

Cities for Children WG 1 meeting „Education“

22nd – 24th April 2009 in Tampere, Finland

Minutes

All presentations can be downloaded from: www.citiesforchildren.eu

Wednesday 22nd April

Presentation of “Zef Evaluation Engine” by Mr. Pekka Silvan, Senior Specialist of Zef Solutions”

Thursday 23rd April 2009

1. Opening of the Workshop by Ms. Taru Kuosmanen, Purchasing Manager Basic Education, Tampere City
2. Presentation „How to secure the flexible path from koindergarten to basic education; an individual approach to the pre-school and basic education“ by Mr. Veli-Matti Kanerva, Development Manager Basic Education, Tampere City

Questions and Discussion after Presentation

- Pre-school education in Finland is voluntary, but there is 95% attendance (99% in Tampere). 4hrs per day are free of charge
- Coping with different climates in smoothing the transition from day-care to pre-school; developments & issue in Tampere since 2005:
 - Differences day-care / pre-school: traditionally, staff in day-care centres work in teams while teachers are used to working alone
 - Necessary: courses in teacher training programs at university should coincide more with courses in training programs for day-care teachers
 - Necessary: forums, discussions of differences, so that increased awareness and structured planning can be achieved
 - Necessary: a high level of commitment, especially on the management level
- 3. Presentation „How to secure the flexible transition from basic education to vocational education, a Finish example of how to prevent drop-outs“ by Ms. Heli Piikkilae, Co-ordinator Basic Education, Tampere City
- 4. Questions and Discussion after Presentation

- Youth workers and social workers have a different education in university. Social workers are to be counted more to the official side of controlling from a legal point of view, while youth workers are part of the supporting / care system
 - Minority Groups: there are not many immigrant pupils in Tampere. The Russian and Estonian immigrants adjust well to the Finish school system while the education of refugees can be problematic. About 20 mother tongue languages are taught in Tampere schools
 - When considering the costs of the JOPO program (large resources for just 10 pupils), one must also see the cost of a person dropping out of the system completely (estimated at almost 1 Mill. Euros)
 - Gender issue: 2/ 3 of problematic; however, girls are increasingly developing difficult behaviour patterns / violent behaviour; is the Finish school system more suitable for girls than for boys, especially in the upper secondary level?
 - The possibility to take an extra year in Grade 10 gives most participants the possibility to achieve their diploma or continue in education
 - Goal / challenge: to improve the educational system inside so that no youth will fall out of the system where they will no longer be accessible
 - Transformation of administrative structures have to be analysed in terms of firstly the technical side and secondly the legal side. These two can be conflicting and prevent change
5. Presentation: „Participation and community – how to increase the feeling of security in the school environment. Some aspects on school violence – are there more questions than answers?“ by Ms. Raija Antikainen, school psychologist, basic education

Questions and Discussion after Presentation

- How can a „safe“ person be judged? Answers ranged from one can sense whether a person is safe, to the danger in judging (especially youth) by appearance, as categories will be built up and certain appearances sidelined
- Every person has the natural instinct to „test“ other people in terms of their safety
- Connection gender issue and school shootings: why always boys?
- Why do the shootings always occur at school: youth spend a lot of time there and have probably made bad experiences there
- Preventing school shootings vs. dealing with the reasons behind it

- What has changed in societies that no social psychologists are necessary at schools?
 - Children and youth's lives have changed via internet, where they can build up a fictional life. This can be problematic, as parents do not know this world
 - Social support through extended families is missing today
 - It is necessary to go back to the essence of "it takes a whole village to raise a child"
 - The authority of teachers and parents has changed
 - It is necessary, not only to focus on the safety issue, but also on the issue of social support
6. Visit of the Muotila Children's House by international participants
7. Presentation: "The Finnish PISA results" by Ms. Riita Juusenaho, Research and Evaluation Manager

Questions and Discussion after Presentation

- A good pre-school education is also a reason for the good PISA results
 - Polytechnic schools are free, so people are independent of parent's income
 - Question about social composition; Even migrants do well. There are up to 8% in comprehensive schools in Finland (2% in Tampere). But Sweden has a high student immigrant population and they still do well
8. Presentation of OPERA Method by Vesa Komunen
9. Group Work; Leading Question:
- "What are the key issues to be handled in the Network of European Cities in the field of Education"
- Results of Group Work are currently being prepared by Vesa Komunen.

Friday, 24th April 2009

Conclusion of Workshop

- Next Moderator for 2009/2010: Salzgitter; proposed meeting mid-September 2010
- Suggestion: Program should be 3 days, starting at Midday and ending at Midday

- It would be interesting to include more people from the side of service delivery

Minutes recorded by: Julia Droege, Koordinator Cities for Children