



Äidit mukana

PRODUCT CARD

OPERATIONAL MODEL DESCRIPTION

TARGET GROUP

- Stay-at-home immigrant mothers with young children.
- Target group members often have poor language skills.
- Most often they have not participated in integration or vocational training, or it is a long time since their previous educational training took place.

NEED

- In 2018 OECD stated that Finland should pay special attention to the integration of immigrant mothers and children. The importance of this target group's participation is stated in the current governmental programme.
- The employment rate for foreign origin women was 56% in 2014 while the rate for males was 71%. The group containing unemployed mothers has low education and work-experience and weak Finnish language skills. Those from the Middle East and Africa have especially low education levels. When the youngest child reaches 3–6 years most Finnish mothers have returned to work, but the rate for women of foreign origin is only one in two. (Source: Statistics Finland, statement to parliament 2018)
- Students of immigrant origin have clearly lower skills in mathematics, reading and natural sciences at the age of 15 years. (Source: The National Audit Office of Finland, immigrant students and basic education – effects of training 2015.)

OPERATIONAL TARGETS

- A Finnish reading and writing skills alternative study model by which faster basic skills are achieved.
- A vocational studies model via which mothers learn while working and achieve employment.
- More fluid cooperation between the home and schools
- Mother and family support for childschooling improves.

REACHING THE TARGET GROUP

- Main marketing channels – multilingual flyers via children to homes, flyers via early-learning centres and child health clinics as well as direct contact to parents by the school personnel.
- Local employment offices direct customers into the service.
- Schools actively identify families which would benefit from the programme.

TRAINING STRUCTURE

- During the 1st year the mothers begin Finnish language lessons, in the autumn term mothers learn language, working-life and general learning skills. In the spring term the mothers participate in a work try-out period simultaneously learning more Finnish and workinglife-skills at the workplace.
- Based on a competence assessment the mothers are directed to complete vocational units or as required to a different education path. During the 2nd year mothers are also counselled in jobseeking and/or assisted with securing an apprenticeship.

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When the daily educational life becomes familiar to the mothers, I hope that their confidence in the staff increases.

OPERATIONAL MODEL DESCRIPTION

CONTENT

- Year 1: During the autumn term the mothers learn reading and writing skills, Finnish language and mathematics for between 1–2 hours a day on 3 days a week. After this, they attend a separate adults only oriented environment where they can do Finnish language and maths home-work, study ICT skills as well as working-life and social studies. In addition, they receive career guidance counselling. The smaller children are cared for separately during adult study time in a “Kidpark”. Mothers also receive help with finding a daycare facility for their small children during the autumn. During the spring term the mothers study Finish and social studies at the school 1 day a week and spend 4 days doing work try-out at workplaces.
- Year 2: The training is structured for 4-on-the-job-learning days and 1 school learning day per week. A vocational trainer and Finnish as a 2nd language teacher are present to guide and teach the mothers at the workplaces.

INVOLVED PARTIES AND RESPONSIBILITIES

- The city of Vantaa schools actively participate and cooperate in the project. They provide classrooms and help ensure that adults can take part in lessons in the elementary classrooms.
- Finnish as a second language teachers are responsible for the adult Finnish language training.
- Career guidance counsellors/vocational trainers are responsible for Working-life and social studies, vocational Finnish language skills, procurement of work try-out places, further/ continued education path counselling and advice for the mothers.
- The resources of Careeria and Vantaa City are provided for planning, marketing and administration of the project.
- The child care “Kidpark” is maintained by the TE-Office’s work try-out individuals.
- In addition, a special needs assistant is available for the elementary phase lessons.

OPERATIONAL MODEL ANALYSIS

SUCCESSSES

- SFinnish language learning is achieved between levels 0 to A2 and B1 during one learning year (9 months). Most mothers are illiterate when they start the training.
- The mothers grow in self-esteem and selfconfidence. They become highly motivated to continue learning.
- The mothers get better knowledge of basic early education and childhood care.
- Between 2017–2019 of 30 participants 14 are in vocational training, 1 is attending university of applied sciences, 5 are attending labour market training courses, 2 are job-seeking, 5 are on maternity leave and 3 late enrolment students are continuing with their “Your turn Mothers!” studies.
- The model is currently operating in 4 schools. Funding is from ESR and the Finnish Ministry of Education.

COSTS

- The costs are as follows:
 - Finnish as a 2nd language teacher
 - career guidance counsellor/vocational trainer
 - premises
 - materials
 - ‘once-for-all’ remuneration for school specific classroom teachers
- Estimated total annual costs in current project form model: 50 000€/school (one group per school, 12–14 mothers per group).



Parent language skills, integration and working-life preparedness have increased at great speed. This is projected throughout the whole family.

STUDY PROGRAMME

School year 1	School year 2	Further studies path
AUTUMN <ul style="list-style-type: none"> • Learning and consolidating basic Finnish language and mathematics skills • ICT skills • Social studies • Learning skills 	Vocational studies	Further studies
	Integration training	Vocational studies
	Preparatory education for vocational education (VALMA)	Employment
SPRING <ul style="list-style-type: none"> • Learning and consolidating basic Finnish language and mathematics skills • Consolidating working life skills • Workplace language training, 3 months (TE-Office work try-out) 	Adult basic education	Apprenticeship training
	Apprenticeship training	
	Employment	

Study year 1 Autumn: Study Programme

Monday	Tuesday	Wednesday	Thursday	Friday
8.15–14.00 Finnish language	8.15–9.45 Finnish language and mathematics, elementary level classroom 10.00–12.00 Integration training content	8.15–9.45 Finnish language and mathematics, elementary level classroom 10.00–12.00 Integration training content	8.15–9.45 Finnish language and mathematics, elementary level classroom 10.00–12.00 Integration training content	Day off



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QUESTIONS AND ANSWERS

What is the optimal group size and selection?

- The optimal group size is 16 mothers which is most productive for learning. If the mothers are accompanied by their children, this must be observed in choice of group size, learning space and "Kidpark" activities.
- Groups made up of women only is a major factor in increasing a sense of safety, this reduces the need to plan for headscarf/burka usage and in breast feeding cases. Women find it easier to discuss matters in single gender groups. The school environment is experienced as a neutral and safe place, which is recognized in the uninhibited behaviour of the mothers.
- It is good if the participants' origins are as diverse as possible, this allows mothers to act more uninhibitedly and free from the pressures of their own communities. This also increases the use of Finnish throughout the day and for example on the way to and from school.

What is significant when considering the schools and number of classrooms?

- The participating school must be big enough and situated in an area with a large number of migrants/immigrants.
- Available elementary classrooms should be plentiful so that the mothers can study in small groups (e.g.2 -4 mothers per group/classroom)
- It is important that the participant schools and active classes are fully committed to the activity before commencing.

Is the mothers' presence embarrassing for the children?

- Based on a feedback questionnaire, which was subjected to classroom students, mothers and children - there is no embarrassment.
- The mothers' presence in the classrooms does not disrupt normal daily activities in any way.
- The children of immigrant families involved in the project have been very excited and happy that their mothers are close by and studying with them. The joint journey to school has proved to be very rewarding.

What is the mothers' source of income during participation in the training?

- Some of the mothers participate while receiving maternity allowance or housing allowance.
- Some are TE-Offices customers. In these cases, their status while studying can be unemployed job-seeker or self-motivated student participating under the act on the promotion of immigrant integration. During the work try-out or work trial period each student's status is work try-out or work trial student/participant.

What observations should be taken into account when planning and initiating the operational model?

Prior notification of activities:

- Cooperation with local TE-Office essential, this so that experts can steer the activities correctly.
- Cooperation with other regional operators is essential, (such as: early learning services, child/maternity care services, municipal integration services, and third sector operators).
- All families should receive information about the activities and not only those directly involved, this could be e.g. during parents' evenings. In this way all positive aspects of the activities can be presented and discussed reducing separate questions to the class teacher throughout the study period. This way the small worries of other parents will be addressed fully.

Planning:

- It is important to plan how to commence the activities with the staff of the school.
- Agree on and name a contact person from each school who will have resources to assist in planning and developing the activities during the study period.
- Schools which are situated in high proportion immigration areas in which lots of joint activities and work with immigrant families is done, will be quick to understand the positive effects of the activities on students and the schools and families in the area.
- Based on prior experience the operational model can be beneficial as a new activity option in areas with a high proportion of immigrant families.

Commencing activities:

- Operators should agree on the following before commencing activities: premises, timetables, learning material, breaks, Kidpark equipment, remuneration for the classroom teacher, possible costs for e.g. day trips, possible interest party/organization visits, language tests for the mothers, skills assessments and interpretation services.
- The following documents are to be filled in by participating immigrant mothers: document of participation, document of obligation to observe secrecy, extract from the judicial record (to be acquired), Health statement (for work try-out reasons).

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I speak and understand Finnish better now.



CAREERIA



Vantaa



Vipuvoimaa
EU:lta
2014-2020