." This comment by a first-year social services student perfectly depicts the underlying idea of the HuuMa project. The comment was extracted from the answers to a survey sent to a group of Bachelor of Social Services students to map what kind of competence professionals in the social services sector they feel will need in the future in order to carry out substance abuse prevention work among children and the young. We will revisit the survey at the end of this article. (Ehkäisevän päihdetyön kysely 2019)

The challenges and needs of substance abuse prevention transform over time. Changes take place in the way the young experiment with and use intoxicants as well as in their attitudes, and these changes are reflected in the need to develop substance abuse prevention. This article discusses the HuuMa project, the overall situation in the use of intoxicants by the young in the 2010s as well as the related project measures implemented at LAMK in spring and summer 2019. We also discuss future competence needs.

What is the HuuMa project?

"HuuMa – Päijät-Häme, a drug-free province" is a project aiming to prevent the use of narcotics among the young. The project is being funded by the health promotion appropriation of the Finnish Institute for Health and Well-being (THL). The project is coordinated by the Verso social services centre of expertise in the Päijät-Hämeen hyvinvointikuntayhtymä (PHHYKY) joint municipal authority of well-being. The Lahti University of Applied Sciences (LAMK) is the co-coordinator of the HuuMa project. The project cooperation is based on a multi-agency design. The partners are the Päijät-Häme municipalities of Iitti, Myrskylä and Pukkila, Salpaus Further Education and several regional and national actors. The project period is 1 January 2019–31 October 2021. (HuuMa – Päijät-Häme, huumeeton maakunta, 2019)

The objective of the project is to develop a concept for the municipalities to carry out work that is effective, constructive and preventive among the young. The goal is to increase the involvement of the young in the generation and interpretation of well-being information concerning themselves and their environment. The planned outcome after the project are the following operating methods:

- **A systematic method is in use for generating youth-centred information and applying it in the activities.** This means a comprehensive knowledge base and application of the information systematically in the development of the activities. The information on the young and the well-being of families should be more current, extensive and relevant from the perspective of the young. The young themselves participate in the generation of the information.

- **Tested and assessed operating models are in use for the promotion of well-being and health and for the prevention of the use of narcotics among the young.** The municipalities have initiated systematic and community-centred measures. The measures being implemented should be based on local strengths and the needs of the young. As applicable, the model applied in Iceland will be used. This model includes planning, implementing and assessing the overall services and activities together with the young.

- **A documented concept is in place for work that is extensive, effective, constructive and preventive as well as cost-effective.** The specific target group of the HuuMa project is children and the young born from 2003–2008. In part, the activities also target their parents. The activities targeting the different age groups vary from one year to another. In other words, all activities do not target the entire target group. HuuMa will be linked to the existing preventive work carried out by various actors and to projects already in progress. Knowledge gained during development work will be transformed into a concept that can be applied nationally, at the level of municipalities and provinces. The overarching theme is to generate well-being in everyday life and highlight the importance of communities. The project aims to find and share effective ways to reach children and the young with messages that help prevent experiments with and the use of narcotics. In addition to disseminating good practices, new operating models to be tested in growth and development environments will be supported and assessed. Actors will be supported by offering existing operating methods through the project. An example of this is the HuBu classes run by the EHYT Finnish Association for Substance Abuse Prevention and the associated parents' evenings for all 8th graders during school years 2019–2020 and 2020–2021. In addition, cooperation partners include the national Kannabis project on intervention in cannabis abuse; the Vahvistamo centre of expertise for the young regarding the promotion of mental health in the youth sector as well as increasing competence in the work concerning the use of intoxicants and in gambling addiction; and the Häme district of the Mannerheim League for Child Welfare (MLL) on piloting the Jututtamo concept of parents' evenings in certain municipalities. (HuuMa – Päijät-Häme, huumeeton maakunta, 2019)

In addition to the aforementioned objectives, it has been deemed necessary to determine the kind of vocational competence and knowledge that is needed for those working among children and the young to carry out effective and contemporary substance abuse prevention work.

On the use of intoxicants by the young in the 2010s

The use of alcohol is often the main topic in the discussion concerning intoxicants. The use of alcohol by the young in Finland has been decreasing in all age groups for years. "According to a survey carried out among the young, there are three significant reasons: access to alcohol is more difficult than before, the attitudes of parents are now stricter, and spending time with friends is less associated with alcohol than it used to be (THL 2018)." A stricter control of the age limits of alcohol purchases and of alcohol advertising is a contributing factor in this connection, and has made it more difficult for the young to obtain alcohol. The attitudes of parents towards the young experimenting with alcohol have also become stricter. Alcohol being purchased for the young by parents has become less common. (THL 2018) The 2017 school health survey indicated the following with regard to alcohol: Approximately 10.2% of the 8th and 9th graders in comprehensive school are severely intoxicated at least once per month. Approximately 5% use alcohol weekly. Correspondingly. 18.3% of 1st and 2nd year students in upper secondary school and 28.1% of 1st and 2nd year students in vocational institutions are severely intoxicated at least once per month. The comparison of the results to the previous years' results shows that the use of alcohol among the young is decreasing. (Päihdelinkki 2019)

Although the use of alcohol has decreased among the young in Finland, other intoxicants are still an issue. "Most parents are convinced that their children do not smoke, drink or use cannabis (marijuana or hashish) and that they also have no experience in gambling (Päihdelinkki 2019)." However, statistics tell a different story: the majority of the young try intoxicants at least once or twice. In the 2017 school health survey, the following findings were made regarding 8th and 9th graders in comprehensive school, 1st and 2nd year students in upper secondary school and 1st and 2nd year students in vocational institutions: Approximately 6.9% of the 8th and 9th graders in comprehensive school smoke daily. Of the 1st and 2nd year students in upper secondary school, 3.4% smoke daily, and the corresponding figure for the 1st and 2nd year students in vocational institutions is 23.2%. The number of smokers is declining. (Päihdelinkki 2019) These results refer to smoking cigarettes, and taking snuff is not included. Several presentations at the Substance Abuse Prevention 2019 event noted the increase in snuff use among the young in particular.

The development work in the HuuMa project targets the prevention of experimenting with and using narcotics, in particular. The results in the 2017 school health survey were as follows: Cannabis had been tried at least once by 7.5% of the 8th and 9th graders in comprehensive school, by 11.6% of the 1st and 2nd year students in upper secondary school and by 20.6% of the 1st and 2nd year students in vocational institutions. In comprehensive school and upper secondary school, experimenting with cannabis was more popular among boys than among girls. In vocational institutions, the share of girls of those who had tried cannabis was higher than the share of

boys. Obtaining narcotics in one's hometown is considered to be easy (Päihdelinkki 2019). The notion of changed attitudes towards the use of cannabis is aligned with the results of the narcotics section of the school health survey: Sociologist Jukka Perälä summarises the attitude of the young to cannabis: "For the young, cannabis is often a routine thing in the sense that they have seen others try or use it. Clearly more often than their parents, they also know someone who has used cannabis. In addition, there is more information available on cannabis to the young than was available to the older generations in their time. The young have also become familiar with cannabis through popular culture, whereas earlier, cannabis was part of a marginal culture (Perälä 2017)."

The situation concerning the use of narcotics in Päijät-Häme and, in particular, Lahti, has received nationwide coverage in the media due to an extensive study on wastewater, among others. The study discussed narcotics found in the wastewater of 23 cities. The amount of cannabis could not be determined in this study. Lahti was in the top three in terms of nearly all types of narcotics. (Kerkelä, 2019) Although the study did not cover cannabis, it may provide a general indication of the availability of and the increase in the use volumes of narcotics.

LAMK and HuuMa – service design and collecting information

LAMK is a co-coordinator in the HuuMa project and provides its expertise in the development of service design and social and health services. The competence of two specialists as well as students is applied in the aforementioned areas. The service design expertise is provided by a specialist from the Institute of Design, and the development of the social and health services is the responsibility of a social and health services specialist. The contribution of both specialists targets the planning and implementation of a user-centric, inclusive and multidisciplinary service design process based on co-creation. Parallel to the work carried out by the specialists, student projects are an important part of the co-implementation of the HuuMa project. Research-based information will be collected and generated in various student projects and theses. They will be supervised by specialists.

Service design can help develop various service encounters between students, providers of social and health services and leisure time services. Service encounters can be implemented through multiple channels, in both physical and digital service environments.

The objective of the HuuMa project is to create and test models of substance abuse prevention and generate a concept that can be applied nationwide. The young and their needs should be at the core of the concept. The project objectives mentioned the Iceland model, which applied a community-based model of upbringing and required commitment from the state and various actors. HuuMa does not intend to replicate the Iceland model but to create a Päijät-Häme model. It is important and interesting to participate in developing a model of substance abuse prevention that aims to create activities which promote and maintain well-being for children and the young.

What are the concrete measures taken by LAMK and in the HuuMa project during spring and summer 2019? The project began in spring 2019. The service design workshops have begun, with the first workshop including participants from, among others, PHHYK, cultural and youth

administration of the municipalities, as well as the third sector. The workshops will continue in October 2019 and participants will also include the young and students of service design from different fields. From April to June, we implemented a work process on substance abuse prevention and information collection with Bachelor of Social Services students. The work culminated in information collection with the HuuMa Hound character at the end of the school year celebration of students by Lake Pikku-Vesijärvi in Lahti The information was collected by means of a Mentimeter survey, which the young could complete on their own mobile device on the spot. The Bachelor of Social Services students welcomed the design, implementation and assessment of the survey as a versatile learning opportunity. In addition to experiencing the survey implementation, the students also obtained valuable information on the use of intoxicants and the world the young live in. The Iceland model was highlighted in the HuuMa project application and description. A student studying for the Bachelor of Social Services degree is currently working on a descriptive literature review on the Iceland model for their thesis. The thesis is scheduled to be completed at the beginning of 2020.

The future of competence in substance abuse prevention?

The HuuMa project lives in the present and its sights have been set on the future. What kind of competence will future social and health services professionals need in order to carry out substance abuse prevention work? This is the question we posed to a group of first-year Bachelor of Social Services students. A survey was implemented in the Reppu learning environment in April 2019 and received responses from 20 Bachelor of Social Services students. The students were asked, among other things, what kind of competence they will need in order to implement substance abuse prevention work among children and the young. The students described different aspects of competence needs in a diverse manner. The following competence needs were highlighted in the responses:

- Interest in the world in which children and the young live as well as related trends and phenomena.
- Cooperation skills.
- Diverse knowledge of intoxicants; core competence.
- Supporting parenthood.
- An open and unbiased attitude towards substance abuse prevention.
- The ability to encounter children and the young of different ages appropriately (Substance abuse prevention survey 2019).

When reviewing these future competence areas, one should also ponder whose responsibility and task is it to promote well-being and to implement substance abuse prevention. The Iceland model emphasises the commitment of society, the immediate community and the individual. Is this possible in Päijät-Häme? What will it require of us, you and I?

1.
SERVICE DESIGN

All information and actions become part of the HuuMa concept. Cooperation will make it effective. Parenthood is important. Community has power. Listen to the young.

2.
INFORMATION FROM THE YOUNG

Work is based on varied information from studies, statistics, experience and locations frequented by the young. Ask yourself: what do I know, how do I ask questions and share with

3.
SHARED UNDERSTANDING

Information becomes shared understanding and new, better knowledge through commitment to shared work. Ask yourself: with whom do I create information, what helps to understand, are the young and families involved?

4.
PILOTS AND PRACTICES

Understanding leads to action. Increase protective factors and support parenthood. Contribute, take action and witness the effect. Ask yourself: do we have good practices to share and the courage to try new things?

5.
ALTERNATIVES

Doing something keeps one occupied. Good activities are fun, social, promote well-being, offer experiences and may be 'addictive'. Ask yourself: do children and the young have alternatives? Could something become THE thing?

6.
INCREASED KNOWLEDGE/ SKILLS

We all need knowledge and skills. Ask yourself: what would I need? Ask the young and families this, too. What new ways of increasing knowledge and skills could you try? Would you attend training?

7.
EARLY SUPPORT

We find ways to offer support and identify risks and strengths. Help must be timely. Ask yourself: how should an at-risk young person and their family be helped; would cooperation work?

Figure 1. HuuMa project jointly creates a concept for effective, constructive and preventive work with children and the young.

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Anne Timonen

Business Networks in Social and Healthcare project: increasing proactiveness in and preparation for change competence

The national health and social services reform, for which preparations began in 2016 and which was planned to take effect in 2020, did not happen during the last government term. The idea behind the reform was to transform the operating environment for the provision and availability of health and social services and to provide citizens with more freedom of choice concerning the services they use. According to estimates, the reform would impact all stakeholders in health and social services: the private and third sectors, basic healthcare, specialised healthcare, social services as well as pharmacy services (Koivisto et al. 2018). Actual legislative reform is thus likely to be postponed. However, it will probably be implemented in some form since the reform's underlying reasons, such as the increase in the number of senior citizens and the need for health and social services. Needs will increase in the coming years, putting pressure on and creating demands in service demand and supply alike (Pietiläinen et al. 2005).

The fact that the health and social services reform was put on hold does not change the competitive situation between the current health and social services sector and the private and third sectors. The companies' capability to compete and their competence needs will, in any case, transform due to the change trends directing them and megatrends, such as the digitalisation of services, and the development cycle of the companies over time will be rapid. Small players will continue to provide services on the same health and social services markets as the large healthcare service conglomerates. Changes in the operating environment will increasingly challenge the traditional forms of business, business models and competence. In order to keep up the companies with others in the ever-tightening competition, operating models must also develop as changes take place, and the traditional forms of business should no longer be considered to be the only correct ones. Companies will need stronger business competence and more resources, an ability to position themselves in and find the right markets, locate the right business partners and build partner networks that will support their revenue generation model and business, as well as to learn to operate in networks and manage the processes of networked business operations (Toivola 2006).

During the past government term, the Päijät-Häme province took measures to prepare for the anticipated changes by creating prerequisites

for the development of health and social services and activities across municipality boundaries before the national health and social services reform was to take effect. Companies in the health and social services sector were prepared for the transformation by strengthening their competitiveness and special expertise through the Business Networks in Social and Healthcare (Verkostoituvat sote-yritykset) project, managed by the Lahti University of Applied Sciences and supported by the European Regional Development Fund (ERDF), among others. Although the health and social services reform, which the project was based on, did not happen, the measures taken in the project have had an impact on and coached the region's health and social services companies in business competence and development through the entrepreneurship by networking model.

The Lahti University of Applied Sciences actively participates in development activities which aim to renew the Päijät-Häme province through several development networks for growth and well-being, as well as through projects to promote entrepreneurship. In these activities, it partners with the public organisations and third sector in the Lahti economic area in accordance with its regional development mission and strategy. (Lahden ammattikorkeakoulu 2015a; Lahden ammattikorkeakoulu 2015b).

Entrepreneurship by networking as a means of organising business operations

A network enables companies to develop their operations and seek solutions beyond their own capabilities and resources. Being part of a network also offers entrepreneurs located outside of growth centres completely new opportunities

for successful operations (Niemelä 2002). Networks help dissipate sector boundaries and enable companies representing different sectors to work together in a financially profitable manner. In practice, networking primarily focuses on improving companies' competitiveness and profit by focusing on the production-related and financial perspectives (Pietiläinen et al. 2005).

The generation and success of business is impacted by a company's ability to build networks. Entrepreneurship by networking is a form of organising business operations. In practice, it is cooperation based on agreement between the different players that provides financial benefits in a certain area of business. The partners in the network are equal and their operations are based on agreeing on matters and doing things together and on interaction (Valkokari et al. 2014).

The choice of a network model depends on the sector but also on the company's needs and objectives. The best fit in terms of the development needs of SMEs and micro enterprises in the health and social services sector is the vertical or horizontal network model. In a vertical network, companies are members of the same value chain and their products and services complement each other. In horizontal networks, cooperation takes place between competitors within the same sector. In the well-being sector, there are typically lots of businesses run by one person, whose personal network provides support in times of resource shortages and for operational risks (Toivola 2006).

The measures taken in the Business Networks in Social and Healthcare project and the feedback provided by the companies have shown that the entrepreneurship-by-networking model is not as well known among entrepreneurs as is the cooperative model, for example. Establishing the oper-

ating model and the developing cooperation have been based on information transfer in the project as well as network events, encounters as well as opportunities offered to companies to engage in discussions and joint planning.

Service innovations based on collective entrepreneurship

The competitiveness of networks and their operations in the markets are based on functions or service provision that are mutually complementary, as well as on specialisation and speed and the flexibility to meet customer needs. This may enable the companies to increase their business activity, obtain cost-benefits, share competence or new professional information, share risks, target new markets and create new customer relationships. The network may also work in partial cooperation in the areas of production or marketing, for example. Entrepreneurship by networking offers the partic-

Figure 1. Health and social services companies during a coaching day in spring 2019. (Photo by Aku Mattila).

ipating companies both operational and financial power. However, the reciprocity inherent in networking also requires that the parties concerned build mutual trust as well as have the willingness and ability to operate in a manner that benefits everybody in the community (Toivola 2006).

Entrepreneurship by networking is never completely without problems, even if clear operating concepts and agreements were available, but is a balancing act between benefits and drawbacks. Mutual commitment to certain projects excludes other potentially interesting projects. Working in a network and cooperation tie lots of resources, and any parallel projects are in competition with each other. A network also involves risks, among which the consequences of financial risks, if realised, are the most critical. They can be prepared for by means of risk management and the planning thereof. Identifying risks can prevent these risks from realising, which will at least mitigate some of the drawbacks involved in networking (Vakaslahti 2004).

Health and social services hubs, communities of companies and versatile collective methods of working may be platforms for the generation of new innovative services.

The objective of the Business Networks in Social and Healthcare project is to coach health and social services companies to build mutual networks that provide financial benefits and to establish cooperation, as well as to develop new kinds of business operations and competitive service innovations.

The themes of special objective 5.1, line 2 of the project include innovation coaching sessions, strengthening innovation activities, product development and service processes. The project measures include the development projects carried out jointly by Master's degree students from the University of Applied Sciences and companies in order to generate new ideas for service processes, while taking into consideration the objectives and needs of the companies and the changes in the operating environment. Expert-led workshop coaching sessions are organised in order to increase know-how in business development by applying the themes of provided services, strengthening of the customer experience and marketing by using service design tools. According to customer feedback, the workshops helped increase the understanding of the transformation of the health and social services operating environment among client companies and improved the prerequisites of business operations. The project resulted in the establishment of four new networks of enterprises, consisting of 20 companies. The objective of the establishment of all networks of enterprises is to introduce renewed, improved and new service products to the local and national markets.

Lahti University of Applied Sciences supports the development of entrepreneurship, performance and business competence in the health and social services sector in the Päijät-Häme province through the Business Networks in Social and Healthcare project (2018–2020). The training and coaching sessions organised in the project on the needs of companies and the impact of the health and social services reform on entrepreneurial activities has 70 participating care and healthcare sector companies.

The project is implemented jointly by the Lahti University of Applied Sciences (LAMK), the Lappeenranta University of Technology (LUT), Päijät-Hämeen Yrittäjät association of entrepreneurs and Lahti Region Development LADEC. The project is being funded by the European Regional Development Fund ERDF and the Regional Council of Päijät-Häme.

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https://www.ladec.fi/ladec/hankkeet/hanke/verkostoituvat-sote-yritykset

https://www.yrittajat.fi/paijat-hameen-yrittajat/a/paijat-hameen-yrittajat/hankkeet-593662#

https://research.lut.fi/converis/portal/Project/10672786?auxfun=&lang=en_GB

Annamaija Id-Korhonen

Empowered social, health and lifestyle professional. Open educational resources for teachers and students in Europe and South Africa

CASO is a joint capacity-building project of the Erasmus+ program. Funding is for aiding organisations in the improvement of their curricula, governance and to strengthen the relations between higher education organisations and systems. The joint programmess can include the elements of development, testing and adaptation of curricula, courses, learning materials and tools, learning methodologies and pedagogical approaches, new forms of learning and providing education and training as well as mobility (EACEA 2 2018). The consortium formed for CASO consisted of six Higher Education Institutions (HEI), the Lahti University of Applied Sciences (Finland), Avans University of Applied Sciences (The Netherlands), Karel de Grote University of Applied Sciences (Belgium) and from South Africa: the University of Cape Town, the University of the Western Cape and the Cape Peninsula University of Technology. The CASO project also involves 12 associated partners in South Africa and Europe (CASO project plan 2016).

The CASO project's objectives were to develop and improve healthcare and wellbeing education, improve the circumstances of patients by involving them in classroom settings, and promote healthy lifestyles and improve the competence level of health- and social care professionals by building a 45 ECTS and South African (SA) equivalent joint-learning platform for the participating HEIs (CASO Project plan 2016).

The CASO project started in autumn 2016 and ended at the end of September 2019. The last staff meeting and final symposium of CASO was held in Cape Town, South Africa in May 2019. This article reviews jointly produced open educational resources, student exchange programmes and the final symposium.

Open educational resources

The activities of CASO has included curriculum development, jointly developed new learning material, development of joint new study programmes; online courses, intensive modules and student exchange programmes for European and South African students. New study programmes are either embedded in existing curricula in partner universities or used as part of complementary studies or elective studies.

Figure 1. CASO in nutshell (Photo by Tarvainen 2007).

CASO partners jointly created new online open educational resources to be used by teachers in partner and other higher educational institutes. The resource is situated in the Moodle platform of Lahti University of Applied Sciences, mooc.lamk.fi. Partners finalised the content after the final staff meeting in May 2019 and it will be opened for the audience side in September 2019. The name of the open educational resources (OER) is Empowered Social, Health and Lifestyle professional and it consists of the three modules Patient Partner, Health and Lifestyle and Empowered Caregiver. The framework for OER modules is ICOMS international competencies (ICOMS 2019).

The profile of the ESHP (empowered social, healthcare and lifestyle professional) is based on the CanMEDS (Canmeds 2019), the professional profile of the European social and healthcare worker and the quality criteria of CASO: innovative, interdisciplinary, international, impactful and sustainable. Ten steps modified from Lokhoff, Wegewijs, Durkin, Wagenaar, Gonzalez, Isaacs, Rose and Gobbi (2010) have been used in the development of new international joint study programmes.

Figure 2. The structure of the Open educational resources (Image by Annamaija Id-Korhonen).

Communication as Participatory Process

The aim of the Patient Partner Programme, was to capacitate South African higher education institutions to integrate a partner patient programme named Communication as a Participatory Process (equivalent to 15 ECTS) into the health care education programme and to strengthen partner patients´ (experts by experience) position in South African communities (CASO Project Plan 2016).

The module focuses on using experts from experience, disadvantaged individuals and patients on the training of health care professionals and on enhancing South African health care education. Joint module comprises the definition and description of competencies, learning outcomes, contents, material and assignments and evaluation criteria. As an example, the Intercultural Communication in context study unit is based in ICOM description of intercultural competences (International Competences in HE Programmes). The contents are 1. Cultural self-knowledge, 2. Cultural knowledge and 3. Cultural communication. The pedagogical approach is a mixture of activating and participatory approach with lectures, academic reading, narratives by experts of experience. Other study units are Learning with and from experts by experience, Diversity competence and interprofessional Communication.

Health and lifestyle module

Pilot study programmes of online module, intensive module and internship WHO states that an effective school health programme is a cost-effective investment in improving education and health. It can prevent health risks among the youth and engage education sector in efforts to change the educational and social conditions that affect risk of unhealthy behaviour. (WHO 2018)

The primary goals of the Health and Lifestyle programme was to strengthen health in the communities by capacitating future professionals to apply sustainable physical activity and to plan and implement health-promoting projects. A 15 ECTS and SA equivalent learning module has piloted twice jointly in partner universities. The module consisted of eLearning and intensive module to prepare students for two months of practical placement at schools in Cape Town, South Africa. The aim of the study programme was to capacitate future professionals in successfully implementing health-promoting activities in poorly resourced schools in South Africa. The participating universities produced content together for the online module, the theoretical background and assignments. Moodle as an online platform was provided by the Lahti University of Applied Sciences for the eLearning module. Moodle as a platform was new to South African partners. In the first pilot, the pedagogical approach was team learning but it showed to be difficult for international and multidisciplinary student teams to virtually work in teams. Nurse, physiotherapy and social work students studied the online module process of autumn 2017 and an intensive programme and internship in spring 2018. The aim of the online and intensive modules was to prepare students for the practical placement; they made concrete plans of how to implement a healthy lifestyle and physical activity at the schools in Cape Town.

Feedback of the first pilot was discussed in the meeting in Cape Town in March 2018. It showed up that the assessment process must be simplified. The material for the online module from teachers should be provided in time to

allow a responsible partner to adjust the study process for the students. Copyright issues and suitability of the content for online purposes must be taken care of. South African students should also attend the second pilot. Following the student feedback, the next pilot was planned so that the assignments were individual, but the final assignment collecting good practices of promoting physical activity and health was done together in national teams. The University of Western Cape did organise the intensive module in February 2018.Students were mostly bachelor students - five from each European partner institution and five master's students took part in the first intensive module in Cape Town. The bachelor students continued on to an internship.

The second pilot offered the possibility to study with a mobile device and partly offline, since all the South African students do not have computers or an internet connection available. The second pilot also included South African participants, they were teacher students and coaches of physical exercise from schools. Lahti UAS produced the video-instructions to help with the log in process and usage of the Moodle platform. More video learning material, in the form of video lectures, were produced for the online module to ensure fluent following of lessons. Most of the modules were automatic by assessment, such as quizzes that display the result of the quiz immediately for the student. Some parts required reflection on the material and thus had assignments in the need of teacher resources.

The third phase of development work is to transfer the eLearning module to be a part of Open educational resources. The challenges faced in international co-operation were the different requirements of writing down the references used in the pictures and material. The requirements are much more tight in Europe compared to South Africa; lots of efforts were required to add the references to the material. Some of the materials were context-based in South Africa, and not so relevant for common learning purposes.

The student programme has included student exchange programmes between European and south-African higher education students. South African students especially do not have opportunities for study programmes in Europe and the CASO project offered that possibility to 27 South African students. Their programme included participation in learning processes, study visits and networking activities. There were challenges in visa processes in South Africa; in many cases, the process took a longer period of time than expected.

As a spin-off of the CASO project, two master's students from the Lahti University of Applied Sciences did their thesis Perceptions and attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa. After participating in the CASO intensive course in Cape Town, South Africa, they decided to do their master's thesis concerning to teacher attitudes towards. They travelled with at their own expense to Cape Town and interviewed secondary school teachers. Their thesis is readable in the address: https://www.theseus.fi/handle/10024/226568

Empowered Caregiver Module

The Care for Caregiver Program aimed to strengthen the competence level of multidisciplinary healthcare professionals by ensuring adequate multi-professional training. The target is to guarantee the high quality of care interventions by strengthening the self-care and

empowerment of the health care professionals. The Empowered Caregiver 15 ECTS study module consists of study units; Evidence-Based Healthcare (EBHC) 5 ECTS, Interprofessional Collaboration 5 ECTS, and Leadership 5 ECTS. These online modules were designed for this programme during the year 2018. These courses (Empowered Caregiver: Leadership and Interprofessional Collaboration) will be implemented in the form of an eLearning platform as a part of the CASO open educational resources environment in spring 2019.

During the summer of 2018, the joint eLearning module of Evidence-based Health Care was offered as a CASO pilot to the nursing and physiotherapy students at the Lahti University of Applied Sciences (the Lahti UAS).

Data of the evaluation and feedback was used for the development of the EBHC eLearning module for the second pilot. Twelve student responses indicated general positive outlook and content. The challenge of the pilot was the requirement of teacher resources in evaluating study assignments. The assignments were reflective and OER should be automatically evaluated. This piloted version of the course can be implemented as online course but it needs a responsible HE institution. Lahti UAS will continue offering this course to students. The content of OER separated from online course serves users as a material bank and it contains suggestions for teacher about learning assignments for students.

As a spinoff of this work package, Nursing students from KdG piloted a practical placement in a South African hospital in George, South Africa. They also did contracts for continuing the co-operation with hospitals. After their experiences, LUAS can also plan this kind of practical placement in George as well. George is a smaller city than Cape Town and it offers students opportunities in internships in the private sector and less resourced hospitals as well. These different points of view may help students learn diversity in South African society.

Finalising the CASO processes and the concluding symposium

One of the challenges for the CASO open educational resources study module is how it can be integrated into study programs of students in partner organisations. The solution is to offer open educational resources and suggestions of assignments for teachers to use in their own teaching processes. Some parts of the studies offer automated tests designed for student learning. The teacher can use the suggestions of assignments and they can gather and evaluate the answers of the students in the platform they use in their daily teaching processes. The CASO OER platform is ready and published for use in September. The participating teachers can continue using and developing the content further with user experiences.

All the partners were gathered to finalise the CASO project activities in the 6th staff meeting. During that week, the final Symposium of the CASO project was held in the Cape Town Lodge Conference Centre on 17th May 2019. All the participants participated in the workshops of jointly produced open educational resources concerning the development needs of the open educational resources in terms of publishing the content for the audience in September 2019. All the participants also participated in the quality workshop that was implemented in a fresh manner, with the Structured Interview Matrix provided by the partners from Avans University of

Applied Sciences. All the participants interview each other in the four teams and answers were collectively produced. This proved to be a very interesting method of working with students as well and will certainly be implemented at the participating institutions.

The External Review Committee (ERC) met the representatives of the project one afternoon during the staff meeting and made final evaluation of the project by conducting interviews about project actions and the results of the project. Their evaluation is very helpful in preparing the final reporting of the CASO project. Their positive feedback included the fact that the project is highly relevant to the priorities of the government (a lack of health care professionals and the development of healthcare capacity) in South Africa, open access online courses and open educational resources are jointly provided. There are also many spin-offs of the project. For development purposes and to ensure the quality of the outcomes of the project and their certification, the ERC shared a more clear description of the activities. These things will promote sustainability and exploitation of the programme and its impact. These were very usable pieces of information for the final reporting processes.

The common programme in the Final Symposium of the CASO project included a general introduction of the CASO project and the processes of reaching towards the aims of the project as well as the activities of different work packages. Workshops produced an interaction and co-operation which discussed the themes of the CASO work packages.

Sustainability of the results of the CASO project

The open educational resources of the CASO team was published in September 2019 and anyone can use them for their purposes. Teachers of participating HEIs have established a strong network between South African and European institutions. They have learned from one another and can use these experiences to create global perspectives in their work and teaching processes. New technologies such as the e-learning platform Moodle and the mobile app of Moodle have been tested and the use of them can continue via the teachers who have created open educational resources for mooc.lamk. fi. The organisations have been making or will continue to generate contracts for continuing the co-operation. The intensive module and practical placement at schools will continue and students can participate in these programmes.

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Päivi Huotari

Competencies in Designing and Developing Health and Social Care Services

International and multi-professional learning in the DOCMAN project

Leadership training is something organisations and senior management are willing to invest in, but the training may not work as an organisational change strategy or increase a given organisation's effectiveness. One reason for this is that organisational context makes it difficult to apply new knowledge, skills and ideas into management and leadership practice (Beer et al. 2016). At universities of applied sciences, master's-level students combine working life and leadership education in health and social care as most of the students have extensive work experience as professionals and/or a leader. In addition, the students work full-time while they study. Häggman-Laitila and Rekola (2011) state that combining working life and higher education benefits both. Higher education cooperation helps working life to recognise development areas in care service practices, facilitates the application of research findings into to organisational processes and strengthens evidence-based practice. On the other hand, higher education generates opportunities to use good working life practices in training and give students a more comprehensive perspective for care services.

The DOCMAN project (Development of competencies and Modules to Enhance Advanced Practice across Europe for Health and Social Care Management master's Students) develops, organises and delivers three modules for master's students to enhance and develop leadership skills. The context, health and social care has been the starting point. All modules are based on research phase describing the leadership competencies necessary in health and social care reforms in four countries: Czech Republic, Finland, Germany and Scotland. In addition, the learning assignments of all modules are based on a students' own work as health or social care professional or leader in one's own organisation. The second module Designing and Developing Health and Social Care Services was delivered in spring 2019 in multidisciplinary cooperation between four universities: Charles University (Czech Republic), Edinburgh Napier University (Scotland), Frankfurt University of Applied Sciences (Germany), and Lahti University of Applied Sciences. Lahti UAS had the primary responsibility, but all universities had their own area of expertise and learning assignment for which they were responsible.

Designing and Developing Health and Social Care Services 10 ECTS: module description and delivery

The primary aim of the DOCMAN project is that the competency of the graduates and future lea-

ders is relevant to face the challenges of health and social care reform within the EU. The modules are targeted at master's-level students studying health and/or social care management in Health, Social Care or Business Faculties and who are existing or potential leaders in health and social care. Cooke and Bartram (2015) state that the health and social care sector would benefit a wider, multidisciplinary framework, which would combine different levels of care systems and would emphasise the participation of different stakeholders. In the DOCMAN project, the research, development and learning activities are based on multi-professional work within health and social care.

Service design has become an important topic in health and social care leadership programs, and the research findings in the DOCMAN project highlighted this as well. Like Liedtka (2018) suggests, after a seven-year study, that health and social care would also benefit from design thinking. It would enhance innovations and in that way improve, would improve services. The researcher further states that an innovation process to be successful consists of three components. Firstly, superior solutions mean that in an innovation process, it is important to ask more interesting questions, apply user-driven criteria and bring in diverse voices. The second component is lower risks and costs. Innovators often have too many ideas and tend to dilute resources and focus on too many things. In addition, innovators tend to choose incremental solutions, but Liedtka advises leaving some ideas out and focusing on creative ones which, on the other hand, can be riskier. Thirdly, there is a need to get the employees behind the innovation by involving them in the process. If too many employees are generating ideas in an innovation

process, it may cause chaos and incoherence. The organisational environment is unstable as well and 'variation becomes the organisation's friend'. Variation and diversity open new opportunities for success. In the innovation process, it is important to remember that uncertainty is unavoidable.

Design thinking and ability to innovate are crucial competence areas in health and social are all over Europe. The module Designing and Developing Health and Social Care Services utilised service design thinking to enhance the user-driven approach and innovation in health and social care. The module had one primary learning outcome: After completing the module successfully, students would be able to understand and apply customer-driven service development process and methods.

The primary learning outcome was divided into six sub-learning outcomes:

- Identify and analyse future trends and megatrends for the health and social care sector.
- Build the health and social care project case stakeholder an ecology map.
- Carry out customer-driven analysis and research.
- Design and iterate the customer service journey.
- Organise the execution of the customer journey through the Service Blueprint.
- Reflect the consequences of the customer-driven approach to management.

The module was delivered using a blended and online learning approach. The module was organised into core units that made it possible for students to critically analyse each topic area and reflect upon their own work practice, as well as different organisations within health and social care settings. The virtual learning environment provided a module handbook where all necessary module information was available (learning outcomes, learning assignments, an assessment plan, detailed information on learning, responsible university and teachers, and timelines of different learning activities and assignments). The module started in March 2019 on the virtual learning environment Reppu (Moodle), where learning material and two learning assignments were available. In addition, as part of the module, an intensive week was organised at the Lahti University of Applied Sciences consisting of interactive lectures, inter-professional and multi-cultural professional group work, and service design presentation. After the intensive week, there was one individual learning assignment. Each sub-learning outcome was achieved with its own learning assignment (Table 1).

The students who participated and completed the module had multi-professional and multicultural backgrounds. This diversity of students provided all the students with the many benefits of multi-professional and international cooperation and learning: multidisciplinary, lingual and cultural differences provided a platform for shared learning, innovation and international collaboration.

Module feedback

The module and intensive week feedback were collected at the end of the intensive week with stickies under five themes: the content, what worked well, what did not work well, highlights and lowlights. The content, service design, was considered to be interesting, challenging and useful. The content and the intensive week process guided the students to work and brainstorm in groups, which provided new ways to learn and develop health and social care services. On the other hand, service design was found to be a confusing and challenging topic, and at the beginning of the group work, some students found it difficult to get started. Some students would have liked more detailed lecturing and instructions on the subject and group work. After the anxiety of the first two days, they felt more comfortable with the subject.

"It took me two days to understand the topic. It was difficult for me to apply it to the patient experience. "

Students really liked working in groups and learning to use different service design tools. Students thought that multi-professional groups gave them a possibility to step back and look at the bigger picture of a customer service they are working with. Students felt that co-working with other students and teachers was an ideal way to learn. The students appreciated the teachers' supervision during the week. Some students felt that there were students not active enough, but most groups worked well, and all group members participated actively and submitted their contribution. The Reppu (Moodle) learning environment was found to be useful. The design of Reppu provided their learning a clear framework in a user-driven manner. The students found the material uploaded to Reppu to be instructive.

TABLE 1. Learning assignment and methods.

LEARNING ASSIGNMENT	LEARNING METHOD
INDIVIDUAL WORK BEFORE THE INTENSIVE WEEK	
• Carry out an environmental organisational analysis on one's own organisation. • Carry out customer-driven analysis and research.	Learning material and assignment delivery on Reppu. Each student brought the environmental analysis and customer-driven analysis for the intensive week. All reports were applied in the group work during the intensive week.
• Getting to know the basics of service design.	Students were asked to prepare questions, which they would like to clarify about service design.
MULTIPROFESSIONAL AND INTERNATIONAL GROUP WORK DURING THE INTENSIVE WEEK	
• Build the health and social care project case stakeholder and ecology map. • Design and iterate the customer service journey. • Organise the execution of the customer journey through the Service Blueprint.	During the intensive co-working week, students were required to deliver a group presentation relating to the customer group, service design methods, and the service delivery in the end of the intensive week. Each group presented one customer group's service design.
INDIVIDUAL LEARNING ASSIGNMENT AFTER THE INTENSIVE WEEK	
• Reflect the consequences of the customer driven approach to management.	Individual learning assignment: Customer driven approach in service development.

"A much more user-friendly REPPU. It was much better than last year."

"I enjoyed the atmosphere during the whole week. I learned how to make sense of things that were not clear at the beginning."

The students mentioned many highlights in their feedback: speaking English, the whole intensive week, working with people from other cultures, the international learning environment, co-designing, co-creating and doing things together, financial support from the university, and Finnish sauna. Other highlights were listed as well:

"I liked the teamwork. All of us were a team from the beginning to the end. I really liked it and felt like I was part of something very special. "

"Getting to know new people and learning how things are done in other places."

"Organisation, the pace, atmosphere, lecturers and co-operation in the group."

The students suggested some areas where the module could be developed. Some students emphasised more clear instructions for the group work. In addition, some of them hoped for more interdisciplinary cooperation among teachers. On the whole, as one student evaluated the week: it was hard work.

"I have never had such a hard week; on Friday I was not able to concentrate after really hard groupwork. "

Conclusions

The primary learning outcome of the module Designing and Developing Health and Social Care Services (10 ECTS) aimed for a competence whereby a student, after completing the module successfully, would be able to understand and apply customer-driven service development processes and methods. The structure and delivery of the module was divided into sub-learning outcomes with attached learning assignments. According to the student feedback, the module framework and handbook, and the Reppu learning environment was useful and supported students' learning more than in the first DOCMAN module. This is one advantage of the DOCMAN project: the participating teachers gather feedback and use it for the benefit of students.

The DOCMAN project pilots the three modules, which will be evaluated and improved via cooperation between the students and the teachers of the participating universities. The module Designing and Developing Health and Social Care Services will be delivered online after the project. As students found the service design to be a challenging and important topic, the project needs to ensure that the learning material is clear and supports learning service design. In addition, the aim of the project is that the module can be more widely disseminated to maximise its impact.

The students participating in the module work as a health or social care professional or leader. The core task of management is to under-

stand the customer needs and how to respond to those needs. One could say that managers work as customer advocates, make sure that the organisation enhances good services with customer driven approach. (Sorensen et al. 2013.) As the module Designing and Developing Health and Social Care Services focuses on service design, it can enhance and ensure the customer-driven approach in health and social care service development. In the future, the DOCMAN project will publish an online leadership competency assessment tool to enhance and improve the quality of health and social care management education.

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Mari Rask

Mainstreaming gender

There are clearly fewer men in social and health care professions than women. Likewise, the number of women aiming for a degree in the social and health care study programmes at universities of applied sciences is several times the number of male applicants. Although applicant numbers and gender distributions vary from one year to another, no significant changes to these trends are foreseeable over the next few years. Mainstreaming Gender in Social and Health Care Training is a joint project (1 April 2019 – 30 November 2021) run by Lahti University of Applied Sciences and Saimaa University of Applied Sciences, and funded by the European Social Fund (ESF). The project aims to increase the number of males applying for social and health care training and, further on in the future, to employ them in the diverse tasks offered by the sector. This is a direct response to the needs of working life and customers and takes the gender perspective into account.

Male employment in the social and health care sector

In 2010, the Finnish government approved the Report on Gender Equality, which extends to 2020. The report details issues related to the education and employment of men and women from the perspective of gender equality. Labour market discussions on gender equality often focus on issues related to pay equality. Nevertheless, the report also raises other issues related to employment between women and men, one of which is the guidance of men towards the social

and health care sector and their employment in the sector. The report notes that many measures related to gender equality focus on only one of the genders and the improvement of this gender's position. In the long run, however, such measures also improve the position of the other gender (The Ministry of Social Affairs and Health 2010, 20).

Male-dominated industries have lost a great many jobs over the years. The social and health care sector, on the other hand, suffers from a lack of new workers. Inadequate knowledge, attitudes, prejudice and perceptions all play a role in explaining why men do not pursue jobs in the social and health care sector. Customers and the rest of the staff in daycare centres and retirement homes as well as in public health care would benefit from the presence of men through the increased gender equality and a broadening of perspectives. Operating methods and work cultures in female-dominated industries may lead to gender-determined roles (Tenkanen 2013). Occupational structures are changing, and shifts from female- or male-dominated industries across gender lines have already taken place. According to statistics, however, women have taken the lead in moving to jobs traditionally taken care of by men, rather than the other way around (Statistics Finland 2015).

According to Alanko and Orjasniemi (2018), gender questions can be viewed as both social and labour market issues. Technical industries are susceptible to economic fluctuations, due to which employment outlooks have become

somewhat uncertain. This has a direct impact on those currently planning their educational paths and careers choosing the field of their studies based on labour market demands. Social and health care training could prove to be a strong choice particularly among men, given that secure employment causes an increasing number of men to choose a field that is heavily female-dominated (Alanko & Orjasniemi 2018, 152).

The number and gender distribution of people working in social and health care services is followed closely. In 2000, the number of women working in the social and health care sector in the entire country was 273,500, while the number of men was 36,000. In 2013, the corresponding figures were 340,100 and 46,300, respective-ly. While the number of men in the sector has increased, the number of women has also increased in the same proportion (Ailasmaa, 2013, p. 7). In line with the nation-wide situation of municipal social and health care services, women make up most of the staff in South Karelia Social and Health Care District (Eksote) and Päi-jät-Hämeen hyvinvointikuntayhtymä (Phhyky). In 2018, 88 % of Eksote staff were women; the corresponding percentage at Phhky was 88.5 % (Eksote 2018; Päijät-Hämeen hyvinvointikuntay-htymä 2018). Women also make up most of the staff working at the Ministry of Social Affairs and Health (79 %) (The Ministry of Social Affairs and Health 2018).
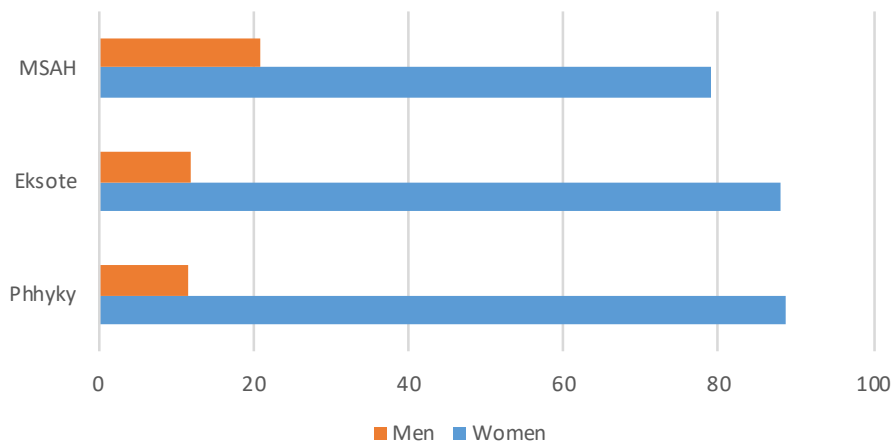
Gender distribution 2018

FIGURE 1. Gender distribution among social and health care staff in 2018 (Eksote 2018; Päijät-Hämeen hyvinvointikuntayhtymä 2018; The Ministry of Social Affairs and Health 2018).

The employment rates of men and women in Finland do not differ in any marked way. In 2017, the employment rate of men was 70.7%, compared to 68.5% for women. The higher employment rate of men is explained by parental and childcare leaves, which women avail of more often than men. Nor are there any great differences in the unemployment rates of women and men – in 2017, unemployed men and women numbered 125,000 and 109,000, respectively. Therefore, the differences in employment and unemployment rates are no more of a direct indication of the need for retraining among men than they are of the need for retraining among women (The National Institute for Health and Welfare 2018).

According to Laukkanen (2017), job loss in a male- or female-dominated field opens up possibilities for occupational changes. Men working in the social and health care sector are mostly satisfied in their current job. The low wages in the sector have made men consider other employment options and their own suitability for the jobs available in the sector. According to women who work in the sector, men have increased the freedom to work and regular working conditions at workplaces. In addition, the representation of both genders brings different perspectives into the work and the quality of meeting customers' needs has improved. The speed at which men with a social and health care degree find employment in the social and health care sector also serves as an indication of the sector's need for more workers and of the fact that men are welcome to join it (Laukkanen 2017, 101–104).

By all measures, training is the best path to employment. The gender equality issues related to training must also be considered alongside labour markets. Training plays a significant role in the promotion and mainstreaming of the reali-sation of gender equality in working life. A report by the Ministry of Social Affairs and Health (2014) points out the need for change in Finland's early education and training. According to the working group's proposal, the traditional gender perceptions of girls and boys should be dismantled, and resources by which to improve the learning achievements of boys should be found in terms of both early education and all other levels of education. The aim is for everyone, regardless of gender, to achieve the same basic skills at the end their basic education, which can then be deepened in upper secondary schooling. Flexible teaching methods are a means by which to support the process towards further studies. It is also important to increase gender-aware education and teaching in teacher training, which will lead to the recruitment of more men in female-dominated sectors. This allows us to dismantle gender-based prejudices and preconceptions, which will bring more men to female-dominated occupations and vice versa (the Ministry of Social Affairs and Health 2014, 11).

Physiotherapy and emergency care interest men

According to Statistics Finland (2016), 14.8% of social, health care and sports sector students in 2014 were men, while 85.2% were women. Of these sectors, sports attracted clearly more men than the social and health care sector. Of those who completed a degree, 12.3% were men and 87.7% were women. According to the 2017 statistics, men accounted for 16.2% and women for 83.8% of students in welfare and health care training. Of the men, 12.2% completed a degree, while 87.8% of women did the same. In light of these results, a slight rise in men pursuing studies in the social and health care sector can be

detected, but the number of those who complete a degree has not increased in proportion. Based on the results, men dropped out slightly more often than women and, in 2017, the percentage of men who dropped out was as high as 4 (Statistics Finland 2016, 29; 2018, 30.)

According to applicant statistics, men account, on average, for roughly 20% of all applicants pursuing social and health care studies at Lahti University of Applied Sciences. The study programme for physiotherapists (Bachelor's degree) had the most pull among male applicants in both the spring and autumn joint application in 2018. The percentage of applicants for whom this study programme was the first selection in the spring was nearly 30, and 28% of those applicants enrolled for their first-year studies. The percentage of applicants who enrolled after the joint application process in the autumn was also 28, even though there were less applicants than in the spring. The percentage of applicants for the nursing study programme (Bachelor's degree) remained in the ballpark of 15 during both joint application rounds. Men made up slightly more than 10% of first-year students. The attraction of a Bachelor's degree in social services was also close to 15%. More than 25% of applicants enrolled after the joint application process in the spring – a relatively high figure in proportion to the number of applicants. In plain numbers, this

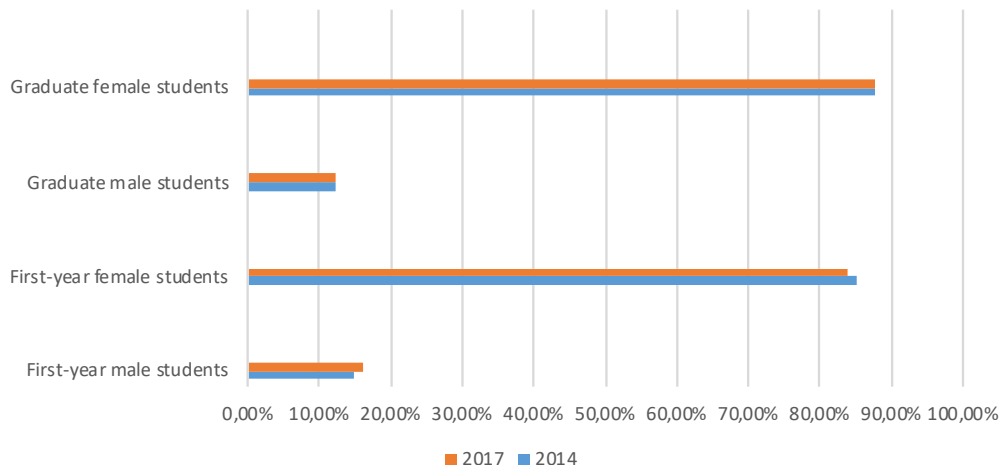## Gender distribution among first-year and graduate students at universietes of applied sciences

FIGURE 2. Gender distribution among first-year and graduate students at all Finnish universities of applied sciences in 2014 and 2017 (Statistics Finland 2016 & 2018).

translates into 31 first-year students, of whom eight were men.

Full time studies of both the nursing and social services study programmes is, all applicants considered, more popular than part time studies, even part time studies can be completed alongside work or during a family leave. The joint application process in the spring did not include part time studies option of either study programme.

The Faculty of Social and Health Care at Saimaa University of Applied Sciences offers Bachelor's degree study programmes in emergency care (paramedics) and public health nursing in addition to physiotherapy, nursing and social sciences. The most attractive of these from the perspective of men is the study programme for physiotherapists, in which the number of first-year male students is high in relation to the number of applicants. In the joint application round of spring 2018, men accounted for nearly 45% of the applicants and 40% of the first-year students. In the autumn of 2018, the number of male applicants dropped to roughly 35%, of whom 19% accepted the study place and enrolled. The paramedic's study programme (Bachelor's degree) at Saimaa University of Applied Sciences has an almost equal pull among male applicants. The male applicants for this study programme, too, accounted for around 40% of all applicants during both application rounds.

The number of men in the Social and Health Care training of Lahti University of Applied Sciences (%)
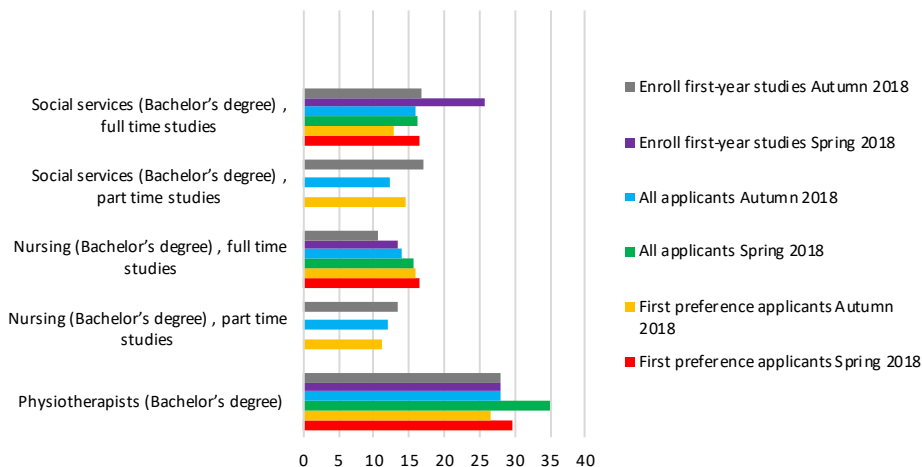

FIGURE 3. The number of men applying for the social and health care study programmes of Lahti University of Applied Sciences in the spring and autumn joint application rounds in 2018 (Education Statistics Finland 2019).

At Saimaa University of Applied Sciences, the study programme for nurses is more popular among men than that of the social services study programme. In the joint application round in the spring, 25% of applicants enrolled and began nursing studies, and in the autumn's joint application round, more than 46% did so. The male students who began studies in the social services study programme (Bachelor's degree) accounted for less than 10% during both application rounds. Full time studies of both the nursing and social services study programmes is likewise more popular at Saimaa University of Applied Sciences than part time studies. The joint application process in the spring did not include part time studies option of the social services study programme. According to the results, the Bachelor's degree in public health nursing is not an

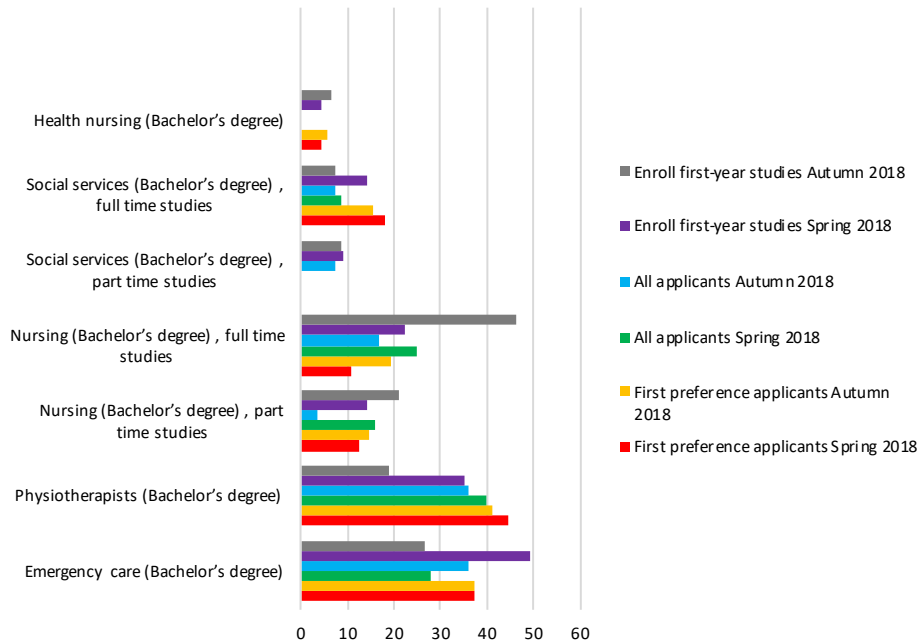## Number of men in the Social an Health Care training of Saimaa University of Applied Sciences (%)

FIGURE 4. The number of men applying for the social and health care study programmes of Saimaa University of Applied Sciences in the spring and autumn joint application rounds in 2018 (Education Statistics Finland 2019).

attractive option among men. In the spring 2018 joint application round, less than 5% of the male applicants named the study programme as their first preference. None of the male applicants for this study programme were admitted. In the autumn 2018 joint application round, not a single male applicant indicated the public health nursing study programme as their first preference. Of the students who enrolled, aiming for a degree in public health nursing, 6.5% were men.

Mainstreaming gender – male energy and attraction

The need for the Mainstreaming Gender in Social and Health Care Training project arose from the issue of how to lower men's threshold for pursuing studies in the social and health care sector, so that they could be employed in the diverse tasks offered by the sector. The project's starting point is the need of the sector's employers and customers to gain support provided and produced by men. Social and health care study programmes at universities of applied sciences require an increasing number of male applicants and students who, having graduated, regard employment in the social and health care sector a natural choice. The need for the project is supported by the Päijät Häme regional strategy and programme for 2018–2021, which identifies an increase in the (currently inadequate) competence of the working-age population as a key challenge (Regional Council of Päijät-Häme 2017, 23).

The regional programme of South Karelia for 2018–2021 also supports the implementation of a project of this kind, since the structural change in the forest industry and the Finnish society in general has had a strong impact on the region. The effects are visible in various ways, for instance in the region's population structure and changes in the number of jobs. A lack of jobs results in both migration losses and a risk of exclusion. Unemployment is particularly prevalent in the service and sales sector as well as in the construction, repair and manufacturing sectors. An improvement in the working ability and capabilities of people outside working life promotes employment, health and the quality of life. Training plays a significant role in the support of employment, the maintenance of working ability and finding a new occupation and career (the Regional Council of South Karelia 2017, 3–6). Employment often requires an update of skills, due to which the Mainstreaming Gender project can encourage unemployed males to pursue studies in the social and health care sector and increase their chances of securing employment thereby.

In light of these issues and observations, the project's target group proper consists of men who have already completed a degree in upper secondary education or some other academic degree, but are either in the process of changing professions, unemployed or threatened by unemployment. The secondary target group consists of the students, male social and health care employees, social and health care sector employers and customers, teachers and guidance counsellors of social and health care programmes at universities of applied sciences as well as the guidance counsellors of primary and lower secondary schools, upper secondary schools and vocational schools who are active in the region. These target groups allow for an increase in the recognition and attraction of social and health care training.

The short-term goal of the Mainstreaming Gender project is to increase men's interest toward the social and health care training offered by universities of applied sciences and the va-

riety of tasks such training allows them to master. This will increase the number of potential male applicants and admitted male students. In addition, the project aims to develop pedagogical solutions and career guidance that support men's learning, so that male students graduate to jobs in the social and health care sector and remain employed in the sector. The long-term objective is to influence the well-being of boys and men in particular, but also of their families, by encouraging them to go beyond traditional gendered roles in both their everyday lives and in working life. As a result, the personnel structure of the social and health care sector will become more equal in terms of gender, and gendered roles in tasks will also subside. From the customer's perspective, the project aims to develop customer services in such a way that customers would also be provided with services produced by men more often than before. The realisation of the project's goals would promote the opportunities that different genders have in terms of social and health care sector training and working life.

To achieve these goals , the project measures will be carried out in the form of work packages. The first work package will focus on the male perspective in the marketing of social and health care sector occupations and universities of applied sciences and their educational guidance. The second package covers the strengthening of the gender equality perspective and an examination of gender-related factors in the student selection process. The third work package includes a study of good student marketing practices and the development of social and health care sector student marketing that accounts for the male perspective. The fourth work package focuses on the development of the

training's pedagogical solutions and a mentoring programme. The fifth work package is about developing models for and assessing pilot projects and the developed operating methods for the purposes of national application. The sixth work package consists of assessments, reporting, publications, administration and communications throughout the project.

The outcome of the project will be a virtual, open method for assessing teaching contents and practices in terms of the realisation of gender equality in social and health care training. The assessment method will be available for universities of applied sciences and their partners. In addition, the project will produce an operating model for mentoring, a virtual manual, and an assessment of, and model for, the mainstreaming process.

The project is crucially important and topical in current society. It will raise a discussion that strengthens the significance of gender equality at different levels of education and in working life. The project will make it easier to challenge stereotypical perceptions of the suitability of occupations for different genders, and to further the employment and training of both women and men in sectors traditionally dominated by the opposite gender. The stronger perspective of gender equality supports training in various fields, develops the labour market and promotes the well-being of both individuals and workplace communities.

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Pipsa Murto

Team-based learning over a cup of coffee

"This is my place" (Tää on se mun paikka) is a project funded by the Finnish National Agency for Education for 2019–2020, in which children and adults learn social and emotional skills together. The project involves the development of a team coaching model to be implemented online for personnel of early childhood education and care (ECEC). Team coaching will strengthen the methodological competence of employees with the aim of supporting the socio-emotional skills of children. The project is managed by the Lahti University of Applied Sciences and the development will take place jointly with the providers of the early childhood education and care services in the adjacent municipalities. The "This is my place" project is supported by the namesake project being implemented in the LUT University in Lappeenranta and Lahti, which approaches the same themes through research. The research participants include the ECEC employees who take part in team coaching. The objective is for the projects to form a uniform package for the educators who participate in the coaching.

ECEC is a service that helps prevent social problems. According to studies, the cost-benefit ratio of high-quality ECEC is higher than that of the investments targeting schoolchildren or adults. (Karila 2016, 20.) An important factor impacting quality is the interactive environment of ECEC, which is influenced, among other things, by pedagogical arrangements, sensitivity of personnel regarding instruction and interaction, as well as the participation and involvement of children. In terms of pedagogy, the mutual relationships of children and the relationships between educators and children should be especially taken into consideration. (Karila 2016, 26–27). The interaction between an adult and a child as well as pedagogy that supports the participation and involvement of children are reflected in the development of the child's socio-emotional skills (Määttä et al. 2017, 45).

The quality of ECEC is challenged by the lack of time and the complexity of tasks experienced by personnel, continuous changes, the increasingly complex needs of children and families, as well as the effects of the economy on personnel resources (Karila 2016, 39–40). The increase in the need for special support in regular day care groups increases the challenges faced by educators in their work. According to the inclusive view, children are not divided into groups based on their varying needs for support in ECEC, but efforts are made to modify the learning environment so that it supports the needs of children (Viitala 2018, 55). The socio-emotional skills of children play a particularly significant role in large groups of children. The task of ECEC personnel is to support the development of these skills, and a lack of this support may result in the child being bullied or excluded or increased disruptive behaviour. In order for ECEC personnel to identify and strengthen the socio-emotional skills of children, they need to understand how

children develop and gain knowledge of new phenomena and methods (Määttä et al. 2017, 49).

Implementing team coaching

Two team coaching modules will be implemented during the "This is my place" project. The team coaching module is being developed together with the ECEC services of the town of Orimattila and the municipality of Asikkala as well as with the research project carried out at LUT University. Development takes into consideration the feedback provided by the participants and partners as well as the research carried out in LUT. The team coaching sessions focus on developing everyday practices in ECEC so that they support the socio-emotional skills of children. The team's personal experiences, observations and needs provide direction for such develop-

Figure 1. The development needs of the participants of team coaching in autumn 2019 were mapped in an activity-based workshop on 22–23 May 2019 (Photo by Pipsa Murto).

ment. The team coaching includes five online coaching sessions and a developing task to be completed during the coaching period.

The training is expected to be accessible and it must be offered to the entire personnel in order to develop the operational culture (Määttä et al. 2017, 49). The coaching discussions will be carried out online during the team's weekly meeting. This aims to provide the entire team with an opportunity to attend training during the workday, over a cup of coffee if they so choose. A workbook has been compiled to support and guide the development work within and between coaching sessions. The modules also include a face-to-face simulation workshop at the team coaching development stage. The simulation workshop consists of activity-based exercises that are themed around interaction.

The first team coaching implementation began in May 2019 by means of preparatory, activity-based workshops in order to map the needs of the educators. The workshops were implemented in cooperation with the parallel project being carried out at LUT University. Central themes in the workshops included employees' self-care and well-being as well as their current needs in ECEC. The needs expressed by the 35 participants illustrated a positive attitude towards work, although many would like to see more factors that increase motivation and coping, such as warmth, joy, humour and playfulness. In addition to the national quality factors defined for ECEC, these needs will direct the team-specific objectives of coaching.

Team coaching enables the educators to familiarise themselves with the latest research data concerning the socio-emotional development of children. They will then apply this knowledge to the development of their chosen area.

In the development work, the teams will apply the methods that they choose and that support socio-emotional skills. In addition to the focus on methodology, central aspects in this work include interaction and an understanding of why children at times exhibit challenging behaviour. The coaching materials include research-based information in the form of videos, literature and links. Among other things, the materials include information on the connection between learning and the development of the child's brain, systems that help control emotions and manage stress, as well as resilience (the child's ability to face and overcome various difficulties) and the factors influencing it. Understanding the patterns that direct the child's development will help ECEC personnel implement measures that support this development. The coaching includes studying the principles of warm interaction, while interaction is the educator's most important method and tool. In addition to verbal communication, interaction includes diverse non-verbal communication, and at times, these two may contradict one another. Particularly children in need of socio-emotional support, often interpret these complex signals given out by the educator in a sensitive manner (Ahonen 2017, 60). In addition to interaction, the coaching also involves discussions about values and reflections on how the value systems and views of the children and educators meet, if at all.

"This is my place" – a place of one's own generates a sense of relatedness

Both children and adults have a need to find their own place in and feel that they belong to a community. A sense of belonging brings joy and creates well-being. A sense of belonging or

exclusion stem from small moments in everyday life; they are created by small signals, messages and gestures, such as one's name over the coat rack, or physical closeness to another person. Pedagogical arrangements can strengthen the social relationships of children and, concurrently, prevent bullying. A sense of belonging is also important among ECEC personnel. Shared views and values increase a sense of relatedness and joy at work and motivate educators to work towards shared objectives in order to do what is best for children, while supporting a feeling of belonging among them. (Juutinen 2018, 53, 55, 66.) Children's feeling that they belong to a group generates a solid foundation for their future learning experiences (Karila 2016, 27).

A child's relationship with an educator is linked to the development of both socio-emotional and academic skills and thus affects the child's performance in many aspects of life. In particular, with children who exhibit challenging behaviour, this relationship is, to a large extent, affected by how the educator understands the factors behind the child's challenging behaviour. If the educator thinks that the child behaves like that deliberately, their relationship with the child remains distant. At the same time, the child becomes labelled and the adult's assessment puts them in an unequal position with others. The attitudes of educators towards a certain child are easily mimicked by other children as well. (Ahonen 2017, 61.)

Interaction within the team is the growth environment for children

The quality of pedagogy depends on how well the team functions (Ahonen & Roos 2019, 111). A team that works in a flexible manner and in which members trust each other, generate and share information, experiment with an open mind and, if needed, adjust their plans, applies team intelligence. Each member of the team contributes to the team by bringing to the table their own palette of strengths and expertise. At its best, teamwork offers an opportunity to expand one's horizons and strengthen one's competence by means of sharing and tapping into the strengths and competence of each individual. Teamwork broadens the members' perspectives, resulting in an ability to notice areas for improvement more easily and set goals accordingly. Problem-solving can apply creative thinking generated by discussions on varying experiences and perspectives. (Hiila et al. 2019, 65, 67–68.)

Children learn socio-emotional skills by comparing their own actions to the actions of the adults around them. For children to develop their skills, adults must work together towards shared objectives. What is important is that all educators on the team are committed to an open and positive culture of interaction. Looking at the actions of both oneself and others critically is made possible by an atmosphere of confidentiality. (Ahonen 2017, 67, 252–253.) In a permissive atmosphere, everyone's opinion is valued, people are open to new things, and also have the courage to fail and learn from their mistakes (Hiila et al. 2019, 78) The likelihood of sharing insights and competence is directly linked to the anticipated consequences. Over time, a certain set of operating methods are formed within each group, so agreeing jointly on ground rules for everyone to follow is a good idea (Kupias & Peltola 2019, 140, 170).

A dialogue can be justifiably called a key to learning together. In ordinary conversations, we tend to focus on expressing our own thoughts but pay only half-hearted attention to what the other

person says and interpret the other person's input so that it is aligned with our views. Different points of view never meet. In a dialogue, ideas are processed together, by respecting, listening to and hearing the thoughts and ideas of others. A dialogue does not require being in agreement on everything but listening to the other person in an authentic, respectful manner and having a willingness to understand their views. Expressing one's own thoughts also requires that the person values themselves. This is something that also develops when the atmosphere with others is respectful. (Kupias & Peltola 2019, 157–158.)

"Put the oxygen mask on yourself first"

Intensive work with a child who needs socio-emotional support can be extremely straining. One must make a conscious decision to commit to interaction. In situations like this, it is important for the educator to identify their own feelings in order to be able to encounter the strong emotion of a child as a stable grown-up. It is also important for an adult to accept their own feelings and process them openly, for example, by discussing them with the other adults on their team or by means of work guidance. (Ahonen 2017, 66–68.) For an educator in ECEC to possess pedagogical understanding, they need to be aware of the values and beliefs as well as learned ways of thinking and acting that exist in the background of their work. Looking at one's own work in a critical and honest manner is challenging but important in order to develop one's work to align with the nationally defined values. (Ahonen & Roos 2019, 16, 19.)

One must take care of one's well-being in order to be able to support the development of the skills of children in challenging situations as well and to be able to reflect on the actions of oneself and the team. In the kickoff workshops, Suvi-Jonna Martikainen, researcher at LUT University, reminded the coaching participants that the same factors affect the socio-emotional well-being of adults as they do the socio-emotional well-being of children. The socio-emotional skills and well-being of educators reflect on all others in the interaction in the work community. A sense of accomplishment at work makes work meaningful and increases commitment, and in this manner, the well-being of children is also reflected on the educators. Encountering requires being present and committing to interaction. To be able to be authentically present, you should quiet your inner chatter and stop to observe yourself. Treating yourself with compassion is important in order to counterbalance the demands of burdening work. Even if you do not like your shortcomings, you can still accept them. Treat yourself like you would treat your best friend, accepting them as they are, shortcomings and all, and reminding them of things they have done well. (Martikainen 2019.)

Team coaching for a better operating culture

Educators in ECEC have a wealth of knowledge of supporting the socio-emotional development of children. Nevertheless, children who need of socio-emotional support are one of the factors that burden educators most in ECEC. It seems as if up-to-date, theoretical knowledge fails to transform to practical, daily settings. (Ahonen 2017, 253.) When developing one's work, it is important to recognise the things one can have an impact on and apply a solution-centred approach to solving them, even if one took just baby steps (Ahonen & Roos 2019, 122). Addressing areas of

improvement and identifying, reinforcing and making use of one's strengths also improves well-being at work (Hakanen 2019).

Individuals develop continuously in shared interaction with others (Kupias & Peltola 2019, 135). Continuing education often targets only some members of the team who are expected to disseminate the new information in their teams. However, to implement a change in the operational culture, the entire community needs to be involved (Määttä et al. 2017, 49). The core of the team coaching being developed in the "This is my place" project is the common everyday challenges encountered by the team and the group. The entire team is involved when these challenges are addressed in the coaching. New information is processed together, the principles of dialogue are upheld, new perspectives are explored together and each of them are respected. The operational culture and methodical competence are strengthened by sharing competence and experiences, making use of various strengths and by jointly seeking pedagogical solutions that function in everyday operations. A top-notch team is bigger than the sum of its parts.

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Well-being and Regenerative Growth is one of the strategic focus areas of Lahti University of Applied Sciences (LAMK). The Well-being and Regenerative Growth Annual Review 2019 illustrates examples of interesting ongoing or recently ended Research, Development and Innovation (RDI) projects.

This publication seeks to disseminate the activities and results of the recent RDI projects and thus to increase communication between Lahti University of Applied Sciences and its partner universities, companies and other stakeholders. With this publication we wish to activate the discussion on the multifaceted issues of health and well-being.