

***A presentation of development areas for the elimination of systemic injustices for children and youth with immigrant background in Finland.***

**Stig In2 / Come In2 project**

**Julia Qesteri**

**Project coordinator / Systemic Injustices**

**December 2022**

**Stig In2 / Come In2 project group: Linda Ahlbäck, Anna Pensar-Kuivamäki, Carina Gräsbeck, Julia Qesteri, Madelene Orre, Camilla Stenbäck, Roland Träskelin**

## Introduction and structure

The Stig In2 project was a cooperation between the Center for Lifelong Learning (CLL) at Åbo Akademi University, the Swedish School of Social Science at the University of Helsinki (until 31.7.2021), Folkhälsan Education AB, and Föreningen Luckan r.f., the Finland-Swedish Information and Cultural Centre.

The three cross-sectoral development processes based in Ostrobothnia, Southwest Finland and Uusimaa have worked with: parent collaboration through the use of the peer-to-peer method Mindspring, how to identify and support children experiencing traumatic stress in early childhood and basic education, and how to identify inherent systemic injustices, clarify them and suggest ways to minimize or eliminate them.

The project was funded with the support of AMIF – the Asylum, Migration and Integration Fund maintained by the EU, and managed in Finland by the Ministry of the Interior. The Project is also supported by the Swedish Cultural Foundation and the Aktia Foundation in Vaasa.

**A presentation of development areas for the elimination of systemic injustices for children and youth with immigrant background in Finland** is part of the materials produced by the identifying Systemic Injustices development process and is partly based on several process meetings, workshops and conferences organized between 2021 and 2022.

The main purpose of the presentation is to create a general picture of the systemic injustice children and youth of immigrant background face in Finland. The presentation shortly identifies and explains problems and development areas, informs about ongoing and possible structural solutions, discusses other possible solutions when applicable, enumerates additional resources from the third and other sectors when available, and indicates research and other material useful in the discussion of these development areas.

The presentation is not a study per se, but a starting point in creating a general picture of the systemic injustice children and youth of immigrant background face in Finland. It can be useful in getting started with the already available study material, identify the areas that need more research, and hopefully point to the available help that is offered by the third and other sectors while awaiting structural or other solutions. The presentation can also be useful in advocacy efforts trying to minimize and eliminate systemic injustice.

The presentation is constructed in the following order per each of the 10 development areas: **problems areas** are identified and explained; recent, forthcoming, and possible **structural solutions** are discussed; **other solutions** are indicated, special care is given in enumerating already available help in the form of **additional resources** provided by the third and other sectors, and there is also a list of **research, publications, articles, and other relevant material** (Swedish/English/Finnish) in chronological order per section. The chronological order was chosen because of the huge change and development that has happened concerning immigration issues in Finland during the last ten years.

It is the author's wish that this presentation raises awareness, consolidates the input for change, assists in possibly finding some immediate help for problems, and especially points at the development areas that would benefit from further research.

Huge thanks to the whole Stig In2 project group for their support during the last year, when I joined the team, but especially to Veronica Hertzberg, the team leader of Luckan Integration, for always finding the time to exchange ideas about the problem areas and the help available, Roland Träskelin from CLL, Åbo Akademi University for creating interesting and working visual solutions for the learning material produced by the systemic injustices' development process, and especially to Linda Ahlbäck for the numerous improvement ideas and the support during the writing of this presentation.

Julia Qesteri

Project coordinator

Stig In2 / Come In2 – project / Systemic Injustices

Helsinki, December 2022

**Problem areas:**

- 1. Too little guidance/help with schoolwork.**
- 2. Teachers tend to give less positive attention and possibility of expression to children and youth of immigrant background.**
- 3. Some parents of immigrant background cannot support their children, as it is expected of them, with schoolwork and free time activities in the same way as native parents.**
- 4. The (too) fast digitalization of schoolwork.**
- 5. Teachers have lower expectations from children and youth of immigrant background.**
- 6. Some children of immigrant background face and experience racism in school and other places.**
- 7. The catchment areas for schools and kindergartens are imbalanced.**
- 8. Children of immigrant background are less likely to attend early childhood education in Finland compared to other Nordic countries.**
- 9. Youth of immigrant background are less likely to pursue higher education.**
- 10. Mental care for children and youth of refugee background and posttraumatic stress.**

## **Structure of this presentation:**

**Problem areas identified and explained**

**Structural solutions**

**Other solutions**

**Additional resources from the third and other sectors**

**Research, publications, articles, and other relevant material**

## Problem area: 1

### Too little guidance/help with schoolwork

**“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” – Audre Lorde**

The number of pupils with immigrant background has increased significantly in all educational levels in Finland, and with it also the number of pupils that need guidance or help with schoolwork. At the same time, other factors (pandemic, economic crises and lately the war in Ukraine) have increased the need for guidance or help in general. Unfortunately, the level of the guidance and help provided for schoolwork lies much behind the need or the demand. Pupils of immigrant background do not get the necessary support in school and fall behind in progress with studies. The Finnish school system is less and less the equalizing factor it used to be in Finnish society, creating equal opportunities for children and youth regardless of background.

A significant part of the need for guidance and help with schoolwork stems from the pupils' insufficient skills in the teaching language of schools and other learning institutions. Schoolwork nowadays has a high tempo, but learning a new language requires both time and extra effort from children and youth with immigrant background. Progress in language studies, however, should not come at a cost for the other subjects taught in school. While concentrating in learning a new language, children with immigrant background often fall behind in other studies. Sometimes insufficient language skills make it more difficult to understand and follow the teaching of other subjects.

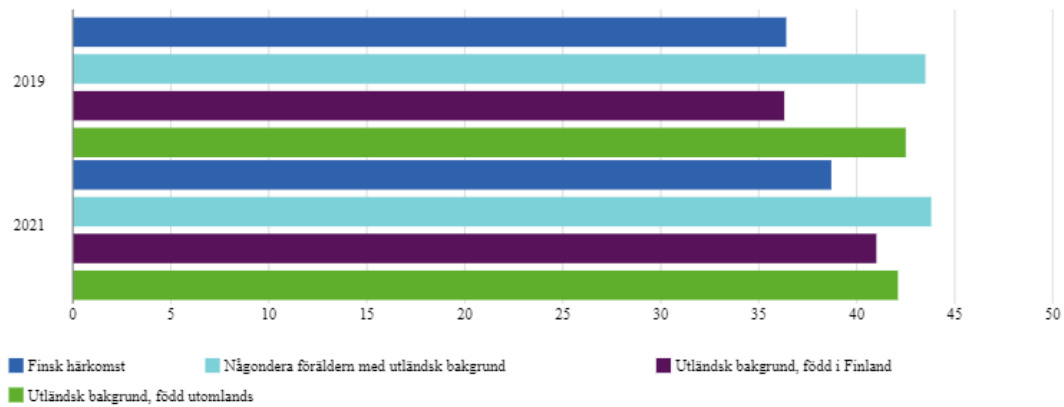
THL (The Finnish institute for health and welfare) has conducted surveys in 2021, 2019 and 2017 on several questions concerning the wellbeing and progress in school according to background. The following graphs give clear indications that there is a gap in learning skills, and more pupils of immigrant background have problems following teaching in class.

## THL: Survey according to family background, youth, 2019 -2021 – Finland

### Indicator: Problems with learning skills %

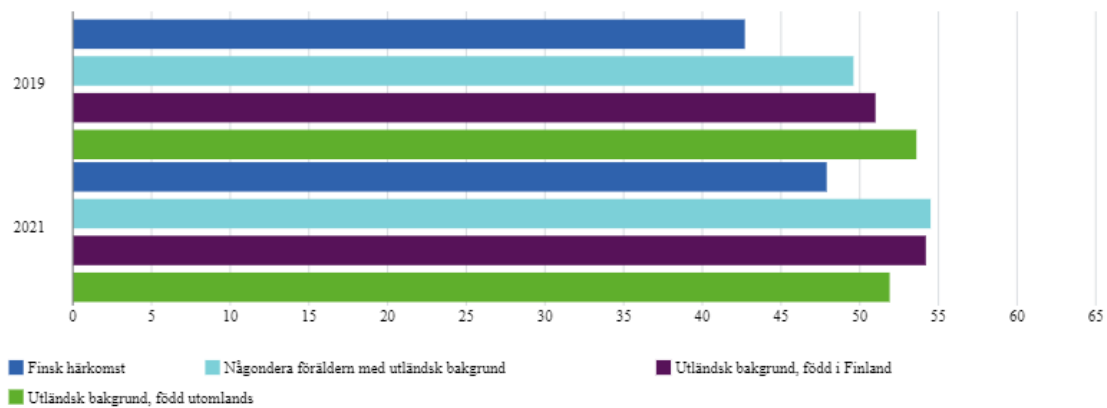
The indicator represents the percentage (%) of youth with major problems with learning skills.

#### Classes 8-9 of comprehensive school, Gender: all



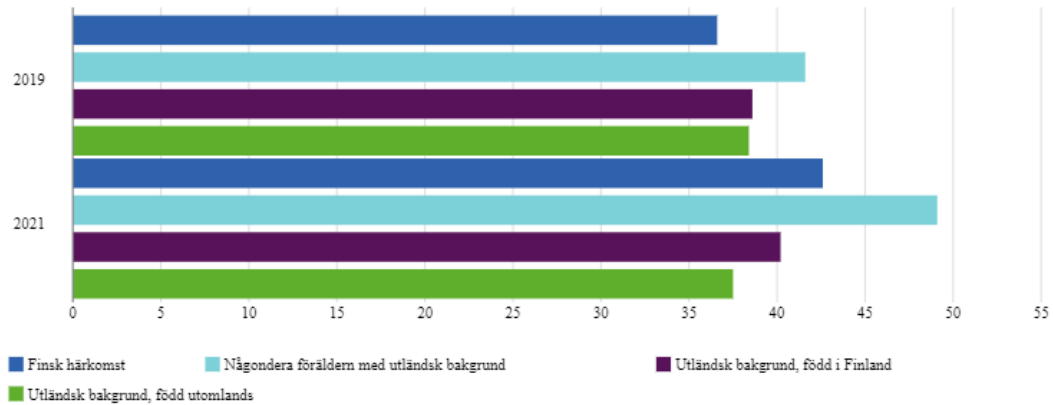
Finnish origin, One of the parents of foreign origin, Born in Finland to parents of foreign origin, Born abroad to parents of foreign origin.

#### General upper secondary education, Gender: all



Finnish origin, One of the parents of foreign origin, Born in Finland to parents of foreign origin, Born abroad to parents of foreign origin.

## Vocational upper secondary education, Gender: all



Finnish origin, One of the parents of foreign origin, Born in Finland to parents of foreign origin, Born abroad to parents of foreign origin.

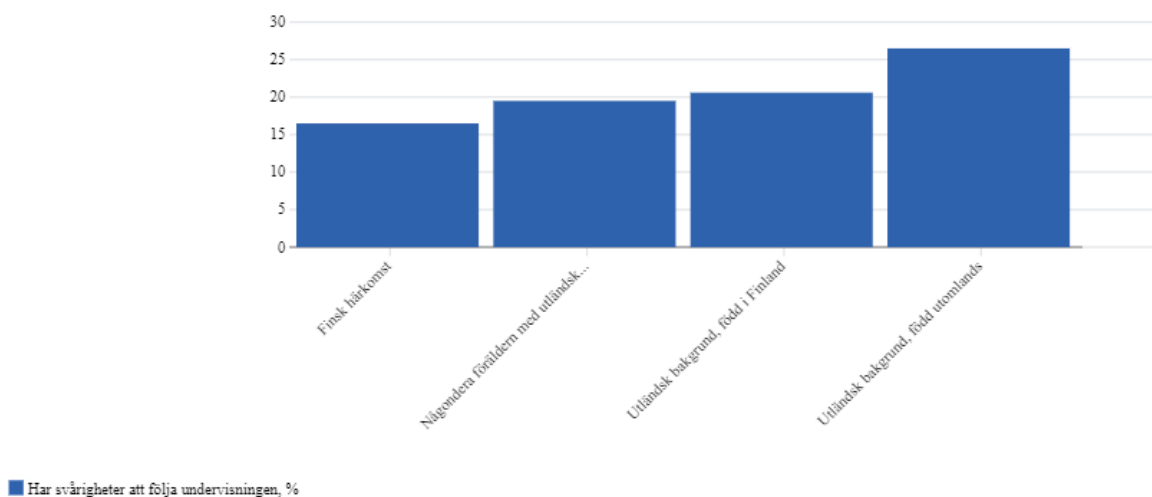
## THL: Survey according to family background, youth 2017 – Finland

In 2017 the questions of the survey were formulated differently: the indicator shows the percentage of pupils that HAD problems following teaching in class.

### Indicator: Has difficulties in following teaching, %

The indicator represents the percentage (%) of youth HAVING difficulties in following teaching in class.

### Classes 8-9 of comprehensive school, Gender: all

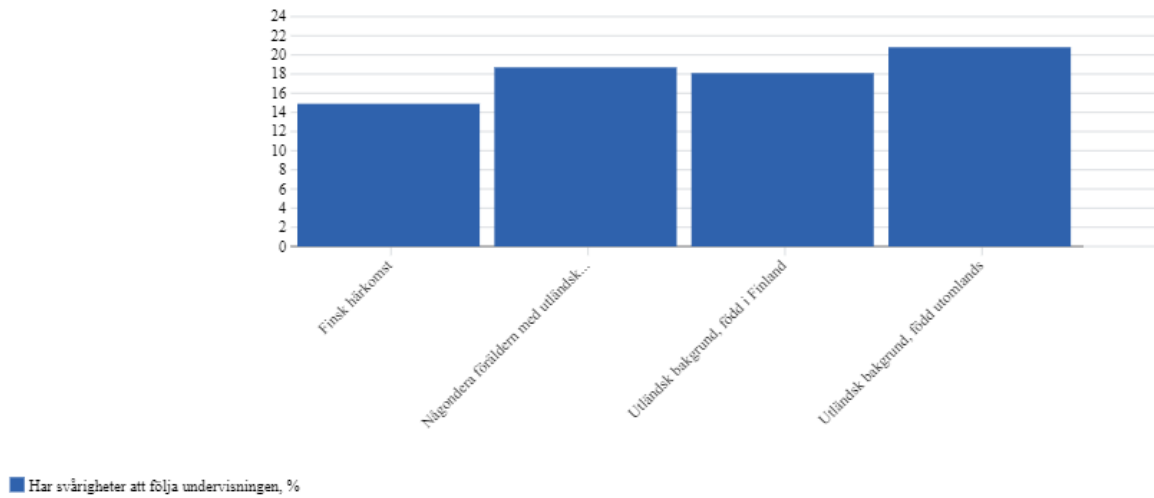


### Has difficulties in following teaching in class, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.



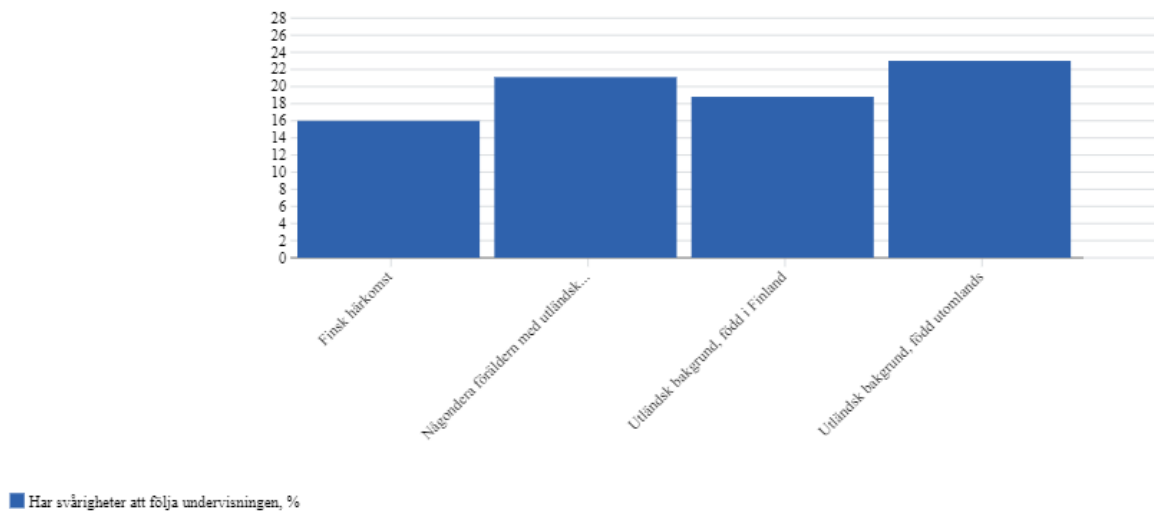
## General upper secondary education, Gender: all



### Has difficulties in following teaching in class, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.

## Vocational upper secondary education, Gender: all



### Has difficulties in following teaching in class, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.

## Structural solutions:

It is possible to minimize or possibly eliminate the differences in learning between pupils of immigrant background and others with the help of someone who speaks their language(s). There is a need for increased resources for cultural interpreters, multilanguage counsellors, and more teachers for language and culture groups in conjunction with schoolwork, so that children and youth of immigrant background could get a more equal chance of succeeding with their studies. Cultural interpreters can guide pupils from several schools, but such help should be easily available. In certain cases, it should be possible to arrange for support and guidance from a distance with the use of modern technology.

Studies indicate that language barriers need to be pulled down by different means, so that they are not a hindrance in learning. Smaller class-groups, when there are many immigrant background pupils, make it easier for the teacher/teachers to pay more attention to language challenges and give their pupils the help and support needed; thus, more teachers are needed in schools. At the same time, there is a need for more trained teachers within special pedagogy. In general, there is an urgent need to increase funding for education on several fronts after years of continuous cuts. It is the parliament, the government, the ministry of education, and communes that can give additional funding. Unfortunately, the political will for these kinds of structural solutions had been insufficient.

The cities of Helsinki and Espoo are using and have had good results with multilingual counsellors. These developments are rather recent. More information on multilanguage counsellors to be found here:

**Helsinki:** Multilingual counsellors:

<https://helsinkioppii.hel.fi/avainsanat/monikielinen-ohjaus/>

<https://www.youtube.com/watch?v=AlcVLzUHncw>

**Espoo:** "Ohjauksella onnistumisiin" project in Espoo's general upper secondary schools:

<https://www.espoo.fi/en/cultural-instructor>

## **Other solutions:**

### **Additional resources from the third and other sectors:**

SOS - Barnbyar: <https://www.sos-lapsikyla.fi/laxhjalpen/>

SOS- Lapsikylä: <https://www.sos-lapsikyla.fi/laksyapuu/>

MLL - Läskykummit tukevat peruskouluikäisiä lapsia koulunkäynnissä ja ovat luotettavana aikuisena juttuseurana: <https://www.mll.fi/>

Tieto On Valtaa ry - <https://www.facebook.com/people/Tieto-On-Valtaa-ry/100050888876296/>

### **Research, publications, articles, and other relevant material:**

All internet links have been tested as functional during November/December 2022.

THL (updated 06.2022) *Enkäten: Hälsa i skolan unga, granskning efter härkomst 2019–2021*. Retrieved from: [https://sampon.thl.fi/pivot/prod/sv/ktk/ktk3u/summary\\_syntypera2](https://sampon.thl.fi/pivot/prod/sv/ktk/ktk3u/summary_syntypera2)

Helsinki (2022) *Maahanmuuttajien kasvatuksen ja koulutuksen kehittämissuunnitelma – Make-ohjelma - Loppuraportti*. Retrieved from: [https://helsinkioppii.hel.fi/content/uploads/Helsinki\\_Make-ohjelma\\_loppuraportti\\_2022.pdf](https://helsinkioppii.hel.fi/content/uploads/Helsinki_Make-ohjelma_loppuraportti_2022.pdf)

Kaukko M, Alisaari J, Heikkola LM, Haswell N. (2022) *Migrant-Background Student Experiences of Facing and Overcoming Difficulties in Finnish Comprehensive Schools*. *Education Sciences* 2022; 12(7):450. Retrieved from: <https://doi.org/10.3390/educsci12070450>

Broström, L. & Jansson, B. (2022) *Leaving Boys Behind? The Gender Gap in Education among Children and Young People from Foreign Backgrounds 2010–2020: A Nordic Review*. Nordic Council of Ministers. Retrieved from: <https://nordicwelfare.org/en/publikationer/leaving-boys-behind/>

Korkala, S., Laakso, H., Westerholm, A. & Volmari, K. (2021) *Den Svenskspråkiga grundläggande utbildningen i Finland*. Utbildningsstyrelsen, Retrieved from: [https://www.oph.fi/sites/default/files/documents/Den\\_svensksprakiga\\_grundlaggande\\_utbildningen\\_i\\_Finland.pdf](https://www.oph.fi/sites/default/files/documents/Den_svensksprakiga_grundlaggande_utbildningen_i_Finland.pdf)

Harju-Luukkainen, H., McElvany, N. (2018). *Immigrant Student Achievement and Education Policy in Finland*. Policy Implications of Research in Education, vol 9. Springer, Cham. Retrieved from: [https://doi.org/10.1007/978-3-319-74063-8\\_6](https://doi.org/10.1007/978-3-319-74063-8_6)

Paolo, F. (2014) *Pedagogy of the Oppressed 30th Anniversary Edition*, Bloomsbury Academic

Gorski, P. (2009) *What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi*. Teaching and Teacher Education, 25(2), 309–318. Retrieved from: <https://doi.org/10.1016/j.tate.2008.07.008>

Nationella centret för utbildningsutvärdering - Sammanfattningar (2021) *Jämlikhet, likvärdighet och delaktighet i utbildningen – en översikt över nationella utvärderingar*. Retrieved from: [https://karvi.fi/wp-content/uploads/2021/12/NCU\\_T1721.pdf](https://karvi.fi/wp-content/uploads/2021/12/NCU_T1721.pdf)

Mäntylä, N., Karjalainen, V., Refors Legge, M., & Perna, H-K. (2021) *Pukki kaalimaan vartijana – kuka valvoo peruskouluja?* Retrieved from: <https://kaks.fi/julkaisut/pukki-kaalimaan-vartijana-kuka-valvoo-peruskouluja/>

OAJ tiedotet 07.03.2019 *Suomi on epäonnistunut maahanmuuttajien kotouttamisessa – OAJ vaatii lisää kielenopetusta ja kilpailutuksista luopumista*. Retrieved from: <https://www.oaj.fi/ajankohtaista/uutiset-ja-tiedotteet/2019/suomi-on-epaonnistunut-maahanmuuttajien-kotouttamisessa/>

Opetus- ja kulttuuriministeriön julkaisuja (2017). *Maahanmuuttajien koulutuspolut ja integrointi – kipupisteet ja toimenpide-esitykset II*. Retrieved from: <http://minedu.fi/documents/1410845/4240776/okm5.pdf/c8ba5aef-5038-4be0-80fd-80d75a00f8e7>

Dražnik, T., Llopart-Esbert, J., & Bergroth, M. (2022) *Student teachers' expressions of 'fear' in handling linguistically diverse classrooms*. Retrieved from: [https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2086258?fbclid=IwAR0lyZi3mhT2SoQvRt4svMp\\_Lts\\_9p1wm97B2dfgClrB2JWHhrOfNhm-W0s&cookieSet=1](https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2086258?fbclid=IwAR0lyZi3mhT2SoQvRt4svMp_Lts_9p1wm97B2dfgClrB2JWHhrOfNhm-W0s&cookieSet=1)

Björn, N. (2021) *Koettu opettajan tuki lukutaidon ennustajana: Maahanmuuttajaoppilaiden ja kantaväestön oppilaiden vertailu Suomen PISA 2018 aineistolla*, Luokanopettajakoulutus, Itä-Suomen yliopisto. Retrieved from: [https://erepo.uef.fi/bitstream/handle/123456789/26397/urn\\_nbn\\_fi\\_uef-20211521.pdf?sequence=1&isAllowed=y](https://erepo.uef.fi/bitstream/handle/123456789/26397/urn_nbn_fi_uef-20211521.pdf?sequence=1&isAllowed=y)

Agafonova, J. (2012) *Maahanmuuttajat suomalaisessa koulussa - Ongelmia ja sopeutumiseen liittyviä vaikeuksia*, Kasvatustieteiden tiedekunta, Tampere. Retrieved from: <https://trepo.tuni.fi/bitstream/handle/10024/84429/gradu06625.pdf?sequence=1>

Lume, P. (1999) *Tavoitteena Maahanmuuttajaoppilaan Integraatio Yleisopetukseen- Akkulturaatioasenteiden yhteys maahanmuuttajien opetuksessa esiintyvien ongelmien ratkaisutapoihin*. Kasvatustieteellinen tiedekunta, Helsingin yliopisto. Retrieved from: <https://helda.helsinki.fi/bitstream/handle/10138/20103/tavoitte.pdf?sequence=1&isAllowed=y>

Kommun Torget 18.11.2022 *Alla elever är olika och olika är bra – för Lagmans skola är värdegrunden allt när barn integreras på svenska*. Retrieved from: <https://kommuntorget.fi/bildning-dagvard/barn-integreras-pa-svenska-i-lagmans-skola/>

Länsiväylä 14.11.2022 *Espoon valtuustoryhmät harvinainen yksimielisiä: Kouluista ja päiväkodeista ei saa säästää – "Lähdemme siitä, ettei ryhmäkokoja suurenneta ja ettei opetuksesta karsita"* Retrieved from: <https://www.lansivayla.fi/paikalliset/5499893>

Svenska YLE 05.11.2022 *Li Andersson vill att resten av landet ska bli som Grankulla och satsa på stödundervisning- Undervisningsminister Li Andersson (VF) vill att nästa regering reserverar 200 miljoner för att förbättra det stöd eleverna får i skolan*. Retrieved from: <https://svenska.yle.fi/a/7-10022527>

HS 01.11.2022 *Miksi Pisa ihme hiipui? - Koululaisten osaaminen on rapistunut niin matematiikassa, lukutaidossa kuin luonnontieteissä. Alamäki alkoi, kun digilaitteet tulivat nuorten arkeen. Se ei kuitenkaan ole ainoa syy*. Retrieved from: <https://www.hs.fi/tiede/art-2000008861048.html>

YLE 20.10.2022 *Ledare: Satsa på utbildning över partigränser och regeringsperioder! - Finland har halkat efter när det gäller högre utbildning för unga vuxna jämfört med övriga OECD-länder. Nu ligger Finland på samma nivå som Turkiet och Chile. Det rimmar illa både med vår självbild och med officiellt ställda mål. Partierna borde enas om utbildningsåtgärder som löper över regeringsperioderna*. Retrieved from: <https://www.hbl.fi/artikel/9353cdde-53fa-4120-a9f1-d8d049d5172c>

YLE 19.10.2022 *Opettajan mielestä peruskoulun suomen kielen opetus aliarvioi lapsia, joiden äidinkieli on jokin muu: "Opetetaan sellaista palikkasuomea"* Retrieved from: <https://yle.fi/a/74-20001500>

IL 03.10.2022 *Näin ei voi jatkua. - Suomen ennen niin ylistetty koulujärjestelmä on muutettu hirviöksi. Nyt ääneen pääsevät opettajat. He kertovat karulla tavalla siitä, miten järjettömäksi työ on muuttunut*. Retrieved from: <https://www.iltalehti.fi/kotimaa/a/ec1c170d-2e0f-4648-9c6e-5ad89153255a>

HS 28.09.2022 *Koulutuksen uusi mallimaa - Viron nuoret saivat tuoreimmassa Pisa-tutkimuksessa Euroopan parhaat pisteet. Yksi syy menestykseen voi löytyä vahvan opettajavetoisesta opetustavasta. Lisäksi koulu huomioi lahjakkaat oppilaat aiempaa selvemmin*. Retrieved from: <https://www.hs.fi/tiede/art-2000008902553.html>

Svenska YLE 16.09.2022 *Lärarnas mående är uselt när skolans resurser inte räcker till: "Har lärare i en inkluderande skola möjlighet att ge elever det stöd de behöver?"* Retrieved from: <https://svenska.yle.fi/a/7-10020679>

HS 15.09.2022 *"Oppilas kiroilee, sylkee ja puree"* – HS:n kyselyyn vastanneet opettajat avautuvat inklusion laajoista ongelmista Retrieved from: <https://www.hs.fi/kaupunki/art-2000009065876.html>

YLE 16.09.2022 *Education expert: Inclusivity "does not exist" in Finnish schools - Inclusive education has led to the dissolution in some schools of 'special ed', where pupils are taught separately from their peers, but critics say this has increased classroom chaos.* Retrieved from: <https://yle.fi/a/3-12626780>

HS 01.09.2022 *Meno oppitunneillani on välillä kuin sirkuksessa.* Retrieved from: <https://www.hs.fi/mielipide/art-2000009038341.html>

Svenska YLE 11.08.2022 *Trenden i skolan bekymrar, vikarierna verkar bli fler: "Bandet mellan lärare och elev oerhört viktigt för resten av livet"* Retrieved from: <https://svenska.yle.fi/a/7-10019435>

HS 15.07.2022 *Opettajat kertovat minkäläistä on arki väkivaltaisten ja levottomien oppilaiden kanssa, jotka eivät saa tarvitsemaansa tukea.* Retrieved from: <https://www.hs.fi/kaupunki/art-2000009065876.html>

HS 26.02.2022 *Heikoimmat koulut ovat jo jopa kaksi vuotta jäljessä matematiikassa ja lukutaidossa – Nyt oppimiseröjen repeäminen halutaan kuriin.* Retrieved from: <https://www.hs.fi/kotimaa/art-2000008594752.html>

YLE 26.11.2020 *Study: Children of 'immigrant background' have lower grades, more mental health problems. An extensive study carried out by health agency THL found that parental background can significantly impact a child's welfare.* Retrieved from: <https://yle.fi/a/3-11667354>

HS 30.08.2021 *Osa oppilaista jatkaa kolmannelle luokalle heikoin taidoin: Kun toiset osaavat laskea yhteen luvuilla 1–5, toiset tekevät kolminumeroisia laskuja.* Retrieved from: <https://www.hs.fi/kotimaa/art-2000008213938.html>

YLE Uutiset 05.07.2020 *Maahanmuuttajataustaisten lasten heikko koulumenestys harmittaa poliitikkoja – suomen opetus viedään ministerille, opettajien käytöstä pahoitellaan.* Retrieved from: <https://yle.fi/uutiset/3-11434015>

YLE 05.07.2020 *"En olisi odottanut tätä sinulta", sanoi opettaja – Suomessa maahanmuuttajataustaiset oppivat huominkin kuin muut, tutkijan mukaan syrjintä rehoittaa.* Retrieved from: <https://yle.fi/a/3-11431717>

Svenska YLE 23.03.2020 *Invandrarelever ute i kylan.* Retrieved from: <https://arenan.yle.fi/1-50318074>

Svenska YLE 22.03.2020 *Spotlight: Skolor sviker elever med invandrarbakgrund.* Retrieved from: <https://svenska.yle.fi/a/7-1451230>

YLE 16.01.2020 *Time out: What happened to Finland's education miracle?* Retrieved from: <https://yle.fi/a/3-11160051>

Svenska YLE 15.08.2015 *Forskare: Invandrarelever behöver mera stöd i skolan.* Retrieved from: <https://svenska.yle.fi/a/7-964241>

## Problem area: 2

**Teachers tend to give less positive attention and possibility of expression to children and youth of immigrant background.**

**“The secret of education lies in respecting the pupil.” – Ralf Waldo Emerson**

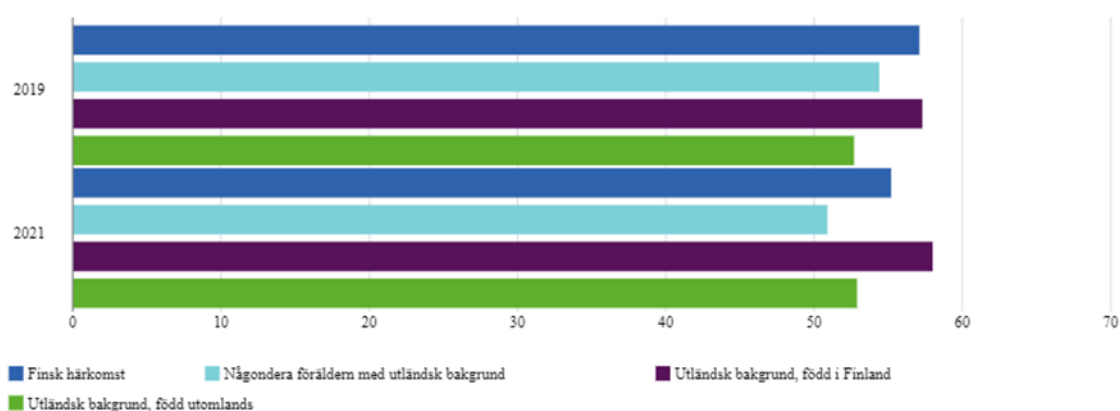
Teachers more often fail to involve or include pupils of immigrant background in everyday school activities. There can be several reasons for this. Pupils of immigrant background may have problems with language and cannot express themselves coherently. The language barrier might make it more difficult for them to form and express opinions on a timely fashion. Teachers might think that it would be better for them to listen to others that have more developed language skills. In the long run children and youth of immigrant background become more passive and do not develop the necessary skills to express opinions, present their work, or findings from group work; their role is reduced to that of passive actors in the classroom.

The surveys done by THL in 2021, 2019 and 2017 show there is a gap in perceived importance to the class or school community between pupils of immigrant background and those of Finnish background.

### **THL: Survey according to family background, youth, 2019 -2021 – Finland**

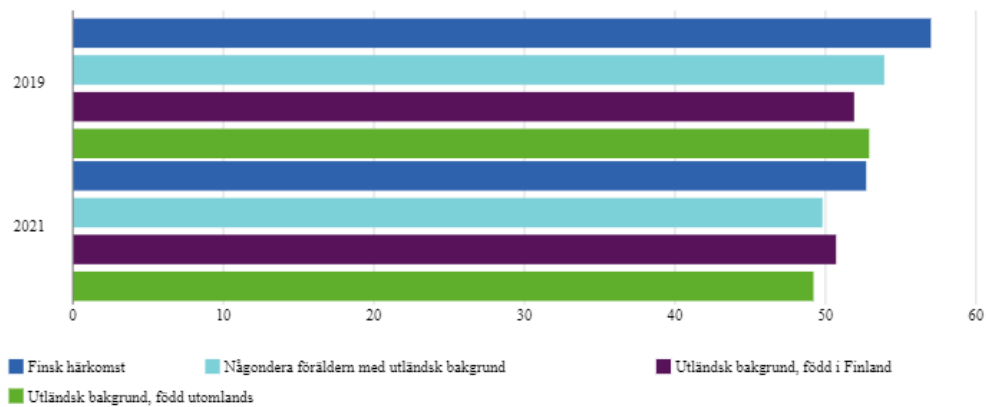
Indicator: Considers self as an important part of the class group, %

Classes 8-9 of comprehensive school, Gender: all



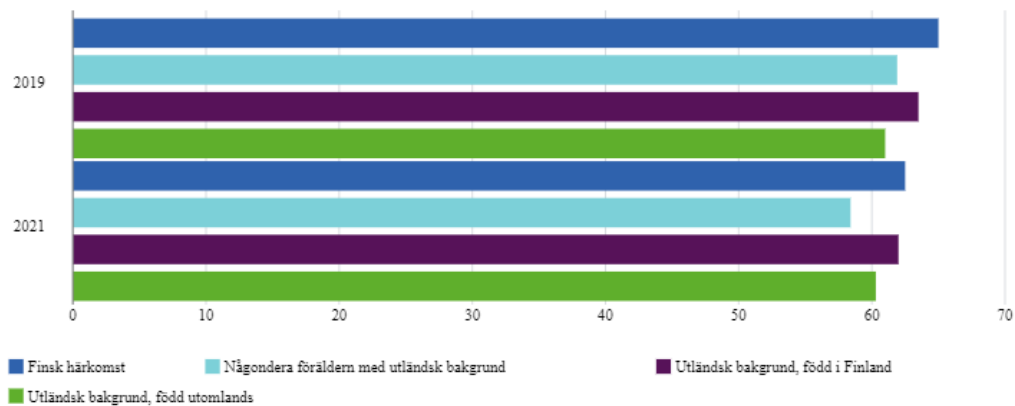
Finnish origin, One of the parents of foreign, Born in Finland to parents of foreign origin, Born outside of Finland to parents of foreign origin.

## General upper secondary education, Gender: all



Finnish origin, One of the parents of foreign origin, Born in Finland to parents of foreign origin, Born outside of Finland to parents of foreign origin.

## Vocational upper secondary education, Gender: all



Finnish origin, One of the parents of foreign origin, Born in Finland to parents of foreign origin, Born abroad to parents of foreign origin.

More information on the survey:

[https://sampo.thl.fi/pivot/prod/sv/ktk/ktk3u/summary\\_syntypera2?alue\\_0=600836&vuosi\\_0=v2019&prntg\\_0=prntg1&kouluaste\\_0=161123&sukupuoli\\_0=143993&mittarit\\_0=200138&mittarit\\_1=200345&mittarit\\_2=199576#](https://sampo.thl.fi/pivot/prod/sv/ktk/ktk3u/summary_syntypera2?alue_0=600836&vuosi_0=v2019&prntg_0=prntg1&kouluaste_0=161123&sukupuoli_0=143993&mittarit_0=200138&mittarit_1=200345&mittarit_2=199576#)

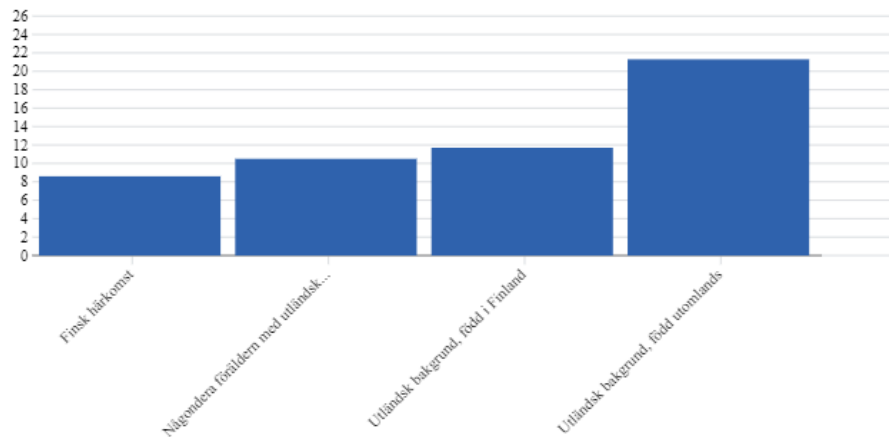


In 2017 the questions of the survey were formulated differently: the indicator shows the percentage of pupils that did NOT feel important to the class or the school community.

### THL: Survey according to family background, youth, 2017 – Finland

Indicator: Does NOT consider self as an important part of the class group, %

Classes 8-9 of comprehensive school, Gender: all

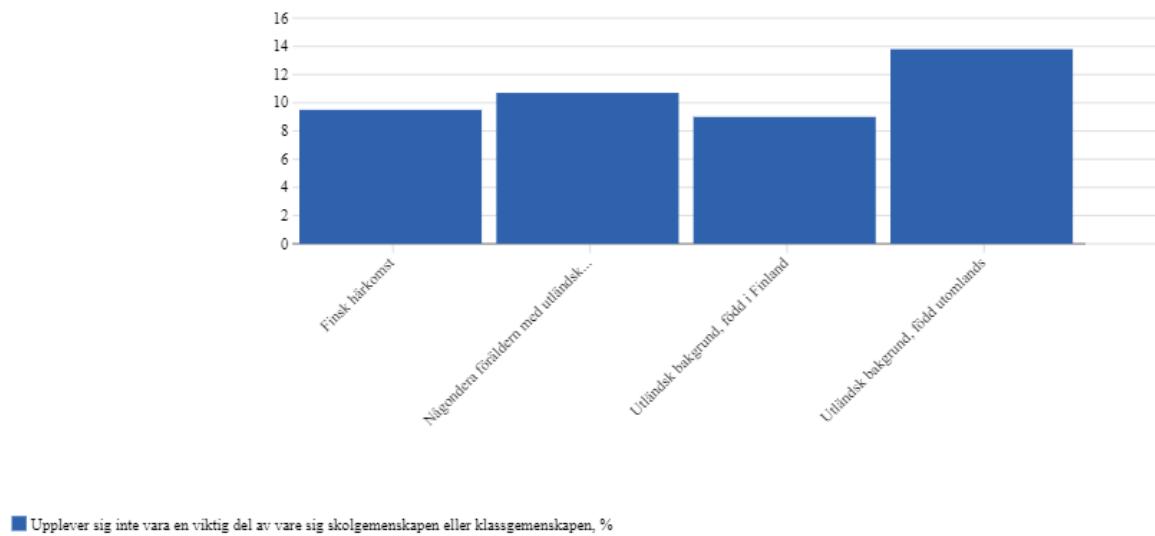


■ Upplever sig inte vara en viktig del av vare sig skolgemenskapen eller klassgemenskapen, %

Does not consider self as an important part of the class group, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.

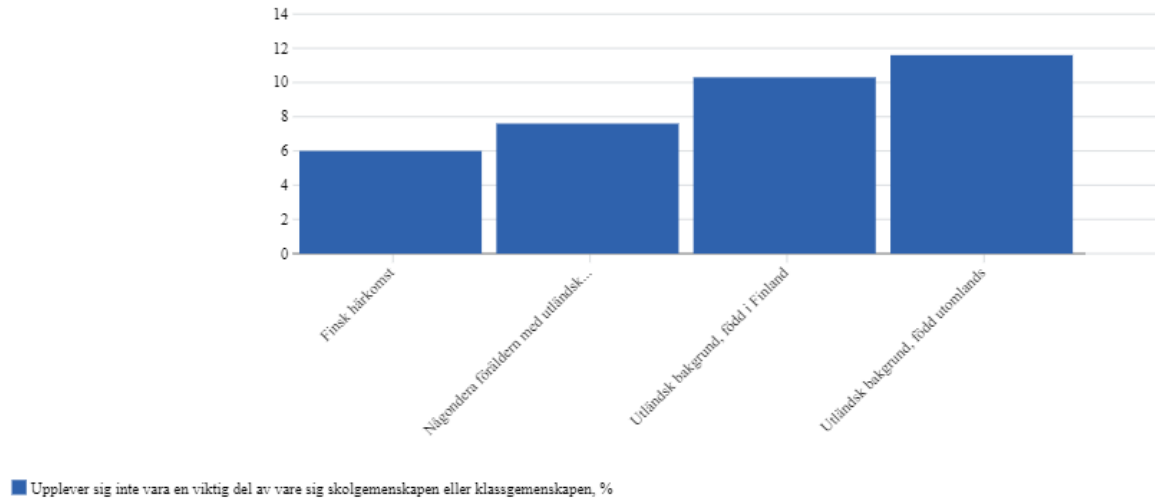
## General upper secondary education, Gender: all



Does not consider self as an important part of the class group, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.

## Vocational upper secondary education, Gender: all



Does not consider self as an important part of the class group, %

From left to right: Finnish origin, One of the parents of immigrant background, Immigrant background born in Finland, Immigrant background born abroad.

More information on the survey:

[https://sampo.thl.fi/pivot/prod/sv/ktk/ktk3/summary\\_syntypera1?alue\\_0=87869&kouluaste\\_0=161293&suku\\_puoli\\_0=143993&mittarit\\_0=200138&mittarit\\_1=199868#](https://sampo.thl.fi/pivot/prod/sv/ktk/ktk3/summary_syntypera1?alue_0=87869&kouluaste_0=161293&suku_puoli_0=143993&mittarit_0=200138&mittarit_1=199868#)

## Structural solutions:

Smaller teaching groups as already discussed in Problem area 1.

Further education for teachers on a larger scale on how to handle pupil diversity and language diversity in classrooms; teachers need new tools.

## Other solutions:

Information and increased awareness of the need for a different kind of teaching in a linguistically diverse classroom. Advocacy for teaching that takes in consideration the needs of pupils of immigrant background.

## Additional resources from the third and other sectors:

Helsingfors Universitet - Mångfald, flerspråkighet och social rättvisa i Utbildningen:  
<https://www.helsinki.fi/sv/forskningsgrupp/mangfald-flersprakighet-och-social-rattvisa-i-utbildning>

Rauhankasvatusinstituutti - Redskap för antirasistiskt fostringsarbete mot diskriminering:  
<https://rauhankasvatus.fi/kohti-syrjimatonta-koulua/>

DivEd - culturally sustaining and linguistically responsive pedagogy in Finland:  
<https://dived.fi/en/>

HundrED - mission-driven organisation specialised in K-12 education innovation:  
<https://hundred.org/en#header>

HundrEd Global Collection 2023: <https://hundred.org/en/collections/hundred-global-collection-2023?fbclid=IwAR25MUdUniM042vPrCi5gWjE9n7afDcJmz5XDKjWcRhvkHno-WuYXSpCd3c>

## Research, publications, articles, and other relevant material

All internet links have been tested as functional during November/December 2022.

Hummelstedt, I. (2022) *Acknowledging diversity but reproducing the Other: A critical analysis of Finnish multicultural education*. University of Helsinki. Retrieved from: <https://helda.helsinki.fi/handle/10138/342840>

Hummelstedt, I., Holm, G., Sahlström, F. & Zilliacus, H. (2021) 'Refugees here and Finns there' - categorisations of race, nationality, and gender in a Finnish classroom', *Intercultural Education*, vol. 32, no. 2, pp. 145-159 Retrieved from: <https://helda.helsinki.fi/handle/10138/329488>

Willamo, M. (2021) *Integration på svenska i Finland - hinder och förutsättningar*. Retrieved from: <https://www.fsl.fi/pa-gang/aktuellt/5623-fsl-presenterade-rapporten-om-integration-pa-svenska-i-finland-titta-i-efterhand>

Hellgren, J., Silverström, C., Lepola, L., Forsman, L. & Slotte, A. (2019) *Hur hanteras två- och flerspråkigheten i de svenskspråkiga skolorna? Resultat av en utvärdering i åk 1–6 läsåret 2017–2018*. Nationella centret för utbildningsutvärdering (NCU) Retrieved from: [https://www.oph.fi/sites/default/files/documents/karvi\\_0819-2.pdf](https://www.oph.fi/sites/default/files/documents/karvi_0819-2.pdf)

Tainio, L. & Kallioniemi, A. (2019) *Koulujen monet kielet ja uskonnot. Selvitys vähemmistöäidinkielten ja -uskontojen sekä suomi ja ruotsi toisena kielenä -opetuksen tilanteesta eri koulutusasteilla*. Valtioneuvoston selvitys- ja tutkimustoiminta, Valtioneuvoston selvitys- ja tutkimustoiminnan julkaisusarja 11/2019. Retrieved from: <https://julkaisut.valtioneuvosto.fi/handle/10024/161302>

Harju-Luukkainen, H., & McElvany, N. (2018) "Immigrant Student Achievement and Education Policy in Finland." In *Immigrant Student Achievement and Education Policy. Policy Implications of Research in Education (PIRE vol. 9)*. Retrieved from: [https://doi.org/10.1007/978-3-319-74063-8\\_6](https://doi.org/10.1007/978-3-319-74063-8_6)

Opetus- ja kulttuuriministeriön julkaisu (2017). *Maahanmuuttajien koulutuspolut ja integrointi – kipupisteet ja toimenpide-esitykset II*. Retrieved from: <http://minedu.fi/documents/1410845/4240776/okm5.pdf/c8ba5aef-5038-4be0-80fd-80d75a00f8e7>

Acquah, E. O., & Commins, N. L. (2017). *Methods that matter in addressing cultural diversity with teacher candidates*. *Teaching in Higher Education*, 22(5), 501–518. Retrieved from: <https://doi.org/10.1080/13562517.2016.1273217>

Koskinen-Sinisalo, K-L. (2015) *Pitkä tie - Maahanmuuttajasta opettajaksi Suomeen*. Tampere University. Retrieved from: <https://trepo.tuni.fi/handle/10024/98136?show=full>

Tainio, L. & Harju-Luukkainen, H. (2013) *Kaksikielinen koulu - tulevaisuuden monikielinen Suomi = Tvåspråkig skola - Ett flerspråkigt Finland i framtiden*. Kasvatusalan tutkimuksia, Nro 62, Suomen kasvatustieteellinen seura, Turku. Retrieved from: [https://www.researchgate.net/publication/331876929\\_Kaksikielinen\\_koulu\\_-\\_tulevaisuuden\\_monikielinen\\_Suomi\\_Tvasprakig\\_skola\\_Ett\\_flersprakigt\\_Finland\\_i\\_framtid\\_en](https://www.researchgate.net/publication/331876929_Kaksikielinen_koulu_-_tulevaisuuden_monikielinen_Suomi_Tvasprakig_skola_Ett_flersprakigt_Finland_i_framtid_en)

YLE 19.10. 2022 *Opettajien mielestä peruskoulun suomen kielen opetus aliarvioi lapsia, joiden äidinkieli on jokin muu: "Opetetaan sellaista palikkasuomea"* Retrieved from: <https://yle.fi/a/74-20001500>

HS 15.09.2022 *"Oppilas kiroilee, sylkee ja puree" – HS:n kyselyyn vastanneet opettajat avautuvat inklusion laajoista ongelmista* Retrieved from: <https://www.hs.fi/kaupunki/art-2000009065876.html>

HS 03.06.2022 *Sopivan pieni porukka: Helsingin kouluissa on yhä valtavia opetusryhmiä. HS kävi Vuosaarella katsomassa, miksi luokkakoolla on merkitystä kouluissa.* Retrieved from: <https://www.hs.fi/kaupunki/art2000008820519.html?share=57a07592100fe4041da0013daeddc571>

YLE 05.07.2020 *Academics: Outdated structures, discrimination behind migrant students' poor performance in Finland - Teaching, student counselling and secondary education all discriminate against migrant-background students, experts say.* Retrieved from: <https://yle.fi/a/3-11434180>

### **Problem area 3:**

**Some parents of immigrant background cannot support their children, as it is expected of them, with schoolwork and free time activities in the same way as native parents.**

**“Our ability to reach unity in diversity will be the beauty and the test of our civilization.” – Mahatma Gandhi**

Children and youth with immigrant background have a much higher threshold for asking and getting help with their studies. Some parents' language barrier and sometimes insufficient education makes it difficult to get information and help with homework. Children and youth of immigrant background cannot rely on their parents for this kind of help. The Finnish school system is a success, also because of the good cooperation between home and school. Parents are supposed to follow and help with the daily activities of their children in school.

Furthermore, some parents of immigrant background cannot get information and participate as easily in the activities that try to bring school and home together due to the language barriers. Immigrant parents can feel left outside if special care is not given for them to be able to participate in these activities. Interpreters have been used and are used to facilitate this, but the process has often been perceived as difficult and time consuming. It is not always easy to participate in a parent's meeting with an interpreter. Some parents do not want to discuss problems when an outsider (as the interpreter can be perceived) participates in these meetings. In other cases, this arrangement works very well. Sometimes other parents can help interpret. As immigrant parents are different and from very different backgrounds it is important that solutions are created case by case; one solution does not fit all. There are also a few cases where parents are not able to help their children, due to illiteracy or insufficient education. In these cases, it becomes necessary that other arrangements are made with the school.

### **Structural solutions:**

A national platform could be difficult to build to cater for all the different individual cases. There should be sufficient funds however to get the necessary help at the communal level, and for the third sector's organizations working at grassroots level to provide the necessary help for both parents and children and youth of immigrant background. A case-by-case approach or working in small groups is likely to be more cost efficient.

## Other solutions:

A two-pronged solution is necessary here. Both parents and children need help simultaneously: Children, to become motivated to continue and not fall behind with their studies, and parents, to help their children now and in the future. It is likely that the third sector is more suitable to help in cases like these.

## Additional resources from the third and other sectors:

Åbo Akademi projektet: Hållbar kommunikation: <https://www.abo.fi/centret-for-livslangt-larande/pedagogik-och-lararfortbildning/hallbar-kommunikation/>

Flyktinghjälpen mentor/ stödprogram för nyinvandrade föräldrar och unga - <https://pakolaisapu.fi/yksilot-ja-perheet>

*For parents of immigrant background:*

Moniheli: OmaPolku - Omakielinen vertaistoiminta maahan muuttaneille vanhemmille - [Vertaistoiminta – Moniheli](#)

Nice Hearts Naapuriäiti: [TIETOA MEISTÄ - Nicehearts ry](#)

Luckan Integration guidance in several languages: <https://integration.luckan.fi/sv/guidance/>

Familia: <https://www.familiary.fi/en.html>

MLL – Perhekkummit: [Perhekkummit - Mannerheimin Lastensuojeluliitto \(mll.fi\)](#)

MLL - [Ystäväksi maahanmuuttajaäidille -toiminta - Mannerheimin Lastensuojeluliitto \(mll.fi\)](#)

Stig In2 project's Parent cooperation: <https://stiginastusisaan.com/process-foraldrasamverkan> The MindSpring peer to peer method was introduced by the project in Närpes in 2021 – 2022 (Thai), and the other group started in Helsinki in 2022 (Russian). Folkhälsan will continue with the MindSpring method after the end of the Stig In2 project.

Folkhälsan - Med rätt att inkluderas – Integrationsprojekt:

<https://www.folkhalsan.fi/kampanj/mangkulturellt-arbete-inom-folkhalsan/inkludering/>

Bildningsalliansen - Projektet Föräldrar i fokus - en modell för delaktighet i närskolan":

[https://bildningsalliansen.fi/Site/Data/1681/Files/20210818\\_Handboken\\_Fo%CC%88ra%CC%88ldrar\\_i\\_fokus.pdf](https://bildningsalliansen.fi/Site/Data/1681/Files/20210818_Handboken_Fo%CC%88ra%CC%88ldrar_i_fokus.pdf)

*For children and youth of immigrant background:*

MLL - Läskykummit tukevat peruskouluikäisiä lapsia koulunkäynnissä ja ovat luotettavana aikuisena juttuseurana: <https://www.mll.fi/>

SOS - Barnbyar: <https://www.sos-lapsikyla.fi/laxhjalpen/>

SOS- Lapsikylä: <https://www.sos-lapsikyla.fi/laksyapuu/>

Tieto On Valtaa ry - <https://www.facebook.com/people/Tieto-On-Valtaary/100050888876296/>

Sweps for youth 16–28 years old from Helsinki, Espoo, Vantaa, Kirkkonummi or Kauniainen: <https://www.sveps.fi> (mainly in Swedish and Finnish)

Plan International: <https://plan.fi/tutustu-planiin/tyomme-suomessa/koulutus-ja-kasvatus>

Luckan Integration guidance in several languages: <https://integration.luckan.fi/sv/guidance/>

Luckan UngInfo (Swe) - Hitta Rätt: <https://unginfo.fi/hittaratt/>

Luckan UngInfo (Swe) - Ärligt talad stödchatten: <https://arligttalat.fi/>

Fritid på svenska: <https://fritid.fi/>

CLL /Åbo Akademi: <https://www.abo.fi/ar-det-okej-att-vara-bada/>



## Research, publications, articles, and other relevant material:

All internet links have been tested as functional during November/December 2022.

Bildningsalliansen - Projektet Föräldrar i fokus (2021) - *Kartläggning bland föräldrar med annan kulturell bakgrund och lärare som undervisar elever med annan kulturell bakgrund.*

Retrieved from:

[https://bildningsalliansen.fi/Site/Data/1681/Files/2021\\_Fo%CC%88ra%CC%88ldrar%20i%20fokus\\_Kartla%CC%88ggningen\\_sammansta%CC%88llning.pdf](https://bildningsalliansen.fi/Site/Data/1681/Files/2021_Fo%CC%88ra%CC%88ldrar%20i%20fokus_Kartla%CC%88ggningen_sammansta%CC%88llning.pdf)

Åbo Akademi 14.09.2022 *Kommunikationen mellan hem och skola är mer än Wilma. Utvecklingsprojektet Hållbar kommunikation har lyft frågor om kommunikationssätt och -kanaler och tagit fram konkreta verktyg för att sprida information om skolvardagen.*

Retrieved from: <https://www.abo.fi/centret-for-livslangt-larande/kommunikationen-mellan-hem-och-skola-ar-mer-an-wilma/>

YLE 26.11.2020 *Study: Children of 'immigrant background' have lower grades, more mental health problems. An extensive study carried out by health agency THL found that parental background can significantly impact a child's welfare.* Retrieved from: <https://yle.fi/a/3-11667354>

YLE 29.11.2019 *Study: Parents heavily influence children's attitude towards school.* Retrieved from: <https://yle.fi/a/3-11094524>

## Problem area: 4

### The (too) fast digitalization of schoolwork.

**“Now is the time to act as the digital divide, which existed long before Covid-19, was only made worse by the crisis. However, recovery offers the chance for true transformation... ..This is particularly important for the world’s 1.8 billion young people, who must be equipped with the skills and resources to thrive in an ever-changing, tech-driven future.” – Volkan Bozkir, President of UN General Assembly**

Digitalization of the school system has happened very fast in the last years, and it was exacerbated during the Corona pandemic. While digitalization made it possible for children to continue their schooling from a distance, it made the digital divide even sharper. Those who had access to technology and those who did not, those who were familiar in using digital tools and those who were not, those who could get help in using digital tools and those who could not! At the same time, not all teachers had that level of digital competence to help their pupils with digital tools at the onset of the pandemic, and some still don't; at least not at the levels required for teaching today.

These differences were so evident that the Finnish government was adamant that the first to return to school benches were pupils in elementary education. The risk of being left behind was too big in these age groups. Other age groups were affected (and are still affected) and another set of problems has arisen. Cost of digital tools (laptops, pads, smart phones can be prohibitive to some families with immigrant background as well as native families with a lower socio-economical background. The schools not always can provide the necessary devices and needed instruction for their use to all the students. Fast internet connections, although quite common and widespread in Finland, are not a given in every home. Furthermore, parents of immigrant background not always have the required skillset to help their children with the fast-paced digitalization. Not keeping up with digitalization creates additional pitfalls for children and youth with immigrant background.

## Structural solutions:

Schools need to allocate more resources for the purchase of laptops, pads, and other digital tools so that the needs of all pupils are covered. While this is already the norm within well-to-do socioeconomic areas, it is not a reality for the whole Finland. Furthermore, instruction and support in the use of digital tools should be increased in those schools that have a high number of children and youth with immigrant background that could benefit from such instruction.

## Other solutions:

The private and the third sector should become more involved and try to help with the digital divide. The digital literacy of children with immigrant background could be encouraged through courses, workshops, competitions, and possible donations of digital equipment.

## Additional resources from the third and other sectors:

Helsingfors Universitet – Utbildning 26.01.2023 – 31.05.2023: *Stödandet av kritisk digital litteracitet inom undervisningen*: <https://hyplus.helsinki.fi/sv/koulutus/stodjandet-av-kritisk-digital-litteracitet-inom-undervisningen/>

Tieto- ja viestintäteknikka opetuksessa/ICT in Education:  
<https://www.facebook.com/groups/tvtopetuksessa>

Helsinki city: *Oppijan digipolku perusopetuksessa*:  
<https://helsinkioppi.hel.fi/oppiminen/digipolku/>

## Research, publications, articles, and other relevant material:

All internet links have been tested as functional during November/December 2022.

Helsingfors Universitet, Forskningsprojektet DigiLi (2021–2023) *Digital litteracitet i utveckling -förändringar och didaktiska implikationer relaterade till en allt mer digitaliserad undervisning*. Retrieved from: <https://www.helsinki.fi/sv/forskningsgrupp/mangfald-flersprakighet-och-social-rattvisa-i-utbildning/projekt/digili-digital-litteracitet-i-utveckling>

Undervisnings- och Kulturministeriet (2021) *Utveckling av samarbetet och anordnarstrukturen i fråga om utbildning på andra stadiet* – projekt. Retrieved from: <https://okm.fi/sv/projekt?tunnus=OKM070:00/2021>

Anttila, J. & Hämäläinen, M. (2019) *Accessibility, inclusion, and participation – Digital inclusion and non-discrimination as the goals of the Culture and Leisure Division of the City of Helsinki*. Demos, Helsinki. Retrieved from: <https://demoshelsinki.fi/wp-content/uploads/2021/05/Demos-accessibility-inclusion-and-participation.pdf>

Mclaughlin, T. (2020) *Digital divide? – Inequality issue runs much deeper says researcher*. Rutgers Camden News Now. Retrieved from: <https://news.camden.rutgers.edu/2020/08/digital-divide-inequality-issue-runs-much-deeper-says-researcher/>

HBL 14.09.2022 *Gratis gymnasium blev dödsstöten för finlandssvenska skolböcker*. Retrieved from: <https://www.hbl.fi/artikel/16cd09ae-3216-4aa6-a4ca-cb7889d9403b>

HS 19.09.2022 *Koulukirjojen puute Helsingissä johtaa hämmästyttäviin tilanteisiin kodeissa: "Lauseen lukeminen saa lapsen itkuun"* HS-kyselyn perusteella koulukirjoista säästäminen tuottaa perheille huolta ja monenlaisia haasteita. Retrieved from: <https://www.hs.fi/kaupunki/art-2000009045229.html>

Fitchett, D. E. (2022) *The Digital Divide Is Getting Worse: It Is Time To Close It*. Tides publication. Retrieved from: <https://www.tides.org/our-community/corporate-partners/the-digital-divide-is-getting-worse-its-time-to-close-it/>

HS 01.11.2022 *Miksi Pisa ihme hiipui? - Koululaisten osaaminen on rapistunut niin matematiikassa, lukutaidossa kuin luonnontieteissä. Alamäki alkoi, kun digilaitteet tulivat nuorten arkeen. Se ei kuitenkaan ole ainoa syy*. Retrieved from: <https://www.hs.fi/tiede/art-2000008861048.html>

HS 09.12.2021 *Oppivelvollisuuden laajentaminen toi kouluihin ennakoimattomia ilmiöitä – "Murrosikä ei ole otettu uudistuksessa lainkaan huomioon"*. Retrieved from: <https://www.hs.fi/kaupunki/art-2000008409153.html>

UNCTAD (2020) *Coronavirus reveals need to bridge the digital divide*. Retrieved from: <https://unctad.org/es/node/2368>

YLE 19.11.2018 *Finland's digital-based curriculum impedes learning, researcher finds*. <https://yle.fi/a/3-10514984>

## **Problem area: 5**

**Teachers have lower expectations from children and youth of immigrant background.**

**“We cannot accept the world as it is. Each day we should wake up foaming at the mouth because of the injustice of things.” - Hugo Claus**

There is a growing number of schoolchildren with different backgrounds while the number of teachers of other backgrounds than Finnish is almost non-existent. Racial and ethnic diversity in the teaching body is also non-existent and has become problematic. At the same time children and youth of immigrant background often have low self-esteem concerning their studying abilities. This is not only true for the lower education, but also in universities and higher education in general, where it is possible to have more diversity due to constraints of Finnish or Swedish language used in teaching being less rigid.

Lack of diversity is prevalent also in other fields where higher education is a prerequisite. Such lack of diversity in role models perpetuates itself. Children and young people of immigrant background need role models to see that the possibilities that higher education offers are open also for them. The insight that youth of immigrant background can meet the demands of higher education needs strengthening. This aspect of teaching needs to be considered also in the education and training of new teachers.

### **Structural solutions:**

Changes in school material so that, for example, a teacher, doctor, lawyer can be non-white, or have easily visible immigrant background. Attitude changing work through examples: schools invite speakers with different skin colours or immigrant backgrounds. Attitude changing training for the teachers.

### **Other solutions:**

There is a need for change and correction in admittance policies to higher education in Finland, to promote the inclusion of youth of immigrant background. Positive discrimination for example, could be such a solution. Positive discrimination has been used and is used in many other countries with good results, but relatively little in Finland.

### **Additional resources from the third and other sectors:**

Organizations, companies, and private persons who can help with diversity role models either through their diversified employments policies or through their core activities:

Lääkäriasema Medipulssi: <https://medipulssi.fi/laakariasema>

Rauhankasvatusinstituutti: <https://rauhankasvatus.fi/>

Global Dignity: <https://globaldignity.org/finland>

Luckan Integration: <https://integration.luckan.fi/>

Culture for all: <https://www.kulttuuriakaikille.fi/en.php>

Folkhälsan - Multicultural work: <https://www.folkhalsan.fi/en/projects-and-campaigns/integration/>

### **Research, publications, articles, and other relevant material:**

All internet links have been tested as functional during November/December 2022.

HS 2.12.2021 Yo-kirjoitukset muuttuivat taktikoinniksi. Retrieved from:

<https://www.hs.fi/kotimaa/art-2000008407079.html>

YLE 05.07.2020 *"En olisi odottanut tätä sinulta", sanoi opettaja – Suomessa maahanmuuttajataustaiset oppivat huonommin kuin muut, tutkijan mukaan syrjintä rehoittaa.* Retrieved from: <https://yle.fi/a/3-11431717>

YLE 22.10.19 *Noor Assad on espoolainen kympin tyttö, joka haluaa lääkäriksi – koulussa hän todisteli äidinkielen taitoaan ja kieltäytyi lähihoitajaopinnoista.* Retrieved from:

<https://yle.fi/a/3-11014478>

## Problem area: 6

**Some children of immigrant background face and experience racism in school and other places.**

**“We all too often have socialism for the rich and rugged free market capitalism for the poor.” - Martin Luther King, Jr**

Racism is still present in schools in Finland, and it affects the lives of many children and youth in a comprehensive manner. Racism is easy to identify in explicit situations when a person uses racist or demeaning expressions, or threatens someone of an ethnic or religious minority. Such blatant racist behavior is usually not accepted in schools in Finland and most schools work systematically for the eradication of racism.

It is more common however that racism in schools manifests itself and is built in the structure of the education system, rather than in conscious racist acts. For example, pupils with other skin colors than white are often steered towards Finnish or Swedish as second language track (S2), without actual testing of their skill in these languages. Alternatively, language skills in Finnish or Swedish are given the highest priority. Within higher education youth of immigrant background are guided towards certain fields of education regardless of their interests or aptitude. At university level, structural/institutional racism is evident both in admittance and in the recruiting process of researchers. Some ethnic and minority groups are heavily underrepresented in universities and other institutions of higher education in Finland.

Structural discrimination within education is present in many areas during the school path and affects not only the education level of a young person, but later also employment possibilities and in perspective income level, life quality and wellbeing. It is of utmost importance to identify and admit that such discriminating practices exist in Finnish schools, in order to find ways of working for their minimization and possible eradication from the education system. This should become the aim, instead of the usual claim that there is no racism in our school or organization. The first step in the fight against racism should always be to dare admit and accept that there is racism and discrimination even in one's own school.

## Structural solutions:

The Non-discrimination Act has recently been changed and it brings about also partial structural changes. The part-reform of the law aims to improve equality and non-discrimination also from the viewpoint of children and youth. The Finnish Parliament has approved the partial reform of the law and the next step is that the President confirms it, and the updated law enters into force on the 1<sup>st</sup> of June 2023. The main goal of the Non-discrimination Act, that first came into force in 2015, is to promote equal treatment, prevent discrimination and enhance legal remedies for the victims of discrimination.

The compulsory equality planning in accordance with current legislation applies to educational institutions and education providers, leaving outside the scope at present early childhood education and service providers. The work on the partial reform of the Non-discrimination act started in the spring of 2021 and the reform is part of Sanna Marin's government program. According to the reworked Non-discrimination Act the compulsory equality planning has been broadened to include also early childhood education. Equality planning within early childhood education is thought to fight discrimination and enhance equal treatment at an early stage, and at the same time guarantee children's rights. The costs to the communes that arise from the implementation of the reformed Non-discrimination act will be covered by the central government.

At the same time as the partial reform broadens the obligations for the providers of early childhood education, there is an extensive ongoing lack of human resources within the field. In order to achieve tangible structural changes therefore, more comprehensive structural changes are needed instead of getting a sense of completion by adding to the workload of the early education caregivers that are already under intense pressure in many areas in Finland. More thorough and better thought and formulated plans and remedies are needed to create a non-discriminatory and anti-racist school system, that covers the whole education path, from early childhood education to university studies, from special education to guidance, and the whole way up to the rector's office.



## Other solutions:

## Additional resources from the third and other sectors:

The Non-discrimination Ombudsman: <https://syrijinta.fi/en/front-page>

An Equal Finland : Government Action Plan for Combating Racism and Promoting Good Relations between Population Groups:  
[https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/163737/OM\\_2022\\_2\\_ML.pdf?sequence=1&isAllowed=y](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/163737/OM_2022_2_ML.pdf?sequence=1&isAllowed=y)

THL - Online course on anti-racism for professionals: <https://thl.fi/en/web/migration-and-cultural-diversity/support-material/online-course-on-anti-racism-for-professionals>

Rauhankasvatusinstituutti - <https://rauhankasvatus.fi/en/>

Helsinki University Project - Racism and antiracism in lower secondary schools (RILSE):  
<https://www.helsinki.fi/en/researchgroups/diversity-multilingualism-and-social-justice-in-education/projects/racism-and-antiracism-in-lower-secondary-schools-rilse>

DIVa – parents for Diversity: <https://diva.ngo/>

Folkhälsan - Multicultural work: <https://www.folkhalsan.fi/en/projects-and-campaigns/integration/>

Equality.fi: <https://yhdenvertaisuus.fi/en/frontpage>

I am antiracist: <https://yhdenvertaisuus.fi/en/iamantiracist.fi>

Project Osaavat (Capable): <https://yhdenvertaisuus.fi/en/capable>

Projekt O. LIKA - Styrka i mångfald: <https://www.abo.fi/projekt/o-lika-styrka-i-mangfald/>

## Research, publications, articles, and other relevant material:

All internet links have been tested as functional during November/December 2022.

Yhdenvertaisuusvaltuutettu (2020) *Selvitys afrikkalais- taustaisten henkilöiden kokemasta syrjinnästä. Syrjintä vaikuttaa afrikkalaistaustaisten elämään kokonaisvaltaisesti*. Retrieved from:

[https://syrjinta.fi/documents/25249352/0/Selvitys+afrikkalaistaustaisten+henkil%C3%B6iden+kokemasta+syrjinn%C3%A4st%C3%A4+\(PDF,+2204+kt\).pdf/26f9e7b9-1dca-a3b6-4022-467340922da0/Selvitys+afrikkalaistaustaisten+henkil%C3%B6iden+kokemasta+syrjinn%C3%A4st%C3%A4+\(PDF,+2204+kt\).pdf?t=1612266834768](https://syrjinta.fi/documents/25249352/0/Selvitys+afrikkalaistaustaisten+henkil%C3%B6iden+kokemasta+syrjinn%C3%A4st%C3%A4+(PDF,+2204+kt).pdf/26f9e7b9-1dca-a3b6-4022-467340922da0/Selvitys+afrikkalaistaustaisten+henkil%C3%B6iden+kokemasta+syrjinn%C3%A4st%C3%A4+(PDF,+2204+kt).pdf?t=1612266834768)

Diskrimineringsombudsmannens sammanfattning av utredningen på svenska:

[https://syrjinta.fi/documents/25249352/0/Utdredning+om+diskrimineringsupplevelser+hos+personer+med+afrikanskt+ursprung+\(PDF\).pdf/1752cc8b-ae3d-e4f0-eaac-f982e3bc0a92/Utdredning+om+diskrimineringsupplevelser+hos+personer+med+afrikanskt+ursprung+\(PDF\).pdf?t=1612266861282](https://syrjinta.fi/documents/25249352/0/Utdredning+om+diskrimineringsupplevelser+hos+personer+med+afrikanskt+ursprung+(PDF).pdf/1752cc8b-ae3d-e4f0-eaac-f982e3bc0a92/Utdredning+om+diskrimineringsupplevelser+hos+personer+med+afrikanskt+ursprung+(PDF).pdf?t=1612266861282)

ECRI Report on Finland (fifth monitoring cycle) - Rekommendationerna av Europeiska kommissionen mot rasism och intolerans: Retrieved from: <https://rm.coe.int/fifth-report-on-finland/1680972fa7>

Kazi, Villiina & Alitolppa-Niitamo, Anne & Kaihovaara, Antti (toim.). (2019). *Kotoutumisen kokonaiskatsaus 2019: Tutkimusartikkeleita kotoutumisesta*. TEM oppaat ja muut julkaisut 2019:10. Helsinki: Työ- ja elinkeinoministeriö. Retrieved from:

[https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162005/TEM\\_oppaat\\_10\\_2019\\_Tutkimusartikkeleita\\_kotoutumisesta\\_20012020.pdf?sequence=1&isAllowed=y](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162005/TEM_oppaat_10_2019_Tutkimusartikkeleita_kotoutumisesta_20012020.pdf?sequence=1&isAllowed=y)

Summary in English p. 269–272

Ndukwe, T. C. (2022) *Immigrant Political Integration in Finland: The Perspectives of Black African Immigrants at the Municipal Level*. Jyväskylä: University of Jyväskylä. Retrieved from:

[https://jyx.jyu.fi/bitstream/handle/123456789/79532/978-951-39-8996-5\\_vaitos04022022.pdf?sequence=-1](https://jyx.jyu.fi/bitstream/handle/123456789/79532/978-951-39-8996-5_vaitos04022022.pdf?sequence=-1)

Jäske, A., Waenthongkham, J., & Niemi-Sampan, P. (2022) *Mixed – Suomalaista Elämää Kulttuurien Risteylässä*. *Kosmos, Helsinki*

Keskinen, S., Atabong Alemanji, A., Himanen, M., Kivijärvi, A., Osazee, Y., Pöyhölä, N., & Rousku, V. (2018) *The Stopped – Ethnic Profiling in Finland*. Swedish School of Social Science, University of Helsinki. Retrieved from:

[https://helda.helsinki.fi/bitstream/handle/10138/239649/The\\_Stopped\\_Ethnic\\_Profiling\\_in\\_Finland.pdf?sequence=1](https://helda.helsinki.fi/bitstream/handle/10138/239649/The_Stopped_Ethnic_Profiling_in_Finland.pdf?sequence=1)

Justitieministeriet/Likabehandling.fi (2022) *Motivet avgör – Identifiera fördomarna bakom hatmotiverade gärningar*. Retrieved from: [https://yhdenvertaisuus.fi/documents/5232670/124574534/teemajulkaisu\\_motivet\\_avgor.pdf/fe067bf1-35f8-7625-0647-615afaca5ed3/teemajulkaisu\\_motivet\\_avgor.pdf?t=1655705381304](https://yhdenvertaisuus.fi/documents/5232670/124574534/teemajulkaisu_motivet_avgor.pdf/fe067bf1-35f8-7625-0647-615afaca5ed3/teemajulkaisu_motivet_avgor.pdf?t=1655705381304)

HS 29.11.2022 *Nuorten rikoskierteiden katkaisemiseen ei ole taikakonsteja - Suomessa on täällä syntyneitä ja kasvaneita nuoria, jotka eivät tunne kuuluvansa mihinkään. Rikollinen maailma saattaa näyttäytyä helppona ja houkuttelevana vaihtoehtona*. Retrieved from: <https://www.hs.fi/paakirjoitukset/art-2000009226515.html>

Justitieministeriet Pressmeddelande 28.10.2021 *Handlingsprogrammet mot rasism tar sikte på ett jämlikt Finland*. Retrieved from: <https://oikeusministerio.fi/sv/-/handlingsprogrammet-mot-rasism-tar-sikte-pa-ett-jamlikt-finland>

HS 23.10.2022 *Räppäriä luultiin ravintolassa ruokalähetiksi: Uusi tietokirja valottaa, mitä arkipäivän rasismille voidaan tehdä*. Retrieved from: <https://www.hs.fi/kulttuuri/art-2000009144284.html>

HS 23.10.2022 *Kirjailijan suomen taitoa epäiltiin terveydenhuollossa: Uusi tietokirja valottaa, mitä arkipäivän rasismille voidaan tehdä*. Retrieved from: <https://www.hs.fi/kulttuuri/art-2000009144284.html>

IL 07.10.2022 *Espoolaismies sylki 9-vuotiaan maahanmuuttajatyön päälle - Raivostunut perheenisä haukkui lapsia rasisilla termeillä. Tapauksella oli silminnäkijöitä*. Retrieved from: <https://www.iltalehti.fi/kotimaa/a/0681a09b-6ebd-4e55-a8e9-40cda216ec79>

HS 27.09.2022 *Kipeitä kokemuksia - Kymmenettuhannet ihmiset kohtaavat arjessaan toistuvasti syrjintää ihonvärinsä vuoksi. HS tapasi Naserin, Emnetin ja Mundherin, jotka kertovat, millaisten rasisisten sanojen ja tekojen kohteeksi he ovat Suomessa joutuneet ja miten se on vaikuttanut heidän elämäänsä*. Retrieved from: <https://www.hs.fi/hyvinvointi/art-2000008909635.html>

Diskriminerings Ombudmannen 03.05.2021 *Antirasism möjliggör likabehandling i vårt utbildningssystem*. Retrieved from: <https://syrjinta.fi/sv/-/antirasism-mojliggor-likabehandling-i-vart-utbildningssystem>

YLE 05.07.2020 *Academics: Outdated structures, discrimination behind migrant students' poor performance in Finland - Teaching, student counselling and secondary education all discriminate against migrant-background students, experts say*. Retrieved from: <https://yle.fi/a/3-11434180>

HBL 09.06.2020 *DO: Finland toppar europeisk statistik över rasism*. Retrieved from: <https://www.hbl.fi/artikel/e7302a1e-7cef-4b8b-a459-739e57ee5a5c>

YLE 12.06.2020 *Ensimmäisenä Suomessa: koulujen ja päiväkotien työntekijöille rasisminvastaista koulutusta Helsingissä*. Retrieved from: <https://yle.fi/a/3-11396797>

YLE 11.06.2020 *Rasismi on muutakin kuin silmännähtävää väkivaltaa, muistuttavat nuoret: "Se on paikan vaihtamista bussissa ja vääriä oletuksia."* Retrieved from: <https://yle.fi/a/3-11395950>

YLE 09.06.2020 *Valtaosa afrikkalaistaustaisista kokee Suomessa syrjintää ihonvärinsä vuoksi, kertoo tuore selvitys – lapsillekin saatetaan huudella törkeyksiä* Retrieved from: <https://yle.fi/a/3-11391170>

YLE 18.03.2019 *Tutkija arvostelee maahanmuuttajien työelämään ohjaamista piilorasismista – "Ajatellaan, että heillä on luontainen tarve hoivata."* Retrieved from: <https://yle.fi/a/3-10688097>

YLE 18.08.2017 *Joka toinen työvoimaan kuuluva Suomen somalialainen on työtön – lasten tulevaisuus huolettaa.* Retrieved from: <https://yle.fi/a/3-9783136>

## **Problem area: 7**

**The catchment areas for schools and kindergartens are imbalanced.**

**“Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible” – Maya Angelou**

Given the fact that immigrant families tend to concentrate or are placed in certain areas, this means also that the number of children with immigrant background varies a lot from school to school according to the catchment area. Areas with high socioeconomic status have a lower number of children with immigrant background and vice versa. More children of immigrant background in classrooms can increase the need for resources of both special teachers and other support personnel. These resources are often not available and have created noticeable differences between schools.

### **Structural solutions:**

There is a need for increased communal and state funding for schools in areas with low socioeconomic status. In these cases, it is necessary that the funding of socio-economic programs directed to the elimination of problems for children and youth of immigrant background does not concern only schools, but help is needed for the whole affected area. Governmental, and /or other resources are necessary in such cases. The structural changes brought about by the creation of the health and welfare areas in Finland are likely to bring about changes also in the integration services, especially as this is coupled with changes in the planned new integration law. There is a possibility here for the health and welfare areas and communes to plan housing to avoid the creation of segregated areas. Cities and communes' education departments and municipal councils need to also take into consideration the imbalances between schools and try to minimize them.

### **Other solutions:**

Changes in catchment areas, or limitations of pupils of immigrant background per class, have also been put forward as possible solutions.

## Additional resources from the third and other sectors:

### Articles, publications, research, and relevant material:

All internet links have been tested as functional during November/December 2022.

Kauppinen, TM., van Ham, M. & Bernelius, V. (2022) *Understanding the effects of school catchment areas and households with children in ethnic residential segregation*. Housing Studies, Volume 37, 2022 – Issue 9. Retrieved from:

<https://www.tandfonline.com/doi/full/10.1080/02673037.2020.1857707>

Huilla, H. (2022) *Kaupunkikoulut ja huono-osaisuus*. Helsingin yliopisto, Kasvatustiede.

Retrieved from: <https://helda.helsinki.fi/handle/10138/341436>

Bernelius, V. & Huilla, H. (2021) *Koulutuksellinen tasa-arvo, alueellinen ja sosiaalinen eriytyminen ja myönteisen erityiskohtelun mahdollisuudet*. Valtioneuvoston julkaisuja, Nro 2021:7, Valtioneuvosto. Retrieved from: <https://helda.helsinki.fi/handle/10138/330603>

Bernelius, V., Huilla, H., & Lobato, I. (2021). 'Notorious Schools' in 'Notorious Places'? *Exploring the Connectedness of Urban and Educational Segregation*. Social Inclusion, 9(2), 154-165. doi:<https://doi.org/10.17645/si.v9i2.3838>

Bernelius, V., & Vilkkama, K. (2019) *Pupils on the move: School catchment area segregation and residential mobility of urban families*. Urban Studies, 56(15), 3095-3116. Retrieved from: <https://doi.org/10.1177/0042098019848999>

Andersson, R., Turner Magnusson, L., & Holmquist, E. (2010) *Contextualising ethnic residential segregation in Sweden: Welfare, housing, and migration-related policies*, Institute for Housing and Urban Research at NOVA, Oslo Metropolitan University. Retrieved from:

[https://www.researchgate.net/publication/283512571\\_Contextualising\\_ethnic\\_residential\\_segregation\\_in\\_Sweden\\_welfare\\_housing\\_and\\_migration-related\\_policies](https://www.researchgate.net/publication/283512571_Contextualising_ethnic_residential_segregation_in_Sweden_welfare_housing_and_migration-related_policies)

YLE 05.10.2022 *Helsinki links school funding to student family backgrounds*. Retrieved from:

<https://yle.fi/a/3-12650024>

HS. 16.09.2022 *Kaupunkitutkija pitäisi tiukasti kiinni lähikouluista: "Lapset saattavat joutua silmätikuiksi" Koulumaailman haasteita ei ratkota koulupiirien jakolinjoja siirtelemällä, usko tutkija. Keinoja puuttua haasteisiin kuitenkin olisi*. Retrieved from:

<https://www.hs.fi/kaupunki/art-2000009070788.html>

HS 16. 06. 2022 *Keskiluokkaiset karttavat jo tiettyjä lähiöitä myös pikkukaupungeissa: "Etnisesti eriytyneempiä kuin pääkaupunkiseudun kaupungit"* Retrieved from:

<https://www.hs.fi/kotimaa/art-2000008866876.html>

HS 06.06.2022 *"Arjen ohjeet annan elekielellä"* – HS kysyi opettajien kokemuksia vieras-kielisten opettamisesta. Retrieved from: <https://www.hs.fi/kaupunki/art-2000008861699.html?share=7cc123e0ea534ff2586ab3e05cc96979>

HS 03.06.2022 *Sopivan pieni porukka: Helsingin kouluissa on yhä valtavia opetusryhmiä. HS kävi Vuosaassa katsomassa, miksi luokkakoolla on merkitystä kouluissa.* Retrieved from: <https://www.hs.fi/kaupunki/art2000008820519.html?share=57a07592100fe4041da0013daeddc571>

HS 01.06.2022 *Espoossa on koulu, jossa enää pieni osa lapsista puhuu äidinkielenään suomea – Tutkija huolissaan koko seudun kehityksestä.* Retrieved from: <https://www.hs.fi/kaupunki/art-2000008841213.html?share=ae881da70ab8400075dc034d25f38cc5>

HS 31.05.2021 *"Yksikään kolmesta lapsestamme ei päädy pahamaineiseen kouluun" – Hyväosaiset perheet välttelevät lähikouluja Helsingissä, asiantuntija huolissaan kehityksestä.* Retrieved from: <https://www.hs.fi/kaupunki/art-2000007985475.html>

HS 31.05.2021 *Mitä koulujen voimakkaasti kasvaville eroille pitäisi tehdä? Näin Helsingin johtavat poliitikot vastaavat.* Retrieved from: <https://www.hs.fi/kaupunki/art-2000007991979.html>

HS 28.04.2021 *Naapurustojen jakautuminen hyvä- ja huono-osaisiin vetää syvää railoa koulujen oppimistuloksiin Helsingin seudulla: "Määrittelee oppilaiden koko kouluhistoriaa."* Retrieved from: <https://www.hs.fi/kaupunki/art-2000007945015.html>

HS 17.02.2021 *"Heikkenevän kehityksen kierre" voi ajaa opettajia pois tietyistä kouluista, varoittaa tutkija.* Retrieved from: <https://www.hs.fi/kotimaa/art-2000007808564.html>

HS 25.10.2013 *Sosiaaliset ongelmat ajavat väkeä karkuun lähiöistä - Pääkaupunkiseudun asuinalueet saattavat eriytyä entisestään.* Retrieved from: <https://www.hs.fi/kaupunki/art-2000002683506.html>

## Problem area 8

**Problem: In Finland children of immigrant background are less likely to attend early childhood education compared to the other Nordic countries.**

**“Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected.” – Kofi Annan**

Research indicates that early childhood education institutes (kindergartens) are the best place to start learning a new language. There, learning a new language is more natural and not as hurried by other activities like in school. If children with immigrant background would start their language studies already in kindergarten, it would ease their school introduction and further studies. In kindergarten they also become more familiarized with the new language and society and become used to the fact that the languages spoken at home and outside it are usually different. That so many families with immigrant background opt out of early childhood education could be mitigated by reducing/removing the fees and increasing the confidence of immigrant families towards kindergartens.

The early childhood education fees in Finland while not very high and scaled to income, are still considerable costs for some families of immigrant background. Furthermore, Finnish kindergartens are known for the approach that children spend part of the day outside in all weathers and given the Finnish climate this translates that the children’s clothing must be weather appropriate. This means further costs, atop the kindergarten fees, for families of immigrant background that they sometimes cannot afford.

### **Structural solutions:**

Free of charge early childhood education?

The Ministry of Education and Culture tested with 20 hours of free of charge kindergarten for 5-year-old children from the 1<sup>st</sup> of August 2018, until the end of July 2021 in three periods. The communes that participated got some funding for arranging the test trial. During the first phase 20% of the estimated cost for the testing communes was covered, and for the second phase the coverage of estimated costs was raised to 40%. In the third phase the communes were reimbursed with 79.23% of the real costs. All communes that got funding participated in all 3 phases of the trial.



The above-mentioned trial was followed by the now ongoing two years obligatory preschool education trial. The trial period started in August 2021 and will continue until May 2024. 10.000 children born 2016 and 2017 will participate. The communes participating in the trial period were chosen randomly. The Ministry of Culture and Education is again responsible for the trial. The trial will be followed by an evaluation process.

### **Other solutions:**

It is not always the cost of having children in kindergarten that is the deterrent factor for parents of immigrant background, but how the role of the family is perceived as the main caregiver in raising children. Parents of immigrant background may think that is safer to keep the children at home both for themselves as parents, and for the children. They do not have the same information and confidence about Finnish kindergartens as native parents do. Furthermore, the significant lack of early childhood education personal in several areas in Finland, can influence both the possibility of getting a place in a kindergarten nearby, and the overall satisfaction of having children attend kindergarten. The reticence in these cases is understandable.

The confidence of parents towards Finnish kindergartens could be increased with the help of the following activities:

- Short videos of how your child spends the day at kindergarten.
- More inclusive visits to kindergartens for parents of immigrant background.
- Multilingual information on the positive effects early childhood education has for the development of language skills of young children.
- It is important to point out also that when children attend kindergarten this can lead to increased possibilities for parents of immigrant background to find employment or pursue language studies. These in the long run have a positive effect on the overall integration of the family.
- Family cafes and open daycare are also important. Parents of immigrant background receive valuable information and can get insights on how kindergartens' daily activities are organized.

## Additional resources from the third and other sectors:

Mentor programmes for children and parents of immigrant background -  
<https://pakolaisapu.fi/yksilot-ja-perheet>

Moniheli - OmaPolku: Peer support activities for immigrant parents in their native language:  
<https://moniheli.fi/en/omapolku/vertaistoiminta>

Nice Hearts Naapuriäiti: [TIETOA MEISTÄ - Nicehearts ry](https://www.nicehearts.fi/)

Luckan Integration guidance: <https://integration.luckan.fi/guidance>

Luckan Barnkultur - Family Cafés: <https://barnkultur.luckan.fi/helsingfors/familjecafeer/>

Familia: <https://www.familiary.fi/en.html>

MLL - Perhekummit [Perhekummit - Mannerheimin Lastensuojeluliitto \(mll.fi\)](https://www.mll.fi/perhekummit)

MLL - [Ystäväksi maahanmuuttajaäidille -toiminta - Mannerheimin Lastensuojeluliitto \(mll.fi\)](https://www.mll.fi/ystavaksi)

Stig In2 project's Parent cooperation: <https://stiginastusisaan.com/process-foraldrasamverkan> The MindSpring peer to peer method was introduced by the project in Närpes in 2021 – 2022 (Thai), and the other group started in Helsinki in 2022 (Russian). Folkhälsan will continue with the MindSpring method after the end of the Stig In2 project.

Folkhälsans Integrationsprojekt - Med rätt att inkluderas:  
<https://www.folkhalsan.fi/kampanj/mangkulturellt-arbete-inom-folkhalsan/inkludering/>

Bildningsalliansen Projektet Föräldrar i fokus - en modell för delaktighet i närskolan":  
[https://bildningsalliansen.fi/Site/Data/1681/Files/20210818\\_Handboken\\_Fo%CC%88ra%CC%88ldrar\\_i\\_fokus.pdf](https://bildningsalliansen.fi/Site/Data/1681/Files/20210818_Handboken_Fo%CC%88ra%CC%88ldrar_i_fokus.pdf)

## Research, publications, articles, and other relevant material:

All internet links have been tested as functional during November/December 2022.

Løberg, M. (2021) *Barnehage, en arena for barn og foreldres integrering i Norden - Päiväkoti – Leikskóli – Barnehage – Förskola*. Nordisk ministerråd. Retrieved from:

<https://pub.norden.org/nord2021-047/#76844>

Ginner Hau, H., Selenius, H., & Björck Åkesson, E. (2020). *A preschool for all children? – Swedish preschool teachers' perspective on inclusion*. International Journal of Inclusive Education, 1–19.

Andersen, C. E., Steinnes, J., & Vik, S. (2020). *Special Issue: Kindergarten Pedagogy and Policy*. Nordic Studies in Education, 40(3), 206–209. Retrieved

from: <https://doi.org/10.23865/nse.v40.2455>

Lanki, H., *Monikulttuurista muskaria etsimässä: Vinkkejä ja ajatuksia monikulttuurisen muskariryhmän vetäjälle*. Metropolia Ammattikorkeakoulu. Retrieved from:

[https://www.theseus.fi/bitstream/handle/10024/147850/Hanna\\_Lanki.pdf?sequence=1&isAllowed=y](https://www.theseus.fi/bitstream/handle/10024/147850/Hanna_Lanki.pdf?sequence=1&isAllowed=y)

Undervisnings- och kulturministeriet (2021) *Försök med tvåårig förskoleundervisning*

Retrieved from: <https://okm.fi/sv/forsok-med-tvaarig-forskoleundervisning>

Undervisnings- och kulturministeriet, *Försök med avgiftsfri småbarnspedagogik*. Retrieved

from: <https://okm.fi/sv/forsok-med-avgiftsfri-smabarnspedagogik>

Lag om ett försök med tvåårig förskoleundervisning (2020) Retrieved from:

<https://www.finlex.fi/sv/laki/alkup/2020/20201046>

Siippainen, A., Repo, L., Metsämuuronen, J., Kivistö, A., Alasuutari, M., Koivisto P., & Saarikallio-Torp, M., (2019) Viisivuotiaiden maksuttoman varhaiskasvatuksen kokeilun ensimmäinen vaiheen arviointi. Kansallinen koulutuksen arviointikeskus, Retrieved from:

[https://karvi.fi/wp-content/uploads/2019/09/KARVI\\_1619.pdf](https://karvi.fi/wp-content/uploads/2019/09/KARVI_1619.pdf) Sammanfattning på svenska: *Utvärdering av försöket med avgiftsfri småbarnspedagogik för femåringar. Utvärdering av försökets första skede*. Sid. 5-6, Abstract in English: The first phase of the evaluation of an experiment on free of charge early childhood education and care for five-year-olds - Participation in early childhood education and the organization of the experiment, p.7-8

Siippainen, A., Paananen, M., Metsämuuronen, J., Repo, L., Sarkkinen, T., Alasuutari, M., Koivisto P., & Saarikallio-Torp, & M., Kirjavainen, T., (2020) Viisivuotiaiden maksuttoman varhaiskasvatuskokeilun arvioinnin toinen vaihe: *Varhaiskasvatukseen osallistuminen, kokeilun kustannukset ja järjestäminen*. Kansallinen koulutuksen arviointikeskus, Retrieved from: [https://karvi.fi/wp-content/uploads/2020/09/KARVI\\_1420.pdf](https://karvi.fi/wp-content/uploads/2020/09/KARVI_1420.pdf) Sammanfattning på svenska: *Andra skedet av utvärderingen av försöket med avgiftsfri småbarnspedagogik för femåringar: Deltagande i småbarnspedagogiken, försökets kostnader och genomförande*, sid. 7–10, Abstract in English: *An experiment on free of charge early childhood education and care for five-year-olds: The second phase of evaluation - Participation in early childhood education, its costs and organization*. p. 11-14

Kuusiholma-Linnamäki, J., Siippainen, A., Lepola, L. Metsämuuronen, J. Alasuutari, M., Koivisto, P., Nygård, M., & Saarikallio-Torp, M. (2021) *Viisivuotiaiden maksuttoman varhaiskasvatuskokeilun kolmannen vaiheen arviointi. Varhaiskasvatukseen osallistuminen ja kuntien vaihtelevat palvelujärjestelmät*. Kansallinen koulutuksen arviointikeskus. Retrieved from: [https://karvi.fi/wp-content/uploads/2021/11/KARVI\\_2421.pdf](https://karvi.fi/wp-content/uploads/2021/11/KARVI_2421.pdf) Sammandrag på svenska: Utvärdering av det tredje skedet av försöket med avgiftsfri småbarnspedagogik för femåringar. Deltagande i småbarnspedagogiken och varierande servicesystem i kommunerna, sid. 5-6, Summary in English: An experiment on free of charge early childhood education and care for five-year-olds: The third phase of evaluation - Participation in early childhood education and care and the varying service systems in municipalities, p. 7-8

Ukkola, A. & Väätäinen H. (2021) *Tasa-arvo, yhdenvertaisuus ja osallisuus koulutuksessa – katsaus kansallisiin arviointeihin*. Kansallinen koulutuksen arviointikeskus. Retrieved from: [https://karvi.fi/wp-content/uploads/2022/01/KARVI\\_T1621.pdf](https://karvi.fi/wp-content/uploads/2022/01/KARVI_T1621.pdf), Samanfattning på svenska: *Jämlikhet, likvärdighet och delaktighet i utbildningen – en översikt över nationella utvärderingar*. Retrieved from: [https://karvi.fi/wpcontent/uploads/2021/12/NCU\\_T1721.pdf](https://karvi.fi/wpcontent/uploads/2021/12/NCU_T1721.pdf)

Undervisnings- och kulturministeriets pressmeddelande 23.11.2022, *Över sju miljoner euro för anordnande av småbarnspedagogik för barn som kommit från otrygga förhållanden*. Retrieved from: <https://okm.fi/sv/-/over-sju-miljoner-euro-for-anordnande-av-smabarnspedagogik-for-barn-som-kommit-fran-otrygga-forhallanden>

Svenska YLE 03.11.2022 *Städerna i huvudstadsregionen vädjar till regeringen: "Ni måste öka antalet studieplatser inom småbarnspedagogiken"* Retrieved from: <https://svenska.yle.fi/a/7-10022497>

HBL 02.02.2022 *Femåringarna i södra Paipis trivs med att gå i förskola*. Retrieved from: <https://www.hbl.fi/artikel/b96193ee-d355-44e9-a13d-af3493dda40e>

Svenska YLE 15.01.2021 *Försök med tvåårig förskola i höst – expert skeptisk till om det är ett steg i rätt riktning*. <https://svenska.yle.fi/a/7-1511285>

Undervisnings- och Kulturministeriets Pressmeddelande 22.01.2020 *Försöket med avgiftsfri småbarnspedagogik för femåringar utvidgas – målet är att stärka jämlikheten i utbildningen*. Retrieved from: <https://okm.fi/sv/-/forsoket-med-avgiftsfri-smabarnspedagogik-for-femaringar-utvidgas-malet-ar-att-starka-jamlikheten-i-utbildningen>

Svenska YLE 25.03.2019 *Förlängd förskola får stöd bland partierna, men en del vill låta barnen leka*. Retrieved from: <https://svenska.yle.fi/a/7-1374311>

Svenska YLE 25.03.2019 *Pedagoger om förskola för 5-åringar: Bra satsa på småbarnspedagogik i tidigt skede men barnen ska skyddas från stress*. Retrieved from: <https://svenska.yle.fi/a/7-1374327>

## Problem area: 9

### Youth of immigrant background are less likely to pursue higher education.

**“To bring about change, you must not be afraid to take the first step. We will fail when we fail to try.” – Rosa Parks**

There is a need in reevaluating the bases of how the immigrant youth are evaluated concerning their eligibility for further education and that such evaluation is not dominated by their language proficiency in Finnish or Swedish. These language skills are very important for pursuing higher education in Finland, but they should not be the most important criteria of eligibility. Furthermore, previous education should also be taken into consideration when it comes to these evaluations. Languages skills are considered an asset in similar evaluations in many other countries; that is not the case in Finland. Other languages are an asset only to those that have Finnish or Swedish as a mother tongue. At the same time, while much is being said and written about maintaining and developing language skills of mother tongue/first language, and how this helps in the overall development of language skills, this is oftentimes problematic. The minimum number of children for groups of mother tongue/first language courses has been increased to eight. In practice this means that children and youth of immigrant background often must travel to another school to get instruction in their mother tongue/first language. This is not always feasible.

### Structural solutions:

The extension of the mandatory education from 16 years to 18 years in Finland is a welcomed development affecting systemic change for the improvement of the situation of children and youth of immigrant background, while at the same time raising the competence level of young people in Finland. The extension became mandatory in 2021. Making mandatory the two additional years means that youth of immigrant background can continue their schooling **longer** and get help with their studies if necessary. The extra two years mean also that youth of immigrant background have more time and possibilities to consider further education. At the same time their language skills are likely to develop further towards a more academic level, thus making it easier to consider higher education. This structural change is also financially helpful to many immigrant families. This welcomed and necessary development is very recent, making it difficult to evaluate the outcome, but the initial feedback is positive.

Extension of the mandatory education brings about also economic relief for families with immigrant background.

### **Extended mandatory education ≈ Free of charge secondary education**

- Studies (free of charge also previously)
- School meals (free of charge also previously)
- Learning equipment needed for secondary studies
- Study books
- School trips longer than 7km
- Free of charge final exams
- In some special cases (100 km or more to the closest unit of education) also travelling and accommodation are covered.

Other solutions:

The following could be also possible solutions to increase the numbers of youth of immigrant background that continue with higher education:

- Selection criteria and eligibility for higher education: recognition and evaluation of knowledge of other languages, cultures, religions, art etc.
- Possibilities in certain areas of education that language requirements in Finnish and Swedish are lowered to a level that promotes further education (this has partly been affected). At the same time, there should be more widely available possibilities in higher education to develop further the language skills in Finnish and Swedish.
- Further development of the S2 teaching (Finnish or Swedish as a second language) so that it is better aligned with the language levels required for higher education.

## Additional resources from the third and other sectors:

Ohjaamo / One-Stop Guidance Center: Help in matters related to work, education, and everyday life. Almost 70 One-Stop Guidance Centers across Finland provide information and guidance fast and need based. Guidance for persons under 30 years of age:

<https://ohjaamot.fi/en/etusivu>

Esbo city - Ohjauksella onnistumisiin' project in Espoo's general upper secondary schools:

<https://www.espoo.fi/en/cultural-instructor>

Utbildningsstyrelsen - Högskolornas SIMHE-tjänster: <https://www.oph.fi/sv/hogskolornas-simhe-tjanster>

Luckan Integration guidance in several languages: <https://integration.luckan.fi/sv/guidance/>

Luckan UngInfo (Swe) - Hitta Rätt: <https://unginfo.fi/hittaratt/>

Luckan UngInfo (Swe) - Ärligt talad stödchatten: <https://arligttalat.fi/>

CLL /Åbo Akademi – Är det OK att vara båda? Projekt för att starka nyanlända barns välmående, självkänsla och känsla av samhörighet till båda sina kulturer:

<https://www.abo.fi/ar-det-okej-att-vara-bada/>

Rauhankasvatusinstituutti - Redskap för antirasistiskt fostringsarbete mot diskriminering:

<https://rauhankasvatus.fi/kohti-syrjimatonta-koulua/>

## Research, publications, articles, and other relevant material:

Hirschovits-Gerz, T., Weckroth, N. & Heino, T. (toim.) (2022) - *Ikkuna aikuistumiseen - Selvitys lastensuojelun jälkihuollon ja ilman huoltajaa maahan alaikäisenä tulleiden nuorten tuesta ja palveluista*. Terveyden ja hyvinvoinnin laitos (THL). Retrieved from:

[https://www.julkari.fi/bitstream/handle/10024/144027/URN\\_ISBN\\_978-952-343-815-6.pdf?sequence=1&isAllowed=y](https://www.julkari.fi/bitstream/handle/10024/144027/URN_ISBN_978-952-343-815-6.pdf?sequence=1&isAllowed=y)

OKM, TEM, STM (2019) *Koulutuksen ja työn ulkopuolella olevat (NEET) nuoret, katsaus tilanteeseen ja toimenpiteisiin*. Retrieved from:

[https://okm.fi/documents/1410845/4449678/Koulutuksen+ja+ty%c3%b6n+ulkopuolella+olevat+\(NEET\)+nuoret,+katsaus+tilanteeseen+ja+toimenpiteisiin/51231944-1fc0-ef0bfc7a-afc6c975b010/Koulutuksen+ja+ty%c3%b6n+ulkopuolella+olevat+\(NEET\)+nuoret,+katsaus+tilanteeseen+ja+toimenpiteisiin.pdf](https://okm.fi/documents/1410845/4449678/Koulutuksen+ja+ty%c3%b6n+ulkopuolella+olevat+(NEET)+nuoret,+katsaus+tilanteeseen+ja+toimenpiteisiin/51231944-1fc0-ef0bfc7a-afc6c975b010/Koulutuksen+ja+ty%c3%b6n+ulkopuolella+olevat+(NEET)+nuoret,+katsaus+tilanteeseen+ja+toimenpiteisiin.pdf)

OECD publication, (2019) *How PISA examines equity in education: Inclusion and fairness*.

Retrieved from: [https://read.oecd-ilibrary.org/education/pisa-2018-results-volume-ii\\_2c1b1289-en#page2](https://read.oecd-ilibrary.org/education/pisa-2018-results-volume-ii_2c1b1289-en#page2)

Kurki, T. (2019) *Immigrant-ness as (mis)fortune?: Immigrantisation through integration policies and practices in education*. Retrieved from:

<https://helda.helsinki.fi/handle/10138/294719>

Koskinen-Sinisalo, K-L. (2015) *Pitkä tie - Maahanmuuttajasta opettajaksi Suomeen*. Tampere University. Retrieved from:

<https://trepo.tuni.fi/handle/10024/98136?show=full> Harju-Luukkainen, H., McElvany, N. (2018). *Immigrant Student Achievement and Education Policy in Finland*. Policy Implications of Research in Education, vol 9. Springer, Cham. Retrieved from: [https://doi.org/10.1007/978-3-319-74063-8\\_6](https://doi.org/10.1007/978-3-319-74063-8_6)

Atabonglefac, E. N. (2018) *Understanding the Lived Experiences of Immigrant Students in Finland*. University of Eastern Finland. Retrieved from:

[https://erepo.uef.fi/bitstream/handle/123456789/19935/urn\\_nbn\\_fi\\_uef-20181167.pdf](https://erepo.uef.fi/bitstream/handle/123456789/19935/urn_nbn_fi_uef-20181167.pdf)

Kalalahti, M., Varjo, J. & Jahnukainen, M. (2017) *Immigrant-origin youth and the indecisiveness of choice for upper secondary education in Finland*. Journal of Youth Studies, 20:9, 1242-1262, DOI Retrieved from: [10.1080/13676261.2017.1321108](https://doi.org/10.1080/13676261.2017.1321108)

HS 15.12.2022 *Tuore selvitys: Maahanmuuttajien työllisyys ja tulot heikompia kuin kantaväestöllä*. Retrieved from: <https://www.hs.fi/kaupunki/art-2000009268298.html>

HS 29.11.2022 *Nuorten rikoskierteiden katkaisemiseen ei ole taikakonsteja - Suomessa on täällä syntyneitä ja kasvaneita nuoria, jotka eivät tunne kuuluvansa mihinkään. Rikollinen maailma saattaa näyttytyä helppona ja houkuttelevana vaihtoehtona*. Retrieved from:

<https://www.hs.fi/paakirjoitukset/art-2000009226515.html>

YLE 17.11.2022 *Opo suositteli nuorelle tytölle sairaanhoitajan uraa, koska ei uskonut tämän unelmaan – nyt Fanni Suomella, 26, on tärkeä neuvo opoille ja nuorille*. Retrieved from:

<https://yle.fi/a/74-20004853>



YLE 19.10. 2022 *Opettajan mielestä peruskoulun suomen kielen opetus aliarvioi lapsia, joiden äidinkieli on jokin muu: "Opetetaan sellaista palikkasuomea"*. Retrieved from: <https://yle.fi/a/74-20001500>

YLE 12.10.2022 Finland aims to lift 100,000 out of poverty and risk of marginalization. Retrieved from: <https://yle.fi/a/3-12656683>

YLE 03.10.2022 *Finnish higher-education level slips below OECD average - The percentage of the population with university-level degrees has gone up slightly in Finland since the turn of the millennium, but not as sharply as in other industrialized countries, according to OECD data.* Retrieved from: <https://yle.fi/a/3-12647816>

HS 06.10.2022 *Kaaos psykoterapiassa - HS kysyi psykoterapeuteilta terapian saatavuudesta. Vastauksista paistaa läpi huoli nykytilanteen kestämydestä.* Retrieved from: <https://www.hs.fi/kotimaa/art-2000009048412.html>

HS 09.12.2021 *Oppivelvollisuuden laajentaminen toi kouluihin ennakoimattomia ilmiöitä – "Murrosikä ei ole otettu uudistuksessa lainkaan huomioon"* Retrieved from: <https://www.hs.fi/kaupunki/art-2000008409153.html>

HS 02.12.2021 *Yo-kirjoitukset muuttuivat taktikoinniksi - Pitkän matematiikan, biologian ja fysiikan suosio ylioppilaskirjoituksissa on kasvanut nopeasti. Samaan aikaan terveystietoa ja kieliä kirjoitetaan yhä vähemmän. Lukiolaiset ja opettajat selittävät muutoksia korkeakoulujen todistusvalinnalla.* Retrieved from: <https://www.hs.fi/kotimaa/art-2000008407079.html>

YLE 26.06.2020 *Ministry seeks to improve higher education access for people of immigrant background.* Retrieved from: <https://yle.fi/a/3-11434180>

YLE 21.10.2019 *Researcher: "If there's a worker with a Finnish name, they'll probably be hired." - Research suggests a clear hierarchy of applicants with white Finnish women at the top and Somali men at the bottom.* Retrieved from: <https://yle.fi/a/3-11026589>

YLE 22.10.19 *Noor Assad on espoolainen kymppin tyttö, joka haluaa lääkäriksi – koulussa hän todisteli äidinkieltaitoaan ja kieltäytyi lähihoitajaopinnoista.* Retrieved from: <https://yle.fi/a/3-11014478>

HBL. 31.05.2019 *Lärarbranschen inte odelat nöjd med förlängd läroplikt - Den förlängda läroplikten tas emot med glädje, men ännu återstår många frågor kring hur den slutliga modellen kommer se ut. – Om alla pengar går till undervisningsmaterial och skolskjutsar så blir det ingen förbättring, säger Finlands Svenska Lärarförbunds (FSL) ordförande Christer Holmlund.* Retrieved from: <https://www.hbl.fi/artikel/04b4e6c8-ca0a-4e32-b940-23da6346e376>

YLE 18.03.2019 *Tutkija arvostelee maahanmuuttajien työelämään ohjaamista piilorasismista – "Ajatellaan, että heillä on luontainen tarve hoivata."* Retrieved from: <https://yle.fi/a/3-10688097>

YLE 18.08.2017 *Joka toinen työvoimaan kuuluva Suomen somalialainen on työtön – lasten tulevaisuus huolettaa.* Retrieved from: <https://yle.fi/a/3-9783136>

## Problem area: 10

### **Mental care for children and youth of refugee background and posttraumatic stress disorder (PTSD).**

**Could a greater miracle take place *than for us to look through each other's eyes for an instant?*" – Henry David Thoreau**

The Stig In2 / Come In2 project has developed considerable learning material (mainly in Swedish) about how to recognize posttraumatic stress disorders in children and youth. The project's development process, Traumatized children, has also mapped how schools, kindergartens, and free time activities can develop further to include and support children with PTSD in their activities.

**More information (mainly in Swedish) on children and PTSD can be found here:**

<https://stiginastusisaan.com/process-traumatiserade-barn/>

Children with post-traumatic stress disorder (PTSD) need special care in kindergarten and school. Early childhood educators and schoolteachers in general are not equipped to recognize and deal with issues that PTSD can create. Groups can be quite large, and the day-to-day activities do not give possibilities for the teachers to recognize or deal with post-traumatic stress. Furthermore, even if they recognize the symptoms of PTSD, early childhood educators and schoolteachers might not have the necessary know-how and information of what to do in such cases, or where to ask for help. In Finland there is also an ongoing general lack of psychologists, social workers, and other specialists with the necessary education to deal with PTSD.

### **Structural solutions:**

A two-pronged solution is necessary even here: give the educators and teachers in kindergartens and schools the necessary training to recognize post-traumatic stress in children and youth and increase the numbers of trained professionals dealing with children and youth with post-traumatic stress. There is an evident lack of trained professionals in all levels in Finland, that have the required training to deal and treat PTSD. Additional resources are needed for kindergarten educators and schoolteachers to get the time and possibility to increase their competence levels. Continuous training and information are needed so that kindergartens and schools can give the necessary support and indicate or direct further to more specialized help and care in cases of PTSD.

There is also need for the whole Finnish society in general to recognize that refugees coming from conflict areas can experience post traumatic symptoms. While there is a theoretical acknowledgment of such a possibility, it is not easy to recognize it when it manifests itself in everyday situations. The move from one country to another one, leaving behind all that is known and familiar can be just by itself a very traumatic experience. This becomes even more acute when one takes into consideration the fact that often there are no feasible possibilities of return, or that such a possibility might be quite far in the future. The understanding that one has lost one's home country can per se be very traumatic. There is a need in these cases for much more support from PTSD specialists; unfortunately, the resources lack considerably behind in Finland. The training of more mental care specialists is being discussed and has been planned, but the process takes time, and their numbers are still considered insufficient. Here too there is a need for more structural development on the national level.

#### **Additional resources from the third and other sectors:**

Organizations that work with providing information about PTSD and support:

Stig In2 / Process - Traumatiserade barn: <https://stiginastusisaan.com/process-traumatiserade-barn/>

Paloma project / PALOMA-training: <https://thl.fi/en/web/migration-and-cultural-diversity/support-material/paloma-training>

MIELI ry: Mieli - Mental Health Finland is a mental health organisation whose mission is to promote mental health, provide crisis support and prevent mental health issues:  
<https://mieli.fi/en/>

Suomen Pakolaisapu: <https://pakolaisapu.fi/en/>

## Research, publications, articles, and other relevant material:

All internet links have been tested as functional during November/December 2022.

THL Välbefinnandet bland barn och unga - Enkäten Hälsa i skolan 2021:

<https://thl.fi/sv/web/thlfi-sv/statistik-och-data/statistik-efter-amne/barn-unga-och-familjer/valbefinnandet-bland-barn-och-unga-enkaten-halsa-i-skolan>

Bürgin, D., Anagnostopoulos, D., & Board and Policy Division of ESCAP, Vitiello B, Sukale T, Schmid M, Fegert JM. *Impact of war and forced displacement on children's mental health- multilevel, needs-oriented, and trauma-informed approaches*. *European Child & Adolescent Psychiatry* (2022) 31:845–853. Retrieved from:

<https://link.springer.com/article/10.1007/s00787-022-01974-z>

Björnfot, J., & Bergmark, M. (2022) *Krigets osynliga skador - En litteraturöversikt om att leva med PTSD. The invisible wounds of war - a literature review of living with PTSD*. Retrieved from: <https://ltu.diva-portal.org/smash/get/diva2:1653732/FULLTEXT01.pdf>

*Coming of Age in Exile - Health and Socio-Economic inequalities in Young Refugees in the Nordic Welfare Societies* (2020), University of Copenhagen. Retrieved from:

[https://cage.ku.dk/publications/dokumenter/17665\\_MESU\\_CAGE\\_FinalReport\\_autospreadd .pdf](https://cage.ku.dk/publications/dokumenter/17665_MESU_CAGE_FinalReport_autospreadd.pdf)

HBL 21.11.2022 *Vem ska ta ansvar för alla unga som mår dåligt? Så här vill Vera Gergov reda upp psykvården för unga*. Retrieved from: <https://www.hbl.fi/artikel/3f7041ac-8a24-4fe2-bcd3-240801d01df9>

HS. 24.09.2022 *Mene siitä kuraattorille, on vakiovastaus oireilevalle nuorelle – Nyt tikittävään mielen-terveys-pommiin saattoi löytyä ratkaisu Helsingissä*. Retrieved from:

<https://www.hs.fi/kaupunki/helsinki/art-2000009041664.html?share=53c99e5c2f12525757a58601546d5b36>

HBL 22.09.2022 *Fler unga söker hjälp för ångest och självmordstankar: "De är många, varje dag"*. Retrieved from: <https://www.hbl.fi/artikel/b67c5e4f-a89a-45d6-8950-05bebb44d533>

YLE 26.11.2020 *Study: Children of 'immigrant background' have lower grades, more mental health problems. An extensive study carried out by health agency THL found that parental background can significantly impact a child's welfare*. Retrieved from: <https://yle.fi/a/3-11667354>