Well-being and Regenerative Growth
Annual Review **2018**
Kati Peltonen & Heidi Kouvo (Eds.)

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Well-being Technology

Social Inclusion

Physical Activity and Nature

Social and Health Care Services

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Well-being and Regenerative Growth
Annual Review 2018

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Kati Peltonen

Foreword: Well-being in society and in everyday life

Well-being is difficult to define shortly and comprehensively because it is such a broad and multifaceted theme and concept. However, well-being touches us all in our daily lives in many ways. Well-being can be viewed at different levels from the perspectives of individuals, teams, organisations, regions and the society as whole. Societal discussion about well-being emphasises aspects related to living and social conditions, welfare and health inequalities as well as employment and economic growth. These issues are also in the core of the planned social and and health care reform.

The report compiled by the Committee for the Future of the Finnish Parliament is mapping out challenges related to the development of a welfare society, such as demographic change, prolonged life expectancy, inequality, health care and social expenditure, long-term unemployment, social exclusion and loneliness and the hectic world of work. These issues affect the whole society, and there are no simple solutions to them. The report challenges us all to think, discuss and propose what needs to be done now in order to have a well-functioning and fair welfare society in 2030. (Ilmola 2017.)

In recent years, a discussion about a well-being economy has risen alongside the discourse on a welfare society. This concept refers to a way of thinking in which societal investments and decisions should be studied from the perspective of their effect on well-being, in addition to their financial implications. As a result, in a well-being economy, the preventive perspective and assessment of the different approaches' effect on well-being and social and health care expenditure are emphasised. (Särkelä et al. 2014.)

Well-being, or the lack of it, always affects individuals. Quality of life, health, social relationships, feelings of inclusion, personal fulfillment, happiness and social capital are seen as the cornerstones of an individual's well-being (National Institute for Health and Welfare 2015). The essential questions in the current discourse on welfare society deal with how well-being is experienced by individuals themselves. These personal experiences are affected by the person's social relationships, living and working environment and the availability of different services (Ilmola 2017). For an individual, the experiences of well-being are mainly subjective and are constructed based on several different elements of well-being.

The elements affecting subjective well-being change over time, as the surrounding society changes. Sitra and New Economics Foundation (NEF) have presented a more comprehensive view of well-being, in which new and emerging factors contributing to well-being, such as the effect of environmental and climate change, development of technology, changes in living environments, available resources and possibilities for taking actions and participate into everyday activities, are considered (Hämäläinen 2014).

Well-being and Regenerative Growth is one of the strategic RDI focus areas of Lahti University of Applied Sciences. Key RDI themes of the Well-being and Regenerative Growth focus area are: 1. Well-being from nature and physical activity, 2. Smart self-care and well-being technology, 3. Social inclusion and 4. Competence and service development in the social and health care sector. In addition, well-being at work is an important RDI theme in this focus area. The RDI activities of the focus area are highly topical and well-connected to recognized regional and national development needs. This publication aims to present some of the ongoing or recently completed RDI projects. The publication consists of 17 articles classified according to the main thematic areas above.

The first part of the publication addresses the effects of nature and physical activity on well-being. Niina Ihalainen's article focuses on the importance of storification in the productization of nature experiences. Juha Roslakka's article explores how diverse landscapes can be used in the development of well-being services. Essi Prykäri's article, in turn, elucidates how the virtual outdoors can be used in promoting nature tourism.

The second part of the publication sheds light on the well-being technology and the importance of competence development in this area. The article written by Annamaija Id-Korhonen and Eija Viitala addresses the questions of knowledge management based on the experiences gained in the SotePeda project.

The third part of the publication focuses on the issues of social inclusion in different contexts. Based on the NIPA project Pirjo Tuusjärvi's article introduces the Luotsi peer mentoring model and the regional map of services, which

support the integration of the immigrants. Jukka-Pekka Somera's and Tarja Kuula's article presents the findings made in the Neighbours project related to the development of social housing management operating model for people with intellectual disabilities. Helena Hatakka's and Tarja Kempe-Hakkarainen's article, in turn, illuminates the development of an authentic learning environment for students in the social sector based on the experiences gained in the Olopiste project. The article written by Marja Kiijärvi-Pihkala, Mari Lampinen and Maija-Leena Pusa describes different ways of promoting immigrants' learning in the workplaces, which were started in the OSSI2 project. Heli Lahtio's article emphasises the need of developing immigrants' entrepreneurial competences and presents how these challenges are met in the Kokoma project. In their article Evelina Liski and Mari Rask illustrate how the Amal project helped strengthen the social inclusion of women with an Arab background. In turn, Tuula Hyppönen and Tarja Tolonen describe the initiatives started in the Duuni project to support teen parents move forward in education and career paths.

The fourth part of the publication presents the ongoing projects which support the competence and service development in the social and health care sector. The need to develop more user-friendly and efficient services and to update professional competences applies to the private and the public sector in Finland as well as globally. The article written by Anne Timonen illustrates the changes in operating environment in the health care sector and discusses how the Business Networks in Social and Healthcare project supports private healthcare companies to recognize the opportunities related to the planned social and health care reform. Päivi Huo-

tari's and Hannele Tiittanen's article presents the results of the ProInca project, which focuses on developing nursing research in Kazakhstan. The article written by Annamaija Id-Korhonen, Tuula Hyppönen and Kristiina Nykänen illustrates how CASO project develops and improves healthcare and well-being education in collaboration with European and South African partners. Päivi Huotari's article, on the other hand, focuses on the educational needs of social services and healthcare management and highlights how the Docman project responds to these needs.

The fifth part of the publication emphasizes the significance of well-being at work. The article written by Ilkka Väänänen, Paula Harmokivi-Saloranta, Marja Leena Kukkurainen, Anssi Miikkola, Ahti Romo and Sirpa Varajärvi presents how WAPC project enhanced work ability and productivity in the metal industry companies. Elina Arasola' s and Kati Jaakkola's article, in turn, tackles the challenges of developing well-being at work based on experiences gained in the Working Life Safari project.

The authors of these articles are well-being experts from the faculties of Social and Health Care as well as Business and Hospitality Management at Lahti University of Applied Sciences and from Salpaus Further Education. As indicated in these articles, the Well-being and Regenerative Growth focus area of Lahti University of Applied Sciences promotes well-being in various ways, reaching different target groups and end-clients in collaboration with other stakeholders in regional, national and global levels.

I would like to warmly thank all the authors for their valuable contribution to this publication, and I hope that this annual review raises interest in the readers and strengthens the understanding of the role of well-being at different levels of society. Happy and insightful reading moments!

In Lahti, 11 October 2018.

Kati Peltonen, RDI Director, Well-being and Regenerative Growth

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

Niina Ihalainen

Let's go to the forest: to the stories of nature

The key objective of Let's go to the forest project is to develop a network of high-quality hiking routes in collaboration with municipalities in the Päijät-Häme region and other project participants. (Lahti University of Applied Sciences 2018). In the development of high-quality routes, one of the key objectives is to produce information about the terrain and signposts to be placed along the routes under development. Through the available information and stories, the landscape opens up in a completely different way, gains depth and brings the routes to life. Tourists and businesses as well as local residents benefit from the power of stories.

 In the project, signage and maps for the route's start, and signposts to be placed along the routes have been designed. The project has included making visible the area's route data, traditional stories of the area and cultural history. The work has been carried out in co-operation between the municipalities, students and specialists at Lahti University of Applied Sciences, local communities and village associations. Recording the stories, making them visible and transmitting them support and enrich the protection of cultural heritage of the area, and deepen the visitors' experiences and memories of the area.

According to Kalliomäki (2014), who has studied storification in Finland, services provided by organisations no longer suffice. Customers need to be offered original and holistic experiences through storification. Also hiking areas and routes can be seen as a service consisting of different facilities along the route or path, such as signposts, clear markings, lean-to shelters, campfire sites, firewood, shelters for resting, duckboards that make hiking easier, steps and information centres in Metsähallitus national parks, as well as information about other services in the area. It is important to make the visitors feel safe and enjoy their stay in the area.

Kalliomäki (2014) points out that storification supports productisation and differentiation, and makes services meaningful and memorable. In today's fragmented world, we need the unifying power of stories. The Let's go to the forest project has also decided to put faith in the power of stories and believes that the visitor has to be guided to all the unique features in the landscape.

Criss-crossing by stories in the cultural landscapes of Päijät-Häme

Komulainen (2013) thinks that, in a cultural landscape, people are motivated first and foremost by needs related to learning and beauty. They want to get acquainted with the history and stories of the landscape, as well as cultural history of the area. Familiarisation with a natural landscape is motivated by the human yearning for aesthetics, well-being and harmony. People want to give significance to a landscape and be connected with it.

Today, the importance of locality and home region is also emphasised and valued more than before. Tourists search for deeper meanings in their destinations, which can be created by the landscape's uniqueness and special character. (Komulainen 2013.)

The past lives on in stories, which you can familiarise yourself with along the Päijät-Häme routes. It has been important to delve into the origins of the area, local cultural history and heritage. The stories are unique and meaningful, yet they have been hidden along the earlier routes. The following chapter will tell you shortly about each route developed in the project and present one signpost which brings the past to life.

Asikkala I Aurinko-Ilves

The views in Aurinko-Ilves vary from the esker forests of Aurinkovuori to beautiful lake views and Kurhila-Hillilä's idyllic and nationally valuable cultural landscape in Asikkala. Kurhila's oldest buildings are its inns. There is a mention of the Keisteri Inn in Kurhila from the time of King Kustaa Vaasa (1523 – 1560). Dutch merchants are said to have spent the night there during their trading trips. Even Elias Lönnrot (1802–1884) mentions in one of his letters that he wrote it under the large spruce tree by Kurhila Inn. (Kurhila-Hillilä 2018.)

The Uusimylly lean-to shelter is located in the depth of the forest, where a water mill used to exist. The villagers rode to the mill on horseback to have their grains milled.

Heinola I Juustopolku

Along Juustopolku (Cheese Trail), there is a large erratic block called Kupparinkivi (Cupper's stone). The story goes that a cupper used to live and practice her trade on the spot. Cupping was a popular method used to prevent illness and cure various ails. Cupping usually took place in the sauna because it was sufficiently warm and clean there.

Juustopolku (Cheese Trail) is an old commercial route connecting Heinola and Vuolenkoski. Cheese was transported from Vuolenkoski to Heinola marketplace along the trail.

Hollola I Tiirismaa

Tiirismaa is the highest point in Southern Finland, rising to 223 metres above sea level. The diverse nature in the area is valuable on a national level. According to folklore, Hollola got its name from the giant Hollo who lived in the area. We have him to thank for many of the landscapes in Hollola. For instance the islands in the lake Vesijärvi are said to have been formed when Hollo was filling the lake with sand from Salpausselkä and the sack tore open in the process.

At the top of Tiirismaa there is a radio and television tower 327 metres in height, whose cornerstone was laid in May 1966. A road named after Arvi Hauvonen leads to the Tiirismaa radio and television tower. Arvi Hauvonen was a trailblazer for Finnish radio broadcasting, starting experimental radio broadcasts in 1923.

Lahti I Lapakisto

The size of the nature conservation area (230 hectares) and its natural diversity make Lapakisto a very successful area in Lahti and in Southern Finland as a whole. An impressive rock slide can be seen on the Pitkäjärvenpolku trail.

The most significant popular swamp location is Sammalistonsuo, which has not been drained. Peat has been dried at Sammalistonsuo for use as underlay for the cows of the manor.

Padasjoki I Päijänne-Ilves

The Päijänne-Ilves route in Padasjoki travels through a varied lanscape of villages and countryside, as well as heath forests and mires. The route makes a detour to the nationally valuable cultural environment of Saksala manor. Along the route, there is also a memorial for the Cudgel War. One of the bloodiest battles of the Cudgel War took place in the area, in the village of Nyystölä.

The nature conservation area of Frans Joosef's pond is believed to have been named after the Austrian emperor Franz Joseph I. Toivo Jalli traced the origins of Frans Joosef's pond in 1991 in a study carried out for Padasjoki municipality.

Sysmä I Kammiovuori

Kammiovuori, which is called the roof of Sysmä, is the second highest point in Southern Finland. The top of Kammiovuori offers a beautiful view over Päijänne. Natural sights along the route include the seven-metre high erratic Linta and the cave of Hiskias. The erratic was named after the beautiful gypsy woman called Linta, who lived in the Sysmä area, and entertained guests on the ships in Päijänne.

Hiskias cave was, in turn, named after a vagabond called Hiskias, who lived in Kammiovuori in the early 20th century. According to the story, Hiskias had committed murder and was hiding in a cave between the rock and the erratic block.

Stories provide a chance to be distinguished

All the stories described above make the region's nature and hiking areas visible and well-known, and provide the landscape with meaning. The routes come alive and gain depth from stories and cultural history, which benefits tourists, businesses and local residents. Businesses and tourism operators in the region can use the stories when developing their own products and services. They can also make the spirit and character of the area visible in their marketing and communications. Meaning connects a person with the landscape, and the experience can be productised as a service aimed specifically at him/her (Komulainen 2013).

The stories can be used for developing an original and distinguished frame story, which will be based on the unique stories of the region. As mentioned above, storification supports productisation and differentiation, and makes services meaningful and memorable. Storification means, however, more than singular and separate stories. Ideally, the story becomes intertwined with the company's strategy and mission. (Puhakainen & Tuominen 2017.)
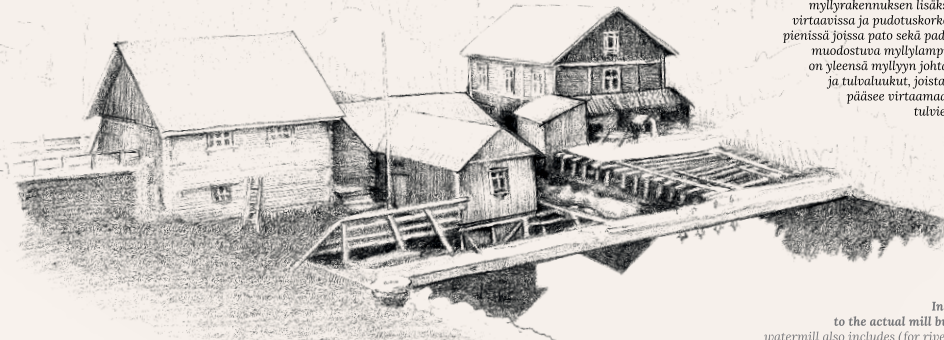
Vesimyllyyn kuuluvat varsinaisen myllyrakennuksen lisäksi hitaasti virtaavissa ja pudotuskorkeudeltaan pienissä joissa pato sekä padon taakse muodostuva myllylampi. Padossa on yleensä myllyyn johtava kouru ja tulvaluukut, joista liika vesi pääsee virtaamaan kevään tulvien aikana.

In addition to the actual mill building, a watermill also includes (for rivers with a small drop and slow-flowing water) a dam and the millpond that forms behind the dam. The dam normally contains a channel leading to the mill and floodgates through which excess water can flow during the spring flooding season.

Uusimylly

Uusimylly on vanha vesimyllytila, jonne alueen kyläläiset ajoivat hevoskärryillä jauhattamaan viljansa.

Uusimylly is an old watermill to which the villagers in the area used to ride their horse and cart to get their crops milled.

Kuivina aikoina vettä padottiin ja viljaa jauhettiin myös öisin. Täällä oli myös pärehöylä, jolla tehtiin kattopäreitä.

Vesimyllyssä käynti oli juhlallinen tapahtuma. Myllyä pidettiin pyhänä paikkana, ja viljaan suhtauduttiin kunnioittavasti sen kaikissa muodoissa. Viljaa ei jauhettu kirkonmenojen aikana.

Vesimyllyt olivat Suomessa yleisiä 1900-luvun alkupuolelle saakka. Vesimyllyä voidaan käyttää esimerkiksi viljan jauhamiseen, sahaamiseen tai metallin työstämiseen vesivasaralla.

Vesimylly saa käyttövoimansa virtaavasta vedestä. Vesimyllyssä virtaava vesi pyörittää siipirataa tai turbiinia, jonka liike käyttää myllyssä olevaa koneistoa tai laitetta.

During dry times the waters were dammed and the grain was milled at night as well. Here there was also a shingle cutting machine, which was used for making roof shingles.

Going to the watermill was a festive event. The mill was seen as a sacred place, and the crops were handled with respect in all their forms. Grains were not milled during church events.

Watermills were common in Finland up until the start of the 20th-century. Watermills can be used, for example, for milling grains, sawing wood, or working metals with a hydraulic hammer.

The watermill gets its propelling force from the flowing water. In the watermill, the flowing water turns a paddle wheel or a turbine, which then moves the machinery inside the mill.
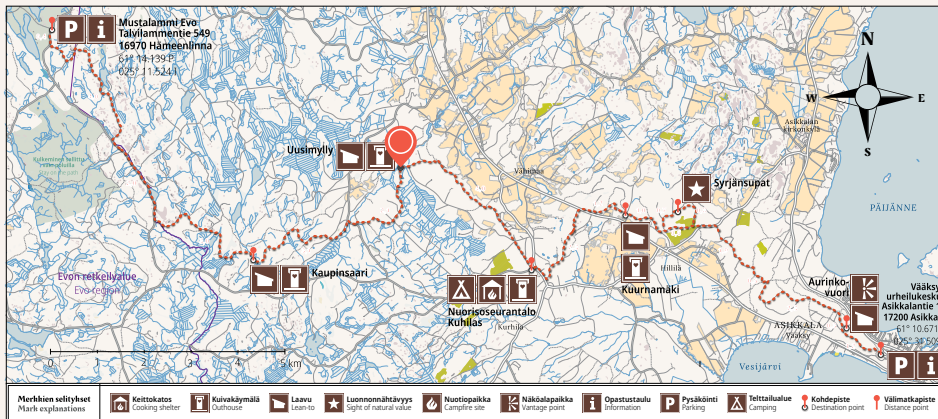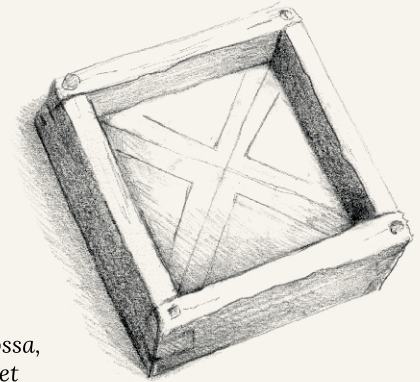
Kotijuuston valmistusta entisaikaan

Juustopolusta kerrotaan Heinolan perimätiedossa, että sitä pitkin ovat aikoinaan iittiläiset tuoneet juustoja Heinolan torille myytäväksi.

Kotijuustot olivat suurta herkkua pidoissa ja vuotuisjuhlien aikaan. Kotioloissa valmistetut juustot olivat yleensä kehäjuustoja ja niitäkin oli kahdenlaisia: makojuustoja ja piimäjuustoja. Kehäjuustot valmistettiin joko kutun tai lehmän maidosta. Kun lehmä alkoi ehtyä syksyllä ja maito tuli "pihkaseks", valmistettiin juustoja jouluksi ja muihin pitoihin.

Juustot valmistettiin keittämällä tuore maito padassa. Yhteen juustoon maitoa saattoi mennä jopa 8-19 litraa. Maidon sekaan pantiin mako, juoksutusmaha, joka oli otettu vasikalta tai sialta teurastuksen yhteydessä. Vaihtoehtoisesti piimää tai hapanta maitoa lisättiin juustomaidon eli vasta poikineen lehmän maitoon.

Iitin seudulla piimän joukkoon lisättiin vatkattuja munia. Maitoa hämmennettiin jatkuvasti padassa ja odotettiin heran erottumista.

Padan pohjalle kertynyt juustomassa laitettiin nelikulmaiseen muottiin, "kehään" tai kankaaseen. Massaa paineltiin, ja se jätettiin raskaan painon alle, jotta hera valuisi pois. Juustokehän pohjan kuvio, joka usein oli hannunvaakunan muotoinen, siirtyi juustoon.

Tiesitkö?

Koristekuvion katsottiin suojaavan ihmisiä ja karjaa noituutta ja pahansuopuutta vastaan.

Juustot voitiin kuivattaa tai paistaa uunissa olkien päällä.

Juustot suolattiin ja säilytettiin kuivassa paikassa, esimerkiksi ruishinkalossa jyvien joukossa. Siten juusto säilyi kuukausia.

Making cheese at home in the old days

According to Heinola tradition, residents of Iitti used to take cheese along Juustopolku ("Cheese Trail") to Heinola Market to be sold.

Home cheeses were a great delicacy at celebrations and annual events. Cheeses produced at home were usually curd cheeses, kehäjuusto, and there were two types of those; makojuusto and piimäjuusto.

The cheeses were made out of either goat's milk or cow's milk. When cow milk production started to decrease in the autumn, and the milk that came turned "resinous", cheese was produced for Christmas and other celebrations. The cheeses were made by boiling fresh milk in a pot. As much as 8 to 19 litres of milk were used to produce one piece of cheese. The mako, or curdling stomach taken from a calf or pig in connection with slaughter, was added to the milk. Alternatively, buttermilk or sour milk was added to the cheese milk - the milk of a cow that had just calved.

In the Iitti region beaten eggs were added to the buttermilk. Milk was constantly stirred in the pot, while waiting for the whey to separate.

The cheese mass that sank to the bottom of the pot was placed in a square mould called a "kehä" or into a cloth. The mass was pressed and left under a heavy weight to squeeze the whey out. The pattern at the bottom of the cheese mould, which was often the shape of a looped square, was transferred into the cheese.

Did you know?

The decorative pattern was believed to protect people and cattle against witchcraft and evil thoughts.

Cheeses could be dried or baked in an oven on a bed of straw.

The cheeses were salted and stored in a dry place, such as a rye storage area among the grain. Cheese stored in such a way would keep for several months.

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Euroopan maaseudun
kehittämisen maatalousrahasto:
Eurooppa investoi maaseutualueisiin

Mennään metsään

Heinola

Tiirismaan radio- ja televisiomasto

Tiirismaa on Etelä-Suomen korkein mäki, jonka korkeus on 223 metriä merenpinnasta. Tiirismaan laella sijaitsee 327 metrin korkuinen radio- ja televisiomasto, jonka peruskivi muurattiin toukokuussa 1966. Masto uusittiin vuonna 1988.

Masto jakaa Suomen korkeimman rakennelman tittelin Haapaveden yleisradiomaston kanssa. Maston kautta jaetaan radio- ja televisiolähetykset koko Päijät-Hämeen maakuntaan.

Arvi Hauvonen - suomalaisten radiolähetysten uranuurtaja

Tiirismaan radio- ja televisiomastolle johtaa Arvi Hauvosen tie. Arvi Hauvonen oli suomalaisten radiolähetysten uranuurtaja, joka aloitti nuorena miehenä radiolähetyskokeilut vuonna 1923.

Tiirismaa radio and television tower

Tiirismaa is the highest hill in Southern Finland with a height of 223 metres above sea level. At the top of Tiirismaa there is a radio and television tower 327 metres in height, whose cornerstone was laid in May 1966. The tower was rebuilt in 1988.

The tower shares the title of Finland's highest structure with the Finnish Broadcasting Company's tower at Haapavesi. The tower beams radio and television broadcasts throughout the Päijät-Häme area.

Arvi Hauvonen - trailblazer of Finnish radio broadcasts

A road named after Arvi Hauvonen leads to the Tiirismaa radio and television tower. Arvi Hauvonen was a trailblazer for Finnish radio broadcasting, starting experimental radio broadcasts in 1923.

Radiolähetysten historiaa Suomessa ja maailmalla

History of broadcasting in Finland and abroad

1919

Maailman ensimmäinen yleisradioasema aloitti toimintansa Yhdysvalloissa, Pittsburghissa.

The world's first radio broadcast station had begun operations in Pittsburgh, in the United States.

1922

BBC, Euroopan ensimmäinen yleisradio, aloitti lähetyksensä Englannissa.

In Europe, the first radio broadcaster, the BBC, started its broadcasts in Britain.

1923

Arvi Hauvonen aloitti radiolähetyskokeilut lähettämällä gramofonimusiikkia Tampereella sijaitsevan Lepolan huvilan tornista.

Marraskuussa 1923 Arvi Hauvonen aloitti yleisradiolähetykset Tampereen puhelinosuuskunnan ullakolta.

Arvi Hauvonen broadcast gramophone music from a tower in the Lepola villa in Tampere.

In November of the same year he started radio broadcasts from the attic of the Tampere Telephone Cooperative.

1924

Lähetysten lisäämiseen myönnettiin lupa, ja näin Tampereen radio perustettiin 7.5.1924.

Permission was granted for more broadcasts and Tampere Radio was established on 7 May 1924.

1926

Arvi Hauvonen muutti Lahteen ja hänestä tuli Lahden radioaseman päällikkö.

Samana vuonna Suomen Yleisradio aloitti omat radio-ohjelmansa.

Arvi Hauvonen moved to Lahti and he became the head of the Lahti radio station.

In the same year the Finnish Broadcasting Company began its own radio programming.

1928

Lahden suurasema valmistui. Suomen Yleisradion lähetykset alkoivat nyt kuulua suuressa osassa maata. Lahti oli ensimmäinen valtion rakentama asema. Sen valmistuttua asemaverkkoa alettiin kehittää.

The large station at Lahti was completed. Broadcasts of the Finnish Broadcasting Company became audible in a large part of the country. Lahti was the first government-built station. After it was completed work began on the development of the radio station network.

Lisätietoja

Radio- ja tv-museo Mastola, Lahti
Yle: Elävä Arkisto

Further information

Radio and TV Museum Mastola, Lahti
Yle: Living Archive

Sammalistonsuo

*Yhdeksän hehtaarin laajuinen Samma-
listonsuo on luonnontilainen räme.*

Kihokki
Sundew

Rämeeseen kuuluu myös muita suotyyppejä,
kuten kangasräme, isovarpuräme ja sararäme.
Lisäksi suon läpi kulkee Sammalisto-järven laskuo-
ja, jonka varrella on nevalaikkuja.

Suolla kasvaa mm. tupasvillaa, rahkasaraa ja pyö-
reälehtikihokkia, jotka ovat tyypillistä neva- ja
rämealueiden kasvistoa. Soilla viihtyvät kihokit
ovat lihansyöjäkasveja, mutta selviävät myös ilman
eläinravintoa. Saaliiksi ne saavat yleensä vain pieniä
hyönteisiä.

Tiesitkö?

Sammalistonsuolla on kuivattu turvetta Koiskalan karta-
non lehmien alusiksi. Suolla oli kiskojen päällä kulkevia
vaunuja, joiden avulla turve kuljetettiin ensin hevosten
luokse suon reunaan ja edelleen hevosten vetämänä
perille kartanon navettaan.

Kartanon historia sai alkunsa vuonna 1650, jolloin Didrik
von Essenille lahjoitetuista tiloista muodostettiin Kois-
kalan Kartano. Vuonna 1916 kartanon osti patruuna
Ferdinand Frigren, joka perusti myös Lahden Polttimon.
Koiskalan kartano on edelleen samalla suvulla ja toimii
luomumaatilana.

Sammalistonsuo swamp

*Covering nine hectares, Sammalistonsuo is a
swamp in natural state,*

It includes several distinct types of swampland.
In addition, an outlet ditch of the Sammalisto
lake runs through the swamp, with patches of
peat bog on its way.

Plants growing in the swamp include tussock
cottongrass, few-flowered sedge, and round-
leaved sundew, which are typical wetland flora.
Sundew, which thrive in swamps, are carnivorous
plants, but they can also survive without animal
nutrition. They usually get only small insects as
their food.

Did you know?

Peat has been dried at Sammalistonsuo for use as under-
lay for the cows of the manor. Wagons running on rails
were used on the swamp to take peat first to horses on
the edge of the swamp from where the horses would take
it to the cowshed of the manor.

The history of the manor dates back to 1650, when the
Koiskala Manor was established on land given to Didrik
von Essen. In 1916 the manor was bought by industrialist
Ferdinand Frigren who also founded the Polttimo dis-
tillery in Lahti. The Koiskala Manor is still in the hands of
the same family and operates as an organic farm.

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Frans Joosefin lammen luonnonsuojelualue

Frans Joosefin lammen nimen alkuperä

Lampea on alettu kutsua Rans-Joosepiksi noin 1900-luvun alusta lähtien. Aina 1950-luvulle asti puhuttiin myös Rans Joosepin maasta.

1900-luvun alun yksi puhutuimmista henkilöistä oli Frans Josef I (k. 1916), jonka pojan Frans Ferdinandin murhasta Sarajevossa 1914 sanotaan 1. maailmansodan alkaneen.

Jäämerellä sijaitsevan Frans Josefin maan nimesi hallitsijansa mukaan itävaltalainen retkikunta löytäessään sen 1873. 1920-luvulla Venäjä vaati aluetta omakseen perustaakseen sinne tukikohtansa. Siihen aikaan Frans Josefin maa tuli tutuksi nimeksi myös suomalaisille.

Eteläisen Suomen suurimmalla erämaa-alueella oli koko 1900-luvun alkupuolella runsaasti ns. lentojätkiä, jotka kulkivat metsätyömaiden perässä paikkakunnalta toiselle ja joiden vahvaa perinnettä oli käyttää paikoin pilailevia paikannimiä, jotka poikkesivat vakituisen väestön käyttämistä nimistä.

Frans-nimeen on saattanut johdatella myös nyystöläläinen maakauppias Frans Rudolf Öholm (k. 1922), joka kävi mahdollisesti kauppaa alueella. On saatettu sanoa, että mennään töihin Fransin hakkuulle, uitolle tai maalle.

Nimeksi vakiintui Frans Joosef, kun luonnonsuojelualue (9,2 ha) perustettiin vuonna 1992.

Lähde
Toivo Jallin selvitys Frans Joosefin lammen nimen alkuperästä, Padasjoen kunnan tilauksesta vuodelta 1991

Franz Josef Lake Nature Reserve

The origin of the name of Franz Josef Lake

The lake began to be called Rans-Joosep around the beginning of the twentieth century. Until the 1950s, people also spoke of Rans Joosep Land.

At the start of the 20th-century, Franz Josef I (d. 1916) was one of the most talked about people. The murder of his son Franz Ferdinand in 1914 in Sarajevo is said to have caused the start of the First World War.

Franz Josef Land is located in the Arctic Ocean and was named after their ruler by an Austrian expedition on its discovery in 1873.

In the 1920s, Russia demanded possession of the area in order to build a military base. At that time, Franz Josef Land became a familiar name to Finns as well.

Across Southern Finland's largest wilderness area there was many so-called 'flying lads' during the first half of the 20th-century. These were men that followed the forestry work from one region to the next and who had a strong habit of using at times joking place names that varied from the names used by the local population.

The Franz name may also have come from the name of a local Nyystölä rural tradesman Frans Rudolf Öholm (d. 1922), who perhaps did business in the area. It may have become a habit to talk of going to work in Franz's land or Franz's logging site or log driving area.

The name was formalised in 1992 when the Franz Josef Nature Reserve (9.2 ha) was established.

Source
Toivo Jalli's report on the origin of the name of Franz Josef Lake, commissioned by Padasjoki Municipality in 1991

Figure 5. Nature conservation area of Frans Joosef's pond (graphic design: Ilona Puska, illustration: Paula Mäkinen)

Hiskiaan luola

Tarinan mukaan Kammiovuorella asusteli 1900-luvun alkupuolella yksinäinen kulkuri Hiskias, joka oli tehnyt murhan ja pakeni siksi vuorelle, piiloutuen poliisilta kallion ja siirtolohkareen väliin muodostuneessa luolassa. Ravintonsa hän hankki metsästämällä, kalastamalla ja varastamalla lähiseudun taloista.

Tiesitkö?

» Kammiovuoren todettiin jo muinoin olevan mystinen paikka, sillä jo Turun akatemian aikaisessa väitöskirjassa Ticcander oli tutkinut Sysmän kummallista vuorta. Heinolan lehti kirjoitti tutkimuksesta heinäkuussa 1916.

» Ticcanderin mukaan Kammiovuoressa on vähintään kaksitoista suurta luolaa, ja kun muutamien luolien suusta heittää kiven sisään, kuulee kiven vyöryvän alas rappu rapulta. Muutamissa luolissa on myös vettä pohjalla. Kesäisin niistä nousee höyryä eikä lumikaan talvella pysy luolien lähellä, vaan sulaa pois kuuman höyryn vaikutuksesta. Tultakin on nähty vuorelta nousevan. Helmikuussa 1786 havaittiin myös heikkoa maanjäristystä.

Hiskiaan luola
Hiskia's cave

Siirtolohkare Linta
Glacial erratic boulder Linta

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0   500 m

Cave of Hiskias

According to a local legend, a lonely vagrant called Hiskias lived in the Kammiovuori Mountain area in the early 20th century. He was rumoured to have committed murder and hid from the authorities in the cave which is formed between a rock wall and an inclined glacial erratic boulder. Hiskias hunted, fished and stole from nearby homes to get food.

Did you know?

» The Kammiovuori Mountain was found to be a mystical place already in days long past, as Ticcander discusses his research on Sysmä's strange mountain in his doctoral thesis that dates back to the time of Finland's first university, the Royal Academy of Turku. The newspaper Heinolan Lehti wrote about the research in 1916.

» According to Ticcander, there are at least twelve large caves in the Kammiovuori Mountain, and if one throws a stone through the cave openings, they will hear the stone roll down the mountain, 'step by step'. There is water on the bottom of some of the caves. In the summertime, steam rises from the caves, and during winter, the hot steam melts the snow around the caves. People have even seen fire rise up from the mountain. A mild earthquake was reported in the area in 1786.

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Juha Roslakka

MAISA: the value of landscape. A pilot project of ecosystem services in rural areas

Forests and cultural landscapes in rural areas have been, and still are, important sources of human welfare. The National Forest Strategy (Ministry of Agriculture and Forestry 2015, 8) also highlights the significant economic growth potential associated with forests and human welfare. New services are continuously developed for nature tourism and the recreational use of forests. In general, the benefits that humans freely gain from the natural environment, ecosystem services, have a great significance for human well-being.

MAISA (the value of landscape) project aims to find new and innovative content for the tourism sector, and to encourage landowners to maintain valuable landscape areas and identify sources of revenue related to the landscape. Applying the methods of service design, the project will develop and pilot a policy in three landscape areas, combining the stories already collected about the landscape with the effects landscape has on human welfare, as well as associated services. This will result in a product. A landscape can be turned into a product from different perspectives, associated with, for instance, health and well-being, local food or aesthetic experiences. The project runs between 2018 and 2020. MAISA project is implemented by Lahti University of Applied Sciences, Rural Women's Advisory Organisation and ProAgria Southern

Finland. The pilot's target areas are Sääksmäki and Tarttila cultural landscapes in Valkeakoski, Lehijärvi cultural landscapes in Hattula, rural areas adjacent to the Municipality of Hollola, and the area of Hämeenkoski. In the selection of the pilot areas, weight has been placed on the areas' diverse cultural history, their status as a valuable landscape area, and the existing business activities. The project is funded by the Ministry of Agriculture and Forestry bio-economy strategy.

This article provides an overview of the underlying concepts and phenomena behind the MAISA project: the landscape, its interpretation and experience of it, landscape research, the cultural environment, ecosystem services, as well as the importance of landscape on human well-being.

Landscape, space and place

There are diverse interpretations and value judgements related to landscape and our experiences of it. Current research on landscape is multidisciplinary, although different scientific disciplines highlight specific perspectives. Landscape has been defined mainly from two different perspectives (e.g. Häyrynen 2016; Silvennoinen 2017, 14). Firstly, landscape can be seen as a concrete, physical environment connected to a specific region. This aspect is emphasised in the architectural and ecological approach to

landscape research. Another way to determine a landscape is to view it as a personal and abstract aesthetic experience or cultural interpretation. This perspective is emphasised in humanistic landscape research. In scientific landscape research, the focus has been on the humanistic and cultural approach.

The concept of landscape is closely related to, and partially overlapping with, the concepts of space and place. The concept of space is connected to various societal processes, which produce and renew it. Place, in turn, is associated with individual or shared experiences, mental images or stories about specific locations. (Häyrynen 2016.) The perception and significance of a landscape can thus be both individual and communal (Maaranen 2017, 300). Landscapes can also be divided into natural and cultural landscapes. In a natural landscape, the emphasis is on natural elements, such as in an esker, lake, forest and mountain landscape. Cultural landscapes have originally been natural landscapes, but they display the different measures humans have imposed on them, such as in urban and rural landscapes. The concept of a cultural landscape also includes traditional landscapes, which emphasise nature, but traditional landscapes are not, in principle, natural landscapes. Traditional landscapes are a result of human activities, in other words, traditional agriculture, such as meadows, dry meadows and forest pastures and burnt forests. Dividing the landscape into natural and cultural landscapes is fairly arbitrary, as in today's society, the landscape has features from both landscape types. Similarly, it is difficult these days to find landscapes not affected by people in any way. (Lehtinen 2017, 16.)

The exercise of societal power is also related to the definition of concepts associated with landscape. In connection with landscapes, and the cultural landscape in particular, the concept of a cultural environment is mentioned, referring to the interaction between humans and landscape in a wider sense (Lehtinen 2017, 16). From the perspective of administration, the concepts of landscape and cultural environment are sometimes used in parallel, but in administration, the cultural environment is a broad concept, while landscape is considered as a regional and narrow one (Häyrynen 2016). National legislation contains a number of regulations about the environment and landscapes, and their protection. The objective of legislation is not only to regulate and protect economic activities, but also to safeguard values specified for the environment. The most central legislative acts from the viewpoint of landscape protection are the Land Use and Building Act (132/1999) and the Land Use and Building Decree (895/1999). The only international treaty to be exclusively devoted to landscapes is the European Landscape Convention drafted in 2000, which entered into force in Finland in 2006. (Heikkilä 2016; Hirvonen et al., 2016, 64.)

The experience of landscape and values related to landscape

Finland has a total of 156 landscape areas which have been classified as nationally valuable landscapes by government resolution in 1995. The value of these nationally valuable landscapes is based on culturally significant natural diversity, cultivated agricultural landscapes and traditional building stock. (Ministry of the Environment, 2011.) An inventory of nationally valuable landscapes was made again in 2010–2014, on the basis of which a total of 183 nationally valuable landscape areas were proposed in Finland (Environmental Administration 2018).

Perceptions of a landscape and its beauty are associated with different values present in each culture, and, at individual level, bodily and aesthetic experiences. Rural landscapes shaped by humans, agricultural fields or commercial forests, can be valued on the basis of their economic benefits, whereas a natural landscape is valued for its benefits for recreation and relaxation. (Halla 2003, 84.) Landscape valuations, in other words, landscape preferences, are related to what kind of landscapes and environments we like.

Silvennoinen (2017) has examined what type of forest is perceived as beautiful and how forestry affects our landscape perceptions. Landscape perceptions related to forest landscapes are relatively permanent and universal. According to the study, people prefer a robust forest with a relatively sparse tree density, and think that forestry operations and renewal disfigure the landscape. On the other hand, forest management adds value to the landscape if directed at a dense and unmanaged forest. Finnish people, in particular, regard forest density as a negative landscape feature, but apart from that, landscape valuations of Finnish and foreign persons are similar. The landscape experience is always a unique experience tied to the moment and time. The same landscape can be experienced very differently during different seasons. For example, clear-felled commercial forests are more suitable for recreational use in the winter when snow covers the ground. Ecological and aesthetic values related to landscapes can contradict each other, and the ecologically sustainable is not always regarded as aesthetically pleasing. Dense forests are ecologically more sustainable than clear-felled forests, but people prefer forests, from which the undergrowth has been removed and dead standing and lying trees are not visible. (Silvennoinen 2017, 4,

14, 64.) As a result of the extensive Everyman's rights, the use of private forests for recreational use is widespread in Finland. The main purpose of private forests is, however, wood production, and therefore people using nature for recreational benefits face changes in the landscape caused by forest management (Lammi 2014, 1, 11).

Socio-economic background has an impact on landscape perceptions. Forest owners and forestry professionals view the effects of forest management more positively than other groups of people (Silvennoinen 2017, 4). Soini, Vaarala and Pouta (2012) have also reached similar results in their study. People with strong roots in a specific place and landscape, accept changes to the landscape more willingly than the others, and value the landscape generally less than the others. This group includes the majority of farmers. People who value a specific landscape and have the most negative attitude towards changes in it, have weak social connections to the place, but feel strong emotional commitment to the location. Most often, the latter group lives in the area only for part of the year, such as residents of summer cottages.

Ecosystem services and landscape's effect on health

Ecosystem services are benefits produced by nature, which promote people's well-being (Ministry of Agriculture and Forestry 2015, 8). Ecosystem services can be divided into 1) production services, 2) regulatory and maintenance services and 3) cultural services. Production services are services that people can use as resources acquired from nature (for example, food, energy and water). Regulatory and maintenance services are ecosystems' fundamental biological processes, associated with, for instance, air and climate

regulation, water purification, erosion management, genetic diversity, photosynthesis of plants and soil formation. Cultural services, on the other hand, include immaterial benefits produced by ecosystems and human activities together, such as science, art, cultural diversity, human livelihood, recreation, cultural heritage and educational, aesthetic, spiritual and religious values. (Perälä 2015, 13–14; Finnish Association for Nature Conservation 2018.) Rural Policy, which guides the development of rural areas at policy level, strongly stresses the development of ecosystem services in rural areas, and emphasises the significance of well-managed natural and cultural environments as a factor in the attractiveness of rural landscapes (the Rural Policy Committee 2014, 52).

There is a wealth of research evidence indicating that ecosystem services based on nature promote the well-being of people and prevent diseases. Thus, ecosystem services produce conditions for good health (Jäppinen et al., 2014, 13). Time spent in green landscapes and by blue waters has been shown to promote health and well-being (e.g. Bell 2017, 93). By moving around in nature and spending time in a pleasant landscape, we can be achieve a variety of health and welfare benefits: our stress level drops, alertness and concentration are enhanced, recovery from diseases becomes faster, general health and well-being are improved, and the emotional connection to a location becomes stronger, which has a significant impact on people's psychological development (e.g. Menatti & Casado da Rocha 2016, 2; Silvennoinen 2017, 26; Velarde et al., 2007, 199).

Health-promoting natural habitats and landscapes can be used with the help of various nature and health paths, and we could even speak of health forests (Tyrväinen et al., 2017, 3). The

healing properties of a health forest are associated with regular and repeated use of exercise and recreational opportunities provided by nature and the natural environment. For this reason, health promoting forests and other natural environments should be as close as possible to people in their everyday life.

Nature and landscape services

Rural landscapes and rural industries should be seen as complementary factors which develop each other. A valuable landscape can be branded and made into a product, which will create a frame for services and products related to nature (Hirvonen et al., 2016, 3). Nature and landscape services are services associated with the management and use of natural and cultural landscapes (Rutanen & Matila 2009, 7). Nature and landscape services can be divided into nature management services, landscape management services and services associated with the use of nature. These services include the renovation of traditional landscapes, landscaping work and services associated with the use of nature (such as hiking and recreational destinations). The first prerequisite for the development of nature and landscape entrepreneurship is increasing people's awareness of nature and landscape services, and, consequently, the meeting of supply and demand. The development of services also requires the development of financing methods. The measures of developing nature and landscape services are often project-based activities, which means that the financing and operations in general are often short-term. (Rutanen & Matila 2009, 9.) Landscape services can also be divided from the consumer's viewpoint into either services using the cultural landscape and cultural heritage, or to services that make

use of the natural landscape. In both groups of services, it is utmost important to identify and be aware of consumers' everyday practices (Komulainen, 2013, 11).

Pitkänen (2011, 32–33) has concluded that conservatism is often connected with the landscape and landscape perceptions. People's perceptions of rural areas and rural landscapes today can be seen to reflect urban citizens' longing for space, which is used primarily for recreational purposes. Perceptions of rural areas remain in the past, and idyllic countryside descriptions in advertising are replicated over and over for marketing purposes. Although people's perceptions are often mythical and conservative, they still affect consumption and tourism behaviour. We can ask: what will happen when the mythical perceptions no longer correspond to the observed or perceived environment? Agricultural and rural landscapes reflect the changes in the rest of society (Perälä 2015, 7). In recent years and decades, the landscape has changed differently in different parts of the country: intensive agriculture is reflected in the loss of biodiversity in the agricultural landscape. On the other hand, there are areas of decreasing agricultural activity, which in turn can be seen as the loss and overgrowth of an agricultural landscape (Rutanen & Matila 2009, 7). Less diverse habitats, intensified land use and higher-density residential areas do not contribute to the availability of ecosystem services (Jäppinen ym. 2014, 13). Similarly, urbanisation, industrialisation and increasing traffic have weakened people's possibilities to experience peace and quiet in nature (Hietala 2006, 6).

Regardless of the changes in the rural landscape, people still search for and continue to gain welfare from the landscape. People living in an urban environment today are especially aware of the importance of natural areas as a source of well-being and as part of the built environment (Tyrväinen et al., 2017, 3). Experiences of a landscape will always be unique, and in different circumstances, people can appreciate a variety of landscapes (Silvennoinen 2017, 63). A forest owner, an environmentalist and a person picking wild berries can appreciate different things, and look for different landscapes for their activities.

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Essi Prykäri

Virtual nature tourism – experiences and good practices from the Virtual Outdoors project

Put your virtual reality headset on and step away from everyday life to beautiful Finnish forest and lake scenery. Wake up your senses, listen to relaxing sounds of nature, and fall in love with canoeing or ice swimming through an immersive viewing experience so much that you cannot wait to try the activity yourself. This description may sound somewhat futuristic if you have not yet tried immersion into virtual reality but such experiences are quickly becoming more common.

The increase in virtual reality usage is predicted to bring substantial changes to the ways nature tourists search for information and get familiar with potential destinations (Konu et al. 2017). Virtual reality and 360-degree videos give the viewer the opportunity to become familiar with nature destinations and activities in a new way. As the name suggests, 360-degree images and videos provide a 360-degree view of the object. Thus the viewer can observe the object from the desired viewing angle without the photographer or cameraman choosing the best angle for the viewer. 360-degree images and videos immerse the viewer into the action as an active participant.

Virtual Outdoors

Virtual Outdoors is a nationwide project funded by the Rural Development Fund and adminis-tered by Lahti University of Applied Sciences. The project is implemented jointly between Haaga-Helia University of Applied Sciences, the Centre for Tourism Studies at University of Eastern Finland and Karelia University of Applied Sciences.

For two and a half years, the Virtual Outdoors project has studied the creation of 360-degree nature videos and their effect on international tourists' desire to travel. The project has conducted experiments for filming 360-degree nature videos from which experiences and good practices have been collected. Good practices have been shared with nature tourism entrepreneurs at seminars and through work packages that can be found at our website. The project has also studied the experiences of international tourists viewing 360-degree nature videos. Videos and images created in the project are used to market Finnish nature tourism in various social media channels and on our website.

The 360-degree videos filmed during the project can be viewed on the project's YouTube channel. The videos are published under the Creative Commons CC BY-ND licence so nature tourism entrepreneurs and everyone who is interested can freely use them in their own marketing.

360-degree videos
in tourism marketing?

Videos are more and more popular online. Many statistics show that viewing online videos is still on the rise (Alamäki 2018). YouTube alone is viewed for a billion hours per day (Google 2018). So, it is no wonder that tourism entrepreneurs and marketers use videos for advertising travel destinations and activities. A vast volume of video content is produced for online use, so tourism entrepreneurs and marketers have to continuously look for new methods of differentiating from the competition (Griffin et al. 2017).

A potential customer spends several hours becoming familiar with the destination before travelling. It is important for them that the videos of the destination are reliable. Customers look for information channels that improve the total experience of travel. User-generated content for example images and videos provided by other tourists, are perceived as more reliable sources than marketing videos. (Konu et al. 2017; Lisnevska 2017.)

360-degree images and videos give the viewer a feeling of a more genuine and reliable experience compared to 2D videos as the viewer can also go behind the camera. The viewers are able to choose which things to concentrate on in the video and become active participants in the situation. This way, 360-degree videos can reduce the risk associated with the choice of a travel destination or activity as viewers will get a more realistic idea of the expected destination. (Griffin et al. 2017; Konu et al. 2017, 16-17.)

According to preliminary studies, 360-degree videos create a stronger emotional reaction than 2D videos or online images. They have a greater effect on the brand of the travel destination, the viewers' desire to travel and their appetite for more information about the destination. Several previous studies show that images and videos creating positive emotions have a more probable effect on purchasing decisions and are the most efficient. (Griffin et al. 2017; Pasanen 2018.)

360-degree videos have become more common in tourism marketing during this project. When the project started in 2015, there were only a few 360-degree videos presenting tourism destinations. Almost without exception, the example was the Canadian pioneer Travel Alberta, which has made 360-degree videos for tourism promotion since 2014 (Peltier 2017). Today, 360-degree videos are available from more tourist destinations; for example, our neighbour Sweden is also showing nature destinations with 360-degree videos on the Visit Sweden website, you can visit a white sandy beach in Australia or the Christmas market in Vienna. Virtual Outdoors is not the only project filming 360-degree videos of Finland. The 100 moods from Finland project made one hundred 360-degree videos of Finland's centenary year, and the videos are available on the project's website.

Hints and tips for filming
360-degree videos

If it is desired that 360-degree videos would have a positive effect on tourists' decisions to become familiar with Finnish nature (or any travel destination for that matter), a number of things have to be taken into account when filming so that the 360-degree videos will be a pleasant experience for the viewers.

Filming a 360-degree video is different from "traditional" 2D videos; a 360-degree camera takes the viewer to the centre of activity while the viewer of a 2D video is only a passive observer. In 360-degree videos, the viewer controls the viewing experience. When the viewer turns his or her head

in reality, the scenery in the video changes. This may mean that the magnificent scenery intended by the photographer is not necessarily the one that catches the viewer's eye. The viewer's attention/experience can be guided, for example, by adding a narrator who speaks directly to the viewer, or by setting the camera so that the viewer will identify as a character on the video (Kilpeläinen 2017).

In 360-degree videos, the camera is the viewer. This is an important thing that must be taken into account when considering the placement of the camera. If the camera is on a table, at floor level or in another irrational location, this will affect the viewer's experience and make it feel less real. The most natural height for the camera is at eye level. A video filmed from floor level makes others look like giants, and a video filmed from high above gives the viewer an outsider's feeling. (Kilpeläinen 2017.)

360-degree videos capture everything in the environment, and it is difficult if not outright impossible to hide the equipment and the film crew. The role of the film crew must be considered already at the planning stage. Some newer and lighter 360-degree cameras come with a mobile application that allows the camera to be started from a distance, with the assumption that a network connection is available. The mobile application also shows direct video from the camera, so the success of filming can be monitored on a smartphone. The mobile application makes it possible for the film crew to hide somewhere in the vicinity but when filming in nature, you should prepare for problems with network connectivity.

Viewing 360-degree videos is an intensive experience, and enjoyment takes more time than watching a more linear 2D video. It takes more time to perceive new scenery or locations in 360-degree videos as you can freely change the viewing angle. The scenes should be long and relaxed enough so that the viewer can catch the idea. If the scenes switch too quickly, the viewer may have the feeling that something important has gone unnoticed. (Lisnewska 2017.)

The use of a VR headset may cause virtual reality sickness to some viewers. This is usually the result of a conflict between visual stimuli and the sense of balance. The conflict is usually associated with movement. Either the viewer turns his or her head too quickly or there is rapid movement on the video; thus, remember to keep the content of 360-degree videos restful.

Another factor influencing VR sickness is the image quality of 360-degree videos. This should be taken into account already when filming. Always use the best possible resolution and also choose the best image quality when uploading the video to the publication platform. Content to be viewed with VR headsets should have a higher resolution than content for computers or mobile devices because the pixels of videos show better when viewing on VR headsets.

360-degree videos promoting accessibility to travel

In the future, 360-degree videos can promote accessibility to travel. They can provide a more versatile and realistic idea of the degree of difficulty of a hiking trail, for example. The viewer can pay attention to the details important to him or her, and thus assess the suitability of the trip.

360-degree videos and virtual reality can provide nature experiences and make it possible to experience activities for those who cannot go to the nature because of physical limitations, for example (Konu et al 2017, 16–17). It would be interesting to study to a larger extent whether a virtual nature experience can create the same health benefits as going to the nature in reality.

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

Annamaija Id-Korhonen & Eija Viitala

SotePeda 24/7: Shared expertise for developing digital services and knowledge management

Digital services are an increasing part of the service offering in the Social and Health Care sector. In the future, citizens themselves will increasingly produce information and use digital social and health services. However, people's skills and opportunities to take advantage of digital tools and services varies widely.

The Ministry of Social Affairs and Health started a project in 2015 called eHealth and eSocial Strategy 2020 - Information in support of well-being and reforming services, the goals of which are:

Figure1. Logo of the SotePeda project.

- Citizens can access and use digital services.

- Citizens can produce information for their own use and the social and health care professional's use.

- Digital services are available to citizens.

- Digital services provide added value to life management, health problem prevention, self-assessment of service needs, and independent living.

The availability and usage of digital services has increased, but there are many regional and user-specific differences. Centralised services that support citizens' self-reliance and help with as-

sessment of service needs for life management and general service provisioning are still scarce. (Hyppönen et al. 2018.)

Digitalisation of the social welfare and healthcare sector enables better, more cost-effective and productive services, and improved human well-being and health. Digital services are developed according to the needs of citizens, and the objective is to be able to offer them as a coherent, one-stop service solution. The goal is to build digital services that are accessible and easy to use. Other services will also be available when the use of digital services is not possible. In the future, health and well-being will increasingly be managed by information. Information

and services are produced in partnership with citizens, communities and companies in new types of ecosystems that also take into account the preconditions for developing companies in Finland. Information gathering will be automated and digital information will be used in varied and targeted ways but always within the boundaries of appropriate data and information legislation. Some digital services that support and promote citizens' management of their own health and well-being are already available. When developing social and health services, opportunities for digitalisation are always utilised, and digital services are developed as coherent, full-service solutions where information is held securely, and they are easy to use. As part of more traditional ways of working, working rules and conditions are also set for professionals working with and using digital solutions. (Ministry of Social Affairs and Health 2016.)

Social and health care professionals' future skills requirements are 1) professional competence, which forms the core of future skills and 2) general competence of all social and health care profession groups, including customer service, service development, as well as responsible employee conduct and managing collaborative change. Customers and customer service needs of the social and health care are becoming increasingly varied and professionals are expected to have bespoke skills, as well as have the ability to manage and assess customers' overall service needs when making decisions about their care and management. When designing social and health education, the suitability of the teaching methods used to achieve the desired competence should also be taken into account. (Kangasniemi et al. 2018.)

The rapid expansion of digital services in the social and health care places new demands on the knowledge and expertise of professionals in the field. The development of services requires cross-departmental cooperation, for example, between information technology and business people. Students are encouraged to practice this cooperation during higher education studies and have dialogue with representatives from various fields. (Ahonen et al. 2017.)

The objectives of the SotePeda 24/7 project are:

- Strengthen the expertise of teachers, students and professionals from various fields in the use, management and development of social and health care's digital services.

- Define the required level of multidisciplinary digital skills required for social and health care and include them in the education curriculum of various fields.

- Make the Digital Living Lab available - a learning environment that operates flexibly 24/7.

- Based on the nano-learning ideology, offer pedagogical models and content to strengthen multidisciplinary digital skills for social and health services.

- Create a scoring system for digital knowledge and skills.

- Create a multidisciplinary national and international community for learning and development.

The project is implemented in cooperation with 22 universities of applied sciences and a consortium of two universities. In addition, the project has an extensive network of partners: National Institute for Health and Welfare (THL), The Association of Finnish Local and Regional Authorities ODA project, The Centre of Excellence on Social Welfare in the Helsinki Metropolitan Area (Socca), The Nursing Research Foundation, NRF (Hotus), Finnish Society of Telemedicine and eHealth, Ministry of Education and Culture's related projects and regional networks working on similar subjects.

Know-how of digital social and health services and knowledge management

Evolving social and health services are increasingly utilising digital services that are designed to improve customer-centric flexible services. A university graduate must have reached a competency level EQF 6 or 7 to guide and support customers using digital social and health services, and to be able to develop the services together with the users. Future professionals of social and health care are required to be able to use digital information and manage information in their decision making. They are also required to be able to evaluate and develop the effectiveness of products, services and service processes. In the context of this project, knowledge management means utilising existing information - ways of working with existing information and using that to support the organisation's development and decision making.

Lahti University of Applied Sciences (the project coordinator), Oulu University of Applied Sciences, Tampere University of Applied Sciences and the Department of Health and Social Management at the University of Eastern Finland are jointly developing a training package, with the aim of increasing expertise in digital social and health services, knowledge management and service development. The target groups' skills requirements are evaluated together with the project partners. Ethical perspectives in digital services and knowledge management will feature as key concepts in the training. Training will be targeted at teachers, students and professionals in the field of social and health care. The project will deliver a work package which will include a training package that utilises e-learning environments and enables self-study. The aim is to integrate the training module into higher education study programmes.

Work package objectives:

1. A training package and a learning environment for university students, teachers and professionals, where knowledge is developed through interactive e-learning platforms (e.g. MOOC) to enhance digital and knowledge management skills required for the health and social services reform.

2. Study programmes are piloted in cooperation with partner companies in four higher education institutions. Feedback from two of the pilots will be used to develop a study programme that will become part of higher education studies and will be included in the national joint portal of 23 universities of applied sciences.

3. Higher education institutions have a shared learning environment that ensures sufficient expertise in the use, application and development of digital services and knowledge management in the social and health care.

4. The result is a training package that is available on digital platforms that enables the development of different levels of competence in the field of digital social and health services and knowledge management.

Shared expertise in the development of social and health services

The health and social service reform creates more and more complex value networks that develop and maintain a diverse service system. The value networks of social and health care are comprised of operators from private, public and third sector and users of services, i.e. citizens. As complexity increases, service systems must also respond to the challenges of digitalisation and user-centricity and ensure the best possible services for the customer. These challenges set new challenges to existing value networks, operator roles and ways of cooperating. Therefore, multi-professional, shared expertise is becoming increasingly important in the future social and health care operating environment.

The work package examines the regional social and health care operating environments and the skills requirements related to the health and social services reform from a multi-professional collaboration point of view. Regional development communities and collaborative ways of working are mapped, and opportunities for digital operating models, tools and networking activities are piloted. The work package progresses through work-based development methods in three development cycles. The first cycle focuses on multi-professionalism in existing value networks, the second on new operational concepts and the third cycle focuses on sharing good practices. The development cycles will be implemented in Kanta- and Päijät-Häme, South Ostrobothnia and Ostrobothnia regions. The results are compiled in a digital workbook and into an academic publication. The development cycles results will include new kinds of multi-professional, shared expertise competences, good working practices relating to multi-professional networking activities, development community collaboration, and new learning environments.

The project started in the spring of 2018 and is currently in the phase of designing the pilots for the study programmes. The first study programmes will be piloted during summer studies in 2019. Future workshops with regional partners will start in November 2018. Forecasting future knowledge and skills needs, and the construction of new types of study programmes have their own challenges. However, the multi-professional collaboration network helps to define the constantly evolving skills and knowledge requirements of the health and social services reform.

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PART 3: SOCIAL INCLUSION

Pirjo Tuusjärvi

Supporting immigrants in the transition phase after the integration training

There are various motives for people to move from their home country to another one. According to Statistics Finland (Ministry of Economic Affairs and Employment 2018), immigration has been largely based on humanitarian causes in the recent years, but people also move to Finland, for example, to study or work or because of family-related reasons. Regardless of the reasons, immigration is always a remarkable change in life. Integration to a new country requires both time and adaptation, especially when the immigrant is a refugee (The Finnish Association for Mental Health 2015). Therefore, various integration measures have been implemented to assist immigrants in settling to their new home country. According to the Government Integration Programme for 2016–2019 (Ministry of Economic Affairs and Employment 2015), the objective of the measures is to enable full participation in the society for immigrants.

When integrating to a new society, an individual must redefine their personal life situation and find new sources of motivation as well as mental resources. The sources of motivation that facilitate progression in life are future-oriented thinking, activity and capability to handle one's life situation. The opportunity to build one's own life story is particularly important for immigrants with a refugee background. (The Finnish Association for Mental Health 2015.)

Integration does not take place in a social vacuum. Instead, it progresses through networks of relationships. Social relationships are a significant factor of well-being, and they are connected to the opportunity to participate in the surrounding society, including the labour market (Schubert 2013). According to Forsander (2013), the membership of the welfare society is earned through work as work plays a crucial role in the Finnish society. The Working Life Barometer (Ministry of Economic Affairs and Employment 2013) indicates that in immigrants' opinion, the single most important factor of integration is work. Thus, one of the focuses of the Government Integration Programme for 2016–2019 is facilitating immigrants' access to the labour market.

The critical transition phase after integration training

In order to enhance the chances to become employed or to receive unemployment security, an immigrant must participate in integration training and the initial assessment organised by their region's TE Office. The objectives of integration training are to teach the immigrant Finnish, to help them adopt societal and working life skills and to provide them with a personal occupational plan (Finnish National Agency for Education 2012).
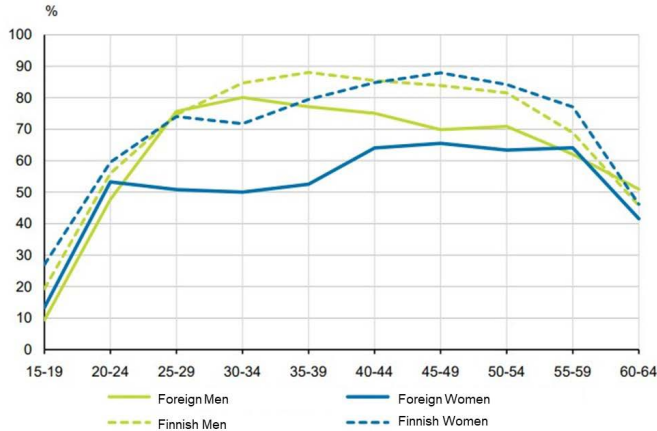
Figure 1. Employment rate by age, gender and birth in 2014. (Statistics Finland 2014).

Both the Government Integration Programme for 2016–2019 and the Regional Immigration Policy Programme of Päijät-Häme 2016–2020 (Regional Council of Päijät-Häme 2015) state that after the integration training, the integration and employment of many immigrants does not progress as expected. Immigrants access the labour market more slowly than the original population, and their unemployment periods are prolonged more often. (Ministry of Economic Affairs and Employment 2015; Regional Council of Päijät-Häme 2015.) (Figure 1).

After the integration training, many immigrants face a critical transition phase in which it is of first-rate importance to receive personal support and individual guidance in order to find suitable education or work as soon as possible.

However, after the integration training, many immigrants still consider their language skills inadequate for employment or further education, and they may not have established relationships or networks with the original population. If they are unable to find a job or a place to study, the motivation reached during the integration training decreases quickly, and the immigrant often faces prolonged unemployment. Prolonged unemployment poses a problem for the individual, the community and the society. (Regional Council of Päijät-Häme 2015; Häkkinen 2016.)

Transition phase support service model as integration support

A discourse on the creation of a new support service model was initiated in the Lahti region in early 2016 by the increasing number of immigrants in the Päijät-Häme region and the challenges posed by the needs for support after the integration training. As a result, the NIPA project (transition phase service model to support integration), which received ESF funding and was initiated in November 2016, was designed on the basis of discussions between authorities and immigration guidance experts. The project administered by Lahti University of Applied Sciences was one of the national At Home in Finland project's Good Path pilot projects. The objective of

the pilot projects was to create a service model to support the employment, access to further education and entrepreneurship of immigrants after completing the integration training. (Lahti University of Applied Sciences 2018.)

The project's goal was to develop a continuum of support and guidance after the end of the integration training for immigrants who are at the highest risk of being excluded from work or further education. Poor proficiency in Finnish, lack of networks and the fragmentariness of the service field after the integration training were considered the most central reasons for the need of individual support and guidance. Even though there are plenty of services provided by various operators and authorities in the region, it is difficult for an immigrant to understand the point of all of the services and to grasp the connections between them.

Pilot mentor model

The project involved creating a support service model that includes the Pilot mentor model and an electronic service map of the Lahti region. The purpose of these functions was to provide immigrants with support in learning the Finnish language and in networking with the original population as well as to help them find the provided support services and to utilise them when looking for a job or a place of study.

A peer support-based mentor model was designed and piloted in the project. The model involves a Pilot, a Finnish-speaking social sector student in the polytechnic, who supports the immigrant for a predetermined period of time. The tasks of the peer mentor are to provide support, encouragement and guidance for the immigrant in matters related to work and education and, above all, to speak Finnish with them (Figure 2).

(Figure 2. The Pilot mentor model designed and piloted in the NIPA project.) Photo: Oona Rouhiainen
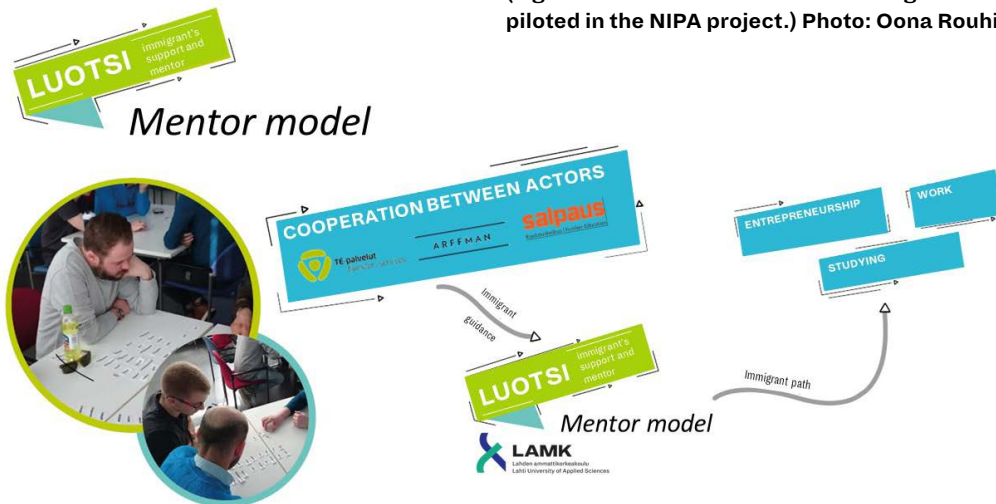
In the model, it is essential that social sector education experts provide the mentors with training in their tasks and in preparatory guidance, and that the experts also coordinate the operation and support the mentors.

In the operation of the Pilot model, it is essential that the support and coaching is based on the immigrants' needs and that participation is improved with preparatory guidance. In preparatory guidance, the guided person is responsible for the learning, and they learn by doing things personally and by reflecting on their actions. In the Pilot model, mentoring is carried out in small groups that enable peer relationships between the mentors and the immigrants.

Lahti region service map for immigrants

The second part of the support service model is the electronic MunLahti service map which highlights immigrant-oriented regional services that support employment and integration (Figure 3).

The service map was created in cooperation with the region's immigrants as well as experts and service providers involved in immigration work. Immigrants participated in the service map design, piloting and user experience collection as well as in the assessment of the service map's prototype in workshops designed for them. The immigrants who participated in the workshops were mostly reached with the help of local integration training organisers.
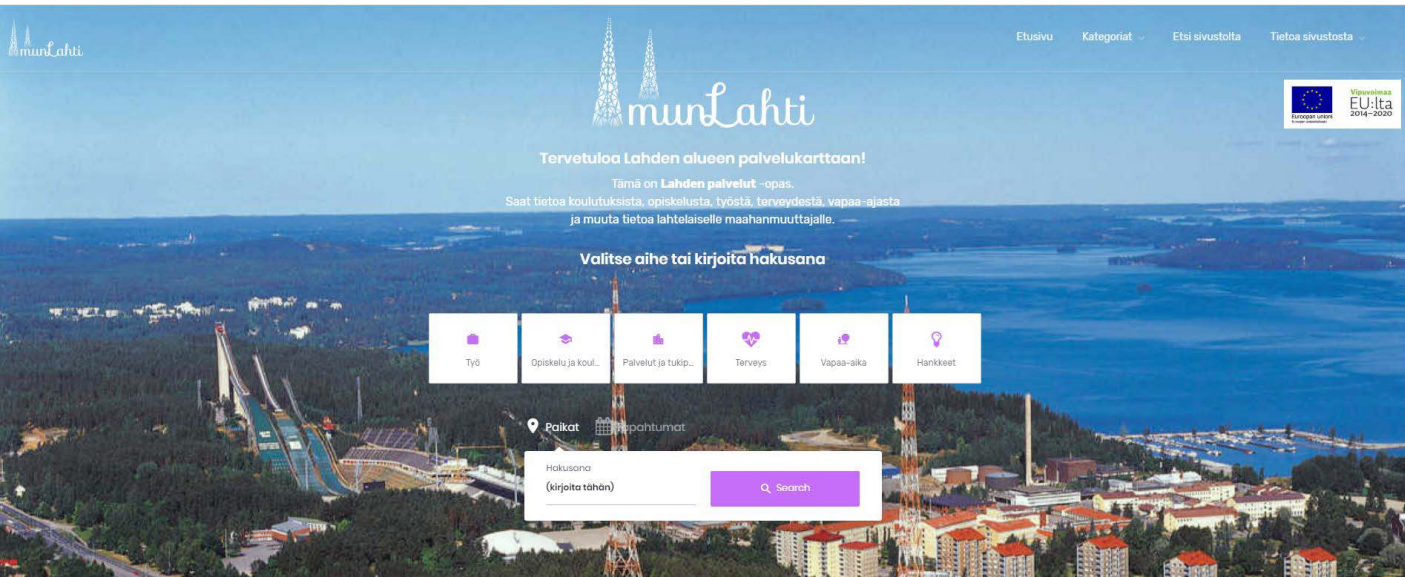
Figure 3. MunLahti website

Figure 4. Sirwa Farik, the Refugee Woman of the Year 2018. Photo: Heidi Kouvo

The MunLahti service map contains information in six main categories. The service map's information directed particularly to immigrants includes areas such as training events and education, work, health, free time, immigrant-oriented projects in the region and general info for immigrants. The service map clarifies and integrates the overall picture of regional services from the viewpoint of immigrants. In addition, it supports immigration experts' work in immigrant guidance. The Lahti region service map can be found at http://munlahti.fi.

The significance of support and encouragement in the integration of immigrants

Sirwa Farik (Feature 4), the Refugee Woman of the Year 2018 who spoke at the NIPA project's final seminar on 10 October 2018, stated that the integration of immigrants should be supported with various actions and methods and by organising different kinds of courses and group activities.

Farik emphasised poor proficiency in the Finnish language and the lack of networks as the greatest challenges for integration; a point made in the design stage of the NIPA project as well.

The NIPA project's support service model, including its Pilot mentor activities and the regional service map, enable tackling these challenges as well as supporting immigrants in the critical transition phase after the integration training. The created model enables long-term contribution to the continuation of the education process of immigrants who have completed the integration training, improves their employment rate and prevents long-term unemployment and exclusion in the labour market. The support service model sections have been modelled such that it is possible to implement them in other regions as well. The project reports and results can be found on the Research, Development and Innovation section of Lahti University of Applied Sciences' website. The NIPA project (transition phase service model to support integration) concluded on 31 October 2018.

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Jukka-Pekka Somera & Tarja Kuula

Neighbours project increasing community spirit and participation by the intellectually disabled

This is a national ESF project that started in the beginning of 2018 and will extend to April 2020. The participants are the family and social services sector within the Päijät-Häme municipal consortium for well-being, the Etelä-Karjala social and health services district (Eksote), Lahti University of Applied Sciences and Saimaa University of Applied Sciences. The project aims to develop the concept of "social housing manager" which has been introduced in the cities of Lahti and Lappeenranta for people with mild intellectual disability living in supported housing arrangements. This is backed by the UN Convention on the Rights of Persons with Disabilities (Finnish UN Association 2015), according to which everyone shall have an equal right to decide on one's own housing, as well as the Finnish Government's aim of abolishing institutional housing by 2020 (Ministry of Social Affairs and Health 2016). The project aims to improve leisure-time involvement among people in supported housing. This is to be done by developing operating models that build a community spirit among the tenants and increase their participation in society. Furthermore, the project includes piloting of evening and weekend activities in Lahti, in a new meeting place called Mukkulan Olkkari, that will develop peer-to-peer activities for the intellectually disabled. The pilot project supports

the view of Pitkänen et al. (2015) with regard to a distributed living model in which housing for people with special needs is provided with the help of support brought to the home, either in completely separate units or groups of a few apartments among regular housing. The "olkkari" or living room model improves the functionality of supported housing. This means shared spaces or low-threshold activity points located close to housing units, available to tenants at their discretion. The tenants must also have good access to general services in the area (Pitkänen et al. 2015, 9).

The concept that we call "social housing manager" originates in the British non-governmental organisation KeyRing (KeyRing 2018). The main idea is to provide support to the most vulnerable part of the adult population so that instead of living under the rules and practices of institutions and becoming isolated from society, people can live independently, make decisions as individuals, but also feel that they belong to a community. Support is provided for becoming a part of the local environment, learning everyday skills (such as safety and security, grouping, promotion of health, peer support, utilising services in the local environment), as well as focusing on one's resources and abilities. In Great Britain, the primary way of doing this is that a volunteer living in the area is available to those requiring support on a

part-time basis (about 15 hours per week), receiving a modest hourly pay as a part-time employee. The social housing managers operating in the Lahti and Lappeenranta regions are volunteers who contribute an average of five hours per week. This article describes the social housing manager and supported living model developed in Lahti, as well as the ideas brought up by the support advisors and particularly the tenants themselves on how the housing services and the social housing manager model could be improved.

Material and development methods backing the report

In Lahti, intellectually disabled people who live in supported housing have their own apartments in normal neighbourhoods and use local services. They also receive individual support provided to their homes. A service requirement assessment is done with each client, and the type and extent of support required is considered on this basis. The development of supported housing in the Lahti region started in 2014, and support advisors have been employed through reallocating resources from service housing to supported housing. The apartments are located all over the city of Lahti. Each tenant has been able to define his or her desired location and environment, and generally, the system has been able to fulfil their expectations. There are 27 tenants at the time in the Mukkula neighbourhood. There are also two assisted living units there, with a total of 58 tenants, and a guided living unit of 25 people.

Across the province of Päijät-Häme, when the material was collected in April 2018, housing services for the intellectually disabled covered a total of 498 people, of whom 214 were women (43%) and 284 men (57%). Supported housing services covered 108 people (21.7% of all clients in housing services), some 41% of them women and 59% men. (Päijät-Häme Joint Authority for Health and Wellbeing 2018.)

The contents of this article are mostly based on material for a report assessing the current state of the project and service requirements, collected by students who started their Bachelor's studies in Social Services at Lahti University of Applied Sciences in 2017. (Interview report of the Neighbours Project, 2018) The students organised themselves in pairs and interviewed six male and four female tenants as a part of surveying the need for leisure-time services guidance during a study module covering individual and group guidance in March and April 2018. At the same time, within a very limited period, the students were able to interview three supported housing guidance employees and one leisure advisor, as well as one of the two social housing managers currently active in Lahti. The surveys were carried out in co-operation with the department of services for the disabled, in strict compliance with professional ethics.

The social housing manager as an enabler of participation and community spirit

At the time of writing this article, there was only one social housing manager in Lahti. One had just moved to other tasks and the recruitment process for another one was underway. Both housing managers were Bachelor's students in Social Services at Lahti University of Applied Sciences. They assisted the tenants on a voluntary basis, contributing a minimum of five hours per week, and as compensation, they were allowed to live in council housing for a 60% discount from normal rent. The housing

managers also converted a part of their work into studies – that is, they had the opportunity to get practical study credits through their work contribution. The housing managers were young men, and one of them had a girlfriend who also contributed to the activity and had a job in the intellectual disability sector. The housing managers helped with practical problems such as computers, smartphones, changing light bulbs and the like, and took the tenants with them to regular weekly activities such as sports, music evenings, walking tours, cafés, restaurants etc. They were available on the telephone in the evenings and weekends if necessary. The social housing manager also had the goal of getting the tenants to form their own groups for leisure-time activities. A good example of this is a group of men who go to ice hockey and football games together. At the time of conducting the service surveys, the housing manager activities seemed to have had a good start. From time to time, the housing manager had a high workload, though, and it was challenging to draw limits for the work. Sometimes a degree of overlap was perceived between the roles of the social housing manager and the supported living advisors. Furthermore, the housing manager would have required more background information about the tenants to understand their overall situation.

Tenants' views on the current state and the social housing manager service model

The interviewees were comfortable in their homes as their friends and the grocery store were close. The apartments are in good condition and tidy, and tenants are satisfied with the location easily accessible by public transport. According to the interviewees, life in supported housing gives liberty and is more independent and meaningful compared to service housing. Not a single interviewee would want to change their current form of living.

The social housing manager was seen as one who walks along and has a low threshold for contact; some tenants said that in case of any problems, they would rather call the social housing manager instead of their parents or other close associates. The tenants' experiences of the social housing manager's actions were generally positive. The social housing manager's support increased the feeling of safety in living, and has been helpful in many everyday needs and issues related to maintaining your home and building or improving social relationships. According to the tenants, there could be even more support – the services of the social housing manager would be needed more than there is currently available. Elderly tenants in particular would appreciate more of the social housing manager's presence. The oldest tenants thought that the housing manager is very young and were therefore not that much involved in social interaction. The interviewers together with female interviewees considered the idea of having a female housing manager that could do "girl things" with them. Two female tenants brought up experiences of antisocial behaviour by other tenants in the building, and they hoped that a solution could be found. One of the social housing manager's tasks could indeed be to communicate information to the supported housing advisors in matters like this so that intervention could be as rapid as possible and that problems would not accumulate too much.

Advisors' assessment of the social housing manager service model and independently supported housing

Supported housing personnel who are educated either as Bachelor of Social Services or practical nurse gave both positive feedback and criticism of the social housing manager model. It was considered positive that the tenants received more service to further support their supported housing services and that the service is available "outside the staff rota". It was assessed that the social housing manager would make the threshold lower in getting involved with the local community, thus extending the tenant's scope of everyday life. The feeling of safety had also increased, and relatives were less worried about the tenants. Criticism was related to lack of information about the role of the social housing manager or the content of his work and enabled misconceptions of the expectations set for the social housing manager's services. The supported housing advisors felt that this kind of additional service through volunteer work is welcome as an element supporting their service but that co-operation and communication should be improved in order to avoid overlap in work. To this extent it can be noted on the basis of the interviews that it is essential to coordinate professional support and volunteer support in order to identify and recognise the characteristics of both forms of support and allow them to take shape in promoting meaningful everyday life for shared clients. Volunteer work is carried out with different orientations but the motivation is internal and in line with the volunteer's values (Hynynen 2015).

The supported housing advisors felt that it is a strength of the current model that there is time to discuss things with the tenants. They are treated as equals and are involved in normal everyday activities along with other people. Positive feedback has been received from the tenants, supporting the employees' idea of the activities and increasing the meaningfulness of their work. The advisors think that their work is versatile and that no two days are identical. The tenants and colleagues are perceived as sensible. You learn new things every day, and even the most challenging tenants are seen as factors enriching one's work as you can jointly invent new ways of resolving challenges that turn up in the advisor's work. However, developing co-operation with the social housing manager is seen as an area for development. Furthermore, additional training would be needed to develop competence in solving problems related to substance abuse, mental health and gambling, as well as challenges brought by the tenants' money issues.

Discussion

On the basis of the survey, a further question arises: how to account for tenants of different genders and ages? Does the social housing manager's education, gender or age matter? What would be a sufficient number of social housing managers? What is the social housing manager's role? If social housing managers are required, how should the social housing management services be arranged? Is the current model, co-operation between universities of applied sciences and municipal consortia, a sustainable model? Is the social housing manager's guideline of 5 working hours per week sufficient? On the other hand, the need for social housing mana-

gers can be reduced if the Olkkari living room activities will develop to increase participation through peer support. At its best, Olkkari is a low threshold meeting place open to everyone in the evenings and weekends, and at the same time, new peer housing managers are being trained. The aim is to reinforce the tenants' own resources and develop their competence in peer to peer guidance. At the same time, their facilities for working life are developed, which may enable permanent employment. The survey shows that there is a clear need for peer support and social housing management; the main challenge seems to be how to make social housing management, peer support and support provided by professional advisors interoperate. How can we better enable the integration of adults with intellectual disabilities into leisure time activities and hobbies provided by society, such as sports clubs, cultural institutions and communities, as well as other public services that promote participation?

Continuation of the project

The next stage of the project will, together with the target group, their close associates and the advisors working with them, seek solutions for the development of assessment methods for the need of help, better networking with other actors in the local area, particularly the third sector, as well as the modelling of housing support services using the possibilities of digital tools. Furthermore, experts-by-experience will be able to express their own views regarding the training of personnel to develop more customer-oriented solutions for supported housing services. Piloting of Olkkari continues, and the operating model will be reformed so that it can be used in the most versatile way in the practical implementation of various social housing services.

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Helena Hatakka & Tarja Kempe-Hakkarainen

Authentic learning environment as an instrument of self-directed insightful learning

The Olopiste project (1 September 2015–31 August 2018) was funded by the European Social Fund (ESF), and it provided a meeting point for the unemployed and offered activities to support employment for long-term unemployed working-age people. In addition, Olopiste provided an authentic learning environment for Social Services students.

One of the project's results was a learning environment model that highlights the versatile learning opportunities that authentic learning environments enable for various operators. This article discusses learning opportunities in an authentic learning environment from the student's viewpoint.

Developing the learning environment model

Changing learning environments pose challenges for teaching and learning. One of the purposes of education is to ensure that the content and objectives of instruction reflect the realities of work. Future teachers will operate in varying learning environments that are more open and individualised than their contemporary counterparts. Furthermore, the teacher's role will resemble that of a coach or a network and collaboration expert more than it does now. (Koukkari 2016.)

In authentic learning environments, the learning process provides students, labour market operators and teachers with novel experiences. Learning is enabled through equal collaboration between higher education institutions and labour market operators. (Kelo et al. 2012, 5.)

The development of the learning environment model was based on the pedagogical programme of Lahti University of Applied Sciences and on transformative learning which emphasises communal development and actions (Pedagogical programme 2016–2018). In addition to the students, the communal development was participated by the Olopiste work community, customers and teachers for the duration of the entire process. Feedback was collected from Social Services students with a feedback form based on authentic learning elements (Herrington et al. 2010). The feedback evaluated learning, activities, work assignments, instruction and assessment.

The Olopiste activities were participated by Social Service students at an early stage of their studies. The feedback was collected from the students in May 2015, 2016 and 2017. Feedback was received from four student groups. The feedback form was answered on the basis of small group discussions. The feedback analysis made use of thematic analysis, and in the first stage, the themes were formed on the basis of authentic learning environment el-

ements. In the next stage, conceptual analysis was performed using previous research results. The feedback analysis was concluded by highlighting factors that enable learning and factors that should be considered in connection with learning. The created pedagogical learning environment model was named an instrument of self-directed insightful learning.

Self-directed insightful learning model

The self-directed insightful learning model was inspired by Lonka's (2015) insightful learning. According to Lonka (2015, 6), insightful learning combines intellect, creativity and emotion. Insightful learning involves the element of novelty which means that it is not based on predetermined answers (Lonka 2015, 202). Insightful learning aims at combining different kinds of viewpoints and creating versatile joint learning in interaction with others (Lonka 2015, 204). According to Tapani and Sinkkonen (2017, 35), personal meaningful experiences and the opportunity to practise and use the learned information and skills are central factors in authentic learning.

In this model, learning environment was examined from four viewpoints: the student's, the teacher's, the work community's and the customer's viewpoints. Actors that represent all four viewpoints produced content for the model. The model highlights many learning opportunities from the viewpoints of the different actors. It was also noted that learning requires consideration of various pedagogical aspects. Learning does not take place by itself nor in a short period of time. The following paragraphs discuss the learning opportunities the model presents for students.

The opportunities of authentic learning environment as contributors to students' learning

From the student's point of view, authentic learning enables learning the skills required in the working life in connection with authentic work assignments and situations, challenging the student to operate outside of the familiar learning environment and their comfort zone. Therefore, the learning process emphasises the student's participation and agency as well as the support of these activities as highlighted by Tapani and Sinkkonen (2017, 35). In the Olopiste project, students' participation and agency was supported by encouraging them to express their viewpoints and ideas, to share their knowhow and to utilise their strengths. In addition, the model emphasises the importance of a peer group in activities, reflection and evaluation. These functions are part of the reflective functional capacity which helps students understand their self and themselves as learners (Tapani & Sinkkonen 2017, 35).

In an authentic learning environment, the teacher can support students' learning by selecting and using pedagogical methods that support the students' learning in actual work situations. Participatory pedagogy is a central factor that guides the teacher's work in an authentic learning environment. The learner's own activity and their activity in collaboration with others is at the core of learning. (Tapani & Sinkkonen 2017, 35.) Pedagogical joint development and communal reflection with the work community are required for enabling a student to find their place in the work community, to act as themselves as genuinely as possible and to utilise their personal strengths. Supporting a student in an authentic learning environment requires that the teacher

has the ability to perceive and the expertise to consider the stage of the student's professional development. It is characteristic for students who are at an early stage of their professional development to focus on themselves and to depend on the teacher and the work community. In addition, students may experience anxiety that relates to their roles and abilities as members of the work community. (Tiuraniemi 2002, 28.)

In the learning environment model developed in the Olopiste project, the work community's role alongside the teacher as a contributor to the student's learning was essential. The work community taught the students various operating methods and viewpoints and collaborated with the teacher in the design and organisation of different kinds of learning assignments and situations. In addition, the work community's members familiarised the students with various thinking and working processes that can be applied in customer situations. The work community also provided the students with a reference point with which they could reflect on their skills and development processes. Thus, the work community played an important role in creating and indicating various situations that contribute to learning. These situations can be viewed as opportunities that serve communal knowledge sharing, reflecting and instruction. (Tapani & Sinkkonen 2017, 44–45.) It is noteworthy to mention that methods with which different kinds of encounters can be turned into learning situations and the work community's tacit knowledge can be shared should be established jointly with the work community.

The customer's importance in contributing to a student's learning was remarkable. Without authentic customers, the students would not have been able to practise their interaction and instruction skills. Authentic customer situations enabled the students to gain educational experiences of instruction situations as the things that happen in customer encounters and situations cannot be anticipated. Because all of the customer and learning situations could not be planned in advance, and predetermined operating models could not be provided, the students had to step outside of their comfort zones and challenge themselves as learners in different kinds of situations.

Conclusion

During the Olopiste project, learning environments that support self-directed insightful learning were found to enable Social Services students to develop their professional skills and to start growing into experts already at the outset of their studies (Kangastie 2018).

Tapani and Sinkkonen (2017, 45) state that the teacher's actions may either facilitate or prevent the realisation of authentic learning. The teacher must be supported by both the work community and the student community. During the Olopiste project's learning environment development process, it was observed that joint activities of the students, the work community and to a certain degree, the customers, facilitated the realisation of authentic learning.

When developing an authentic learning environment, the teacher cannot play the central role alone. Instead, the development process is at its best when it involves collaboration that utilises the strengths of each operator. The development process requires an open mind, enthusiasm, partnership and courage from all of the participants.

The developed self-directed insightful learning model can be used as an instrument of reflection by highlighting the model's components. The

model's components can be used for formulating questions for oneself and for reflecting one's self-capability beliefs in various learning situations. This enables students to become more aware of their learning processes and of themselves as learners. From the student's viewpoint, the most important observation of the Olopiste project was the fact that facilitating a student's individual growth and learning requires time and support. In an authentic learning environment, time and support are the most essential cornerstones of instruction and learning. Being present in the moment is a liberating resource in encounters.

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Marja Kiijärvi-Pihkala,Mari Lampinen & Maija-Leena Pusa

Support for securing employment for immigrants

The employment situation of foreign population is, by any measure, worse than that of the mainstream population. The unemployment rate of foreign population in Päijät-Häme was 49% in June 2015, and 57% in Lahti. Meanwhile, the share of all unemployed persons in the labour force was 16% (Regional Council of Päijät-Häme 2016). Among others, there are various educational reforms aimed at fast employment, with increased cooperation with the working life already during the studies. However, there are groups of people for whom a fast employment is not a realistic solution. These people need special support already during the integration training. Any possible professional training and a permanent job are still far away.

Ossi2 project in supportof employment

Lahti University of Applied Sciences and SAL-PAUS Further Education Centre implement the Ossi2 – Employing Immigrants project funded by the European Social Fund (ESF) (Ossi2 – Employing Immigrants). The aim is to promote the employment of immigrants in the region of Päijät-Häme. The project involves close co-operation with the employers and educational institutions of the area.

The project's primary target group consists of immigrants in a difficult labour market position, whose serious obstacle to employment consists of limited information about the Finn-ish working culture and/or professional practices, lack of language skills, or the fact that their previously acquired competencies are not adequately recognised.

The project's target group is very heterogeneous: it covers unemployed jobseekers, as well as immigrants in integration training and in professional or university education, who are at risk of becoming unemployed or do not know what to do after the training. A particularly challenging group are immigrants, who may drop off the educational path already during integration training.

Pilot training

In spring 2018, the project piloted a new type of educational model targeted at immigrants whose integration path had not progressed as planned. An increase in the number of such learners in the area had been observed with the growing numbers of asylum seekers and quota refugees. Both asylum seekers and quota refugees through EU's internal transfers have moved to the Päijät-Häme region, and more are on the way. Some of them have learning skills and life situations requiring targeted support and guidance services. There are various reasons behind the difficulties in studying, such as a lack of study experiences and language learning skills, learning difficulties, as well as a wide range of trauma-related challenges. They need special support to progress on the integration path.

Image 1: Ossi2 project promotes immigrants' access to employment. (Image:Shutterstock 2018).

Integration training includes a so called slow-track pathway, but it is not a solution for all. We need intensified guidance, various teaching methods, functionality and motivation. The training pilot sought to find a new educational model for this need.

3+2 model

The training pilot was carried out at Salpaus Further Education Centre in Lahti from 12 February 2018 to 1 June 2018. Guided by the Employment and Economic Development Offices, 17 students took part in the training pilot. Majority of the students had finished the slow-track module 2 in December 2017, but had not reached the level required for access to module 3.

The training started with a 6-week period, during which the students studied Finnish and work-related skills. Contact learning took place four days a week, 6 hours per day, and distance learning one day a week. This was followed by a work period of 8 weeks, in accordance with the 3+2 model: the students worked at the workplace on Monday, Tuesday and Wednesday, and on Thursday and Friday, they were taught at Salpaus. The training ended with a contact learning period of two weeks.

Altogether, the education included 324 hours of training in Finnish language and work-focused skills. In training, the students learned professional Finnish and the basics of the Finnish work culture. The language teaching was as functional and situation-specific as possible, and it was constantly integrated into the teaching of content. The focus was on introduction to the world of work, different professions and professional education, and through that, planning the future and in-

Image 2: In the 3+2 model, learning at the workplace and in the educational institution form a compact entity. (Image:Shutterstock 2018).

creasing one's own internal motivation. The training included plenty of personal guidance, planning of future paths, and clarification of one's own goals. At the same time, the aim was to strengthen students' study skills, identify competence and support the integration process. Two counselling teachers from the Education for Immigrants at Salpaus Further Education Centre were in charge of the implementation with a Finnish language teacher. The long duration of the training and the teachers' continuous contact with the students enabled interactive and student-centred guidance.

The initial situation before the training pilot

At the beginning, the majority of students were at level A1.3 in all aspects of language proficiency. Therefore, there was no natural continuation for the target group in the integration training. The target group was very heterogeneous (in terms of cultural and educational background, age, highly variable language skills). The group members' ages varied from 19 to 54. There were seven different native languages in the group. The students shared different shortcomings in study skills. A considerable proportion of the group members also had a difficult life situati-

on and they were at an awkward point in their integration. Many had a variety of difficulties affecting learning (problems with memory and concentration, deficiencies in cognitive skills, depression and many trauma-related problems), but there were no available methods or competences to resolve them at this language proficiency level: Test methods mapping out learning difficulties in the region require at least proficiency level A2.2. In this training, only findings could be registered. For this target group, traditional or even functional full-time study in a classroom, or full-day integration training in an integration centre is not a viable alternative. The study skills are not sufficient for independent study as required by the new model of integration training.

The majority of participants in the pilot had future goals that were either fully deficient or completely unrealistic. They also did not have a realistic idea of the expectations and requirements of work in Finland. As a result, their motivation for planning their own educational path or learning the language was also limited.

The results of the pilot

Despite of the group members' challenging initial situation, the training objectives were achieved well. All students developed their language skills, capacities related to study and work, and future goals at least to some extent. Many students increased their understanding of the integration process during the training, as well as their understanding of their personal position in the process at that particular moment in time. This supported empowerment and enabled future planning in a manner that would not have been possible before the training.

Eleven students achieved level A2.1 in all aspects of language proficiency by the end of the training, and one achieved level A2.2 in all areas. Therefore, we were able to recommend ten students to the slow-track module 3, and two students applied to VALMA training. In addition, three students had sufficient language skills and professional plans that enabled them to apply for professional training for immigrants (MAO). An application was made for one student to preparatory education (VALMA) at Kiipula Foundation, and, as a second option, s/he will be recommended a functional workshop and subsidised/rehabilitating work experience.

How were the results reached

A variety of factors contributed to the good results. The students liked the support offered by the 3+2 model during their work-based training. The students felt that this way, learning on-the-job in a foreign language was not too hard, and during the days of contact learning, the school offered support and different kind of exercises for the development of language skills. The opportunity to meet teachers and gain personal guidance during the practical training was regarded as important. Many would probably not have completed the work-based training, had it not been possible to monitor the student's situation on a weekly basis and react immediately to various challenges. Majority of the students completed their training period at one workplace. In some cases, the workplace was changed at the student's or the employer's request. Changes implemented at the employer's request took place because of the student's poor language skills or lack of work-related skills. Changes implemented at the student's request occurred because of false expectations regarding the job description or working environment.

During the training, many steps were taken forward, but for many, the journey towards employment is still very long. In addition to the normal integration path, it will require plenty of guidance and various support measures, the clarification of personal life situations, progress of the integration process and stronger language skills. A training model with the focus continuously on work, motivates adult learners already at the early stages of their integration, even if many themes are linguistically challenging.

An immigrant requiring special assistance challenges the system

Is has been considered important to also support groups requiring special assistance on their paths to employment, even if it takes time and requires assistance and motivation (Tarnanen & Pöyhönen 2011). Services promoting integration have not been sufficiently organised for target groups outside the labour force who require strong support to gain access to the labour market (Eronen et al. 2014, 70). It appears as though there is still a need for, among others, language training with a longer duration and the development of studies that enhance language skills, for example, as part of professional rehabilitation services (Buchert & Vuorento 2012), as well as the strengthening of literacy instruction and promotion of study skills already at the reception centre (Sandberg & Stordell 2016).

On the other hand, it has been pointed out that not all immigrants integrate well enough to secure a place working life. Integration paths are unique and they often take up a lot of time in the case of persons requiring targeted support. They should also have the opportunity to take advantage of their own competences and be involved in the Finnish society (Ala-Kauhaluoma et al., 2018, Ministry of the Interior 2013; Saukkonen 2016).

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Heli Lahtio

KOKOMA project: Developing highly educated immigrants' entrepreneurial skills

The employment of immigrants is important for individual well-being and for the balance of public finances. The majority of immigrants in Finland are of working age, which has a positive impact on the age structure of Finnish population. Through employment, this will also have an impact on economic dependency. (Busk et al., 2016, 13–14 & Eronen et al., 2014, 9.) Immigrants are a highly heterogeneous group and their backgrounds and competences vary greatly (Eronen et al. 2014, 17; Aaltonen, et al., 2015, 65). Immigrants as a group can include experts moving after employment, as well as refugees in need of international protection with their families. (Eronen et al., 2014, 17.) These background factors have a significant impact on the employment of immigrants and the progress of their working careers. Even though immigrants are different from each other, they are, however, connected by language and cultural skills, and networks different from those of people with a Finnish background (Aaltonen et al., 2015, 65).

In 2017, 384 123 people or 7 % of the Finnish population were of a foreign background. The greatest number of people with a foreign background resided in Ahvenanmaa (14.5 %) and Uusimaa (13 %). Approximately a quarter of people with a foreign background live in Helsinki. (Statistics Finland 2017). In 2014, 24 % of people with a foreign background between the ages of 15 and 64 had completed comprehensive school or its equivalent in their country of origin, while the corresponding share of people with a Finnish background was 17 %. In turn, 42 % of people with a foreign background had upper secondary qualifications, compared to 49 % of people with a Finnish background. Approximately one third of people in both groups had a university degree. (Sutela & Larja 2015.) The employment rate of people with a foreign background permanently resident in Finland was 60 %, compared to 69 % of people with a Finnish background. Lower employment of people with a foreign background is largely explained by the weaker employment of women with a foreign background, which in turn is explained by women starting a family at a young age. (Larja & Sutela 2015, 72–74.)

In 2017, 75 % of people with a foreign background were of working age, while the corresponding figure of people with a Finnish background was 61 %. (Statistics Finland 2018). According to Sutela (2015), people with a foreign background accounted for approximately 6 % of all employed people aged 15–64, and they worked in nearly all professions almost as often as people with a Finnish background. However, people with a foreign background worked more often in lower-level employment than people

with a Finnish background. 19 % of people with a foreign background and a degree from higher education worked in lower-level employment, in comparison to 4 % of people with a Finnish background. (Sutela 2015, 84–93.) According to Kyhä's study (2011, 229) only 40 % of the immigrants' surveyed reported that their current employment relationship corresponds to their level and field of university education acquired in their country of origin. However, about 30 % of them reported that the tasks are only partially relevant to their degrees. (Kyhä 2011, 229.) People with a foreign background also had more fixed-term contracts and part-time work than people with a Finnish background. (Sutela 2015, 84–93.)

Challenges in the employment of immigrants

The employment of highly educated immigrants is often difficult. Factors contributing to finding employment include fluent proficiency in Finnish (Kyhä 2011, 229), university education (Busk et al., 2016, 51), the length of time spent in Finland (Eronen et al., 2014, 18, 38; Busk et al., 2016, 37, 39) and networks in the Finnish world of work (Ministry of Employment and the Economy 2017, 35). People with a foreign background who participated in Nieminen's (2015, 130) study, felt that the lack of language proficiency in Finnish or Swedish was the most important obstacle in securing employment. Also in general discussions, language skills are regarded as an important factor promoting employment. (Nieminen 2015, 130.) Immigrants speaking Finnish with native-like fluency find employment as easily as people with a Finnish background, while intermediate or elementary level language skills seem to hinder employment (Larja & Sutela 2015, 82).

Higher education increases both genders' employment opportunities and the length of working careers in comparison with lower levels of education (Busk et al., 2016, 51). In comparison with men with a Finnish background, the employment rate of men with a foreign background is only a few percentage points weaker, and, with equivalent education, both find employment almost as easily. (Larja & Sutela 2015, 75–82.)

The employment rate of people with a master's degree or doctoral education is five percentage points higher in comparison to the lower degree levels. Employment grows after education: the more time passes, the slower the growth. The employment situation of immigrants clearly improves after education, recruitment training and entrepreneurial training. Immediately after recruitment and entrepreneurial training, approximately 45 % of the participants find employment. (Eronen et al., 2014,3, 50–51.) A university degree, however, does not guarantee access to employment, as a university degree obtained abroad does not necessarily correspond to the requirements in Finland (Kyhä 2011, 229). In Finland, it is not necessarily straightforward to use the competence and qualifications obtained in the country of origin, and comparing degrees to Finnish degrees and recognising qualifications is not unproblematic. The quality of the degree may be unclear to the employer. Experience gained abroad may also be insufficient in the Finnish labour market, as employers have been known to appreciate professional experience acquired in Finland. (Eronen et al., 2014, 16.)

The employment of immigrants, as well as gender disparities, improve as the person stays in the country for longer (Eronen et al., 2014, 18, 38; Busk, et al., 2016, 37, 39). According to

Eronen (2014), the time spent in the country is the most significant temporal factor in relation to employment. The importance of time spent in the country is clearly higher for women than men. (Eronen et al., 2014, 38.) For men, the probability of securing employment increases by 4% per year spent in the country, while for women, it increases by 7%. The working career of men is extended by 11 months per each year spent in the country, while women's career extends by 9 months per year. (Busk et al., 2016, 58.)

Lack of contacts to the Finnish world of work is also a factor lowering the employment opportunities of people with a foreign background. In order for immigrants to find employment, it is important that they gain contacts to the world of work, work experience, as well as assistance in creating networks. Early contacts to the working life clearly improve employment. It is also important to enhance immigrants' entrepreneurship, as it can support their access to the labour market and make use of their competences in creating new jobs. (Ministry of Economic Affairs and Employment 2017, 35–36.) Immigrants perceive entrepreneurship generally more positively than people with a Finnish background. This is explained by cultural factors, as well as by being forced by circumstances. Entrepreneurship can be the only way to find employment, if the qualification obtained abroad is not recognized in Finland, or inadequate language skills and employers' prejudice prevent employment. (Sutela 2015, 85–86.) Entrepreneurship is a tempting option for immigrants, as it is often seen as an alternative that improves well-being and strengthens confidence. Through entrepreneurship, immigrants gain an active role in society and by launching new products and practices, they can influence their environment. (Aaltonen et al., 2015, 29, 66–68). When compared to the entire working age population in Finland, More or less the same share of people with a foreign background and people with a Finnish background of the work as entrepreneurs. However, there is a variation in the business fields. 24 % of people with a foreign background work in the accommodation and catering sector, whereas only 2 % of people with a Finnish background work in the same sector. (Sutela 2015, 85–86.)

Networking supports the development of cultural and marketing knowledge and integration into the Finnish business community. Both formal and informal networks are important in terms of integration, confidence building and cultural learning. Immigrant entrepreneurs would like to network with Finnish entrepreneurs, because they rather identify themselves as entrepreneurs than immigrants. Transparency in network relations requires trust between all parties, which is not necessarily easy if language and cultural backgrounds are different. Other entrepreneurs' encouragement and support are important, as other entrepreneurs can share their practical entrepreneurial experiences and support the new business. Immigrants need support particularly from entrepreneurs belonging to the mainstream population, which links their community specifically with the Finnish society and entrepreneurship. (Aaltonen et al., 2015, 29, 66–68.)

According to Eronen et al. (2014), there are no clear-cut services on offer for immigrants after their integration period expires, even though their language skills may still be insufficient in terms of securing employment. Immigrants need a support format, which helps them to accumulate work experience as well as to develop work-related language skills. According to Ero-

nen et al. (2014), immigrants should be provided with services to improve their language skills, as, after the expiry of their integration period, unemployed immigrants can be left in a situation where the lack of language skills hinders securing employment. (Eronen et al., 2014, 65, 73–74.) In a publication of the Ministry of Economic Affairs and Employment (2017) the objective is to ensure faster access to employment for immigrants, and to use their competence in society. Making immigrants' educational and training pathways more flexible by developing more effective transitions from integration training to other forms of education is one method proposed by the working group. Transitions are made more effective by strengthening both vocational competence and linguistic proficiency in parallel. Measures presented in the publication include active assessment of students' further paths already in the early stages of their integration training, and directing students to vocational education or continuing higher education already in the early stages of their integration training. (Ministry of Economic Affairs and Employment 2017, 10, 29.)

The objectives and measuresof KOKOMA project (Developing highly educated immigrants' entrepreneurial skills)

KOKOMA project (Developing highly educated immigrants' entrepreneurial skills) aims to enhance highly educated immigrants' entrepreneurial and professional Finnish language skills, as well as support their integration into the labour market. The project promotes the participation of immigrants and supports their integration into society. The project runs from 1 April 2018 to 30 September 2020, and it is implemented in partnership with the Universities of Applied Sciences of Lahti, Turku and South-Eastern Finland, Metropolia University of Applied Sciences and Lappeenranta University of Technology.

KOKOMA project has four objectives, which are: 1) to build and pilot a study programme targeted at highly educated immigrants, which will take place mainly online, 2) to assess the impact of the study programme on strengthening immigrants' entrepreneurial competence and improving their employment opportunities, 3) to model and describe the study programme and the guidance process; and 4) to support highly educated immigrants interested in entrepreneurship and entrepreneurial capacities, and to share information about entrepreneurship in Finland.

The study programme of KOKOMA will be organised as continuing education. It will consist of three modules which aim at developing immigrants' entrepreneurial skills and Finnish language skills. Students also gain support in starting their own business, or finding employment in their own field. The study programme is equal to 10 ECTS, and it includes online studies, distant and contact learning. The theme of the first part is individual entrepreneurship, during which students seek to identify their own strengths. They also identify their development priorities and think about what skills are needed in order to be able to succeed better in the working life. The first module contains more personal guidance than the other modules, and the learning exercises are mainly individual tasks. The theme of the second module is intrapreneurship, and the main emphasis in this module is on networking and the creation of networks. This module highlights interaction and collaboration, and the exercises are mainly done as group work.

The theme of the third section is external entrepreneurship. It will study the different forms of entrepreneurship and support students to recognize and productize their own professional skills and competences. The second and third sections also include exercises completed in businesses and in real life situations at work. Personal guidance provided to students ensures reflection and the strengthening of professional competence through exercises. The teaching of Finnish as a second language is linked to the content to be learned. The programme will be tested twice during the project and students from all over Finland are welcome to participate. The first programme starts in February 2019 and the second one in October 2019. The feedback from the first pilot round will be used to develop the learning programme for the second pilot round.

After the study modules, the students participate in a training camp. Students interested in setting up their own businesses will participate in a Start Up camp. In this camp they will be offered information and guidance for crystallising their business idea and setting up their business. The learning methods used during the camp are, for example, drafting a business plan and making a market survey. Students aiming to head as employees in the labour market participate in the Get employed camp. During the camp, students' portfolios and LinkedIn profiles will be updated, they learn how to recognize and express their competences, and learn to reflect how entrepreneurially they think and act.

Impact assessment will be carried out after the study programme, using both quantitative and qualitative methods. In the assessment, particular attention will be paid to the effect of the study programme on the participants' self-efficacy perceptions, as well as the students' progress on their entrepreneurial or employment path after participating in the study programme. Material will be collected during the study modules by interviews, questionnaires, and by observing the students. The material will also be examined from the perspective of gender equality, assessing different genders' experiences on the model. The evaluation is based on the participants' self-assessment, and the EntreComp framework launched by the European Commission will be applied to the assessment (Bacigalupo et al., 2016). Material collected during the first study programme will be used in the planning and development of the following study programme.

During the project, a minimum of three seminars or workshops will be carried out in different parts of Finland. The topics of the seminars and workshops are entrepreneurial skills, being an entrepreneur in Finland and key competences in the working life. In the end of the project the lessons learned and the operating model of the highly educated immigrants' entrepreneurial competence training will be published based on the project results. The operating model and the good practices will then be launched to the use of other higher education institutions. The module will be implemented on the Moodle platform with an accompanying description and a workbook. These measures enable subsequent use of the study programme.

Results

The expected outcome of the project is that the module has been carried out twice, with 60 to 120 immigrants taking part. The goal is also to ensure that 70 % of participants in the pilot will feel that their entrepreneurial competence has strengthened, and 60 % will feel that they have better opportunities for employment, either as an entrepreneur or as an employee. Another objective is that a description of the study programme and a workbook have been launched for national use, and at least three seminars have been organised during the project, attended by 150 of immigrants.

Conclusion

The KOKOMA project is now in the beginning phase, and the study programme is under development. The news and results of the project will be published in articles, and on the Lahti University of Applied Sciences website as the project progresses. We hope that this project will improve the employment opportunities of highly educated immigrants, and create a bridge from integration training to employment. In addition, we hope that the results of this project will be used, even after the project funding ends.

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Evelina Liski & Mari Rask

Immigrant women's route into Finnish society

AMAL - HOPE PROJECT. In the Päijät-Häme region, there were growing concerns about the exclusion of Arabic-speaking women and their access to services, so to tackle this issue the Support, Inclusion, Happiness and Strength for Immigrant Women project (ESR 2018) was initiated. The target group had been growing in numbers, so it became necessary to act in order to reach out to women who were already marginalised, and to prevent others from exclusion. Lahti University of Applied Sciences (LAMK), the Salpaus Education Centre and the City of Lahti worked together to build a project model for mapping the situation, reaching the target group, enabling group-based support processes and planning for further support options. The project has involved employees from LAMK, Salpaus, and a group of students and volunteers. The project duration is one year.

Project background

Immigration has increased in recent years, and the mass immigration that took place across Europe in 2015 affected Finland and as well as the other Nordic countries. This generated a lot of conversations about immigration and integration. When talking about immigration, men are more visible in the day-to-day society, but this raises the question, where are the women of the families? This was the key question of the project, which was aiming to help the integration of immigrant women. Concerns about the facts

that women were staying home in an unfamiliar culture and not integrating into society acted as catalysts to start the project. No society can afford to let people become marginalised and excluded as all potential skills, knowledge and work expertise should be utilised.

According to Hanna Sutela's article (2016), Statistics Finland research shows that regardless of their country of origin, women's employment rate is always lower than men's, and the gender gap in all the referenced countries was greater than those from a Finnish background. Only a third of the women who have come from the Middle East and Africa were employed in 2014, and the situation can hardly be expected to have improved as immigration has increased. According to studies, women's employment requires better language skills than men's.

Growing concerns have emerged from several organisations working with immigrants that women who have been partly or entirely excluded from integration and other services, have also been excluded from the labour market. Pasi Saukkonen's (2016b) publication reveals that people from refugee backgrounds have had an especially difficult time accessing the Finnish labour market, and women from outside the West often spend long periods outside the workforce. The situation is similar in the other Nordic countries, where there is a narrow pay gap, and language and competence requirements are high. People outside the workforce, such as house-

wives, who would benefit from integration support, are often left out of a range of other services as well. After gaining employment, they often lose the right to the main integration services.

Integration for immigrants

Immigration has always taken place for various reasons. There is no specific data available on the reasons for the residence permits issued by the Finnish Immigration Service. During the large immigration wave in 2015, Finland granted 1628 first time resident permits and 1034 quota refugee permits. To reunite family members, 6036 resident permits or citizenships were granted. (Finnish Immigration Service 2016.) The most common reason for moving to Finland is either a relationship or family ties. Only one in ten applicants applied either for refugee, asylum or need for international protection status. (Sutela & Larja 2015a.)

The latest integration plan is from 2013 and is part of the Future of Immigration 2020 strategy. Its content is focused on employment, increasing employment, and non-discrimination. Immigration should be seen as an opportunity and immigrants as active participants in society. (Ministry of the Interior 2015, 11.) An immigrant's integration is an individual process that varies based on the person's age, background and other factors. An integration plan is generally for three years, but for immigrants who require extra support, an integration plan may take up to five years. According to the law, an integration plan is required within three years from when the person has been granted a residence permit for the first time in Finland. The plan is made in cooperation with the TE Office, and when designing a suitable plan, the individual conditions and needs of the person are considered. The in-

tegration plan made by the TE Office includes steps that help the immigrant with learning the Finnish language, job search, and other integration-promoting measures. (Law on Integration of Immigrants and Reception of Asylum Seekers 493/199.)

Although the integration process affects all people living in Finland, both Finnish and immigrants, the right to integration-promoting services and activities has been limited to only a small group of immigrants (Saukkonen 2016a). According to the legislation on integration from 1999, the right to integration services was only for unemployed job seekers and persons receiving income support (Law on the Promotion of Integration 1386/2010). The Law on Integration, which entered into force in 2011, extended integration measures and services to all persons who had moved to Finland. The law also specified that people were entitled to the services for three years. In law, integration means a two-way process in which immigrants and the receiving society work together with the aim of providing the immigrants with the knowledge and skills needed in society and work, while supporting their ability to maintain their own language and culture. (Ala-Kauhaluoma et al. 2018, 25.)

Regardless of the reason for their immigration or their position in the labour market, everyone has the right to be informed about Finnish society and its services, and to study the Finnish language. Integration-promoting services and measures are central to supporting employment. However, some of the migrants may have a need for extra support, which means that employment is not likely in the near future. Full-time participation in integration services is not always possible due to life situations or health reasons. For example, parents looking after children full-

time and people with learning difficulties, health problems or those suffering from trauma, may need long-term support in order to gain employment or a place in education. It is known that, for example, maternity reduces the employment of even highly educated foreign-born mothers, and parents staying at home with children do not always take part in integration-promoting services. (Sutela 2016; Ministry of Economic Affairs and Employment 2013; Saukkonen 2016a; Steel & Jyrkinen 2017.)

Parents' participation in integration services has been considered important because this also benefits the next generation by promoting education and employment, and preventing social problems. Services should be designed so that childcare arrangements are considered, or so that children are able to attend services together with their parents. (Eronen et al., 2014.)

Immigrants in Lahti

At the social level there should be concern about the employment of women with immigrant backgrounds. The target group is broad and includes different linguistic and cultural groups. The employment rate of people aged 15-64 with foreign backgrounds was 60% in 2014. This was nine percentage points lower than that of the Finnish-born population. The differences between the groups are big and explanatory factors include the reason for immigration, their place of birth, gender and educational background. The weakest employment in Finland is amongst refugees from the Middle East and Africa. Women's employment has been significantly lower than men's, which can be explained by early parenthood. According to the Work and Wellbeing Study (UTH), people with a foreign or refugee background, with low work skills, poor Finnish or Swedish language skills, and those who have lived in Finland for a short time were more often out of work. (Härmälä et al. 2014, 16; Larja & Sutela 2015, 74-77; Sjöblom-Immala 2010, 61-65; Sutela & Larja 2015b.)

The AMAL project focuses on women from Arab cultures (especially Arabic-speaking) who have a refugee background and who still have a right to integration services. According to the Population Register Centre's Population Information System, on the 30th April 2017 there were approximately 200 Arabic-speaking women and girls in Päijät-Häme, and over 100 whose first language was Dari or Persian. Since the beginning of 2016, the Immigration Services have received approximately 750 quota refugees or people given a positive resident permit decision. As a result of family reunifications, the number of women coming to Finland is increasing. Often the women arrive in Finland with children and without any local language skills. The recent situation with asylum seekers and those settling in the Päijät-Häme region has raised concerns, in particular regarding Arabic-speaking women. According to organisations operating in the region, women from these background cultures have not had access to services for a long time. However, the growing numbers in the target group requires more agile and anticipatory measures to reach marginalised people and prevent further exclusion. Common factors in the target group are the women's lack of Finnish language skills and the lack of knowledge of Finnish society. They often do not know their rights or the opportunities that are available to them in Finland. The target group also includes people who, due to family or other relationships, are in a subordinate position.

Figure 1. The Puksu city train. (Photo: Evelina Liski)

Project activity

At the beginning of January, the details of the project were distributed across schools, maternity clinics, child welfare, social insurance and employment offices in Lahti. Employees in these organizations offered women in the target group the opportunity to become involved. Activities started at the beginning of February 2018 by meeting women and charting their life situations and support needs. The women's wishes and ideas about housing, living in Finland and being part of Finnish society were also recorded. The target group was reached with the help of a project employee who has an Arab background, and through the actions of the project partners. In the initial interviews, the women's native reading and writing skills, as well as their Finnish language skills were recorded. Based on discussions with the customer, the next steps and their involvement in the project were planned. If necessary, after mapping the customer's situation, contacts were made with the authorities or organisations that made the referral to the project.

At present, 30 women have been reached. For some, contacts have been made through maternity clinics, parishes, through Särö-activity or other stakeholders. Some women have made direct contact with an Arabic-speaking project employee after receiving information about the project through a stakeholder, acquaintance or from teachers at Salpaus Further Education. Some have come directly to group meetings. Group meetings can be attended with children who are normally cared for at home. Organising childcare for the duration of the activities has been challenging. Children have been very young and finding students and volunteers to babysit has not been simple.

Meetings for learning the Finnish language have been organised on Mondays at the multicultural centre Multi-Cult. During these meetings, students and volunteers have been present to take care of children. In addition, a second meeting will be organised where the women can familiarise themselves with sports facilities in Lahti, the social insurance and employment offices, the city hall and the library, as well as the Finnish school and daycare system. In the summer, there were excursions to the Puksu city train at the family park and the Yli-Marola livestock farm. The women have been introduced to different forms of exercise, and have received guidance on popular Finnish pastimes like picking fungi and berries, and how recycling works.

The project aims to direct these women towards the right services, empower them to see their potential and skills, and learn their rights so that they have the opportunity to enter the labour market. This requires the development of their language skills to such a level that allows women to deal independently with everyday affairs and situations, and for example, to participate in their children's nursery and school affairs. Right now, because of poor language skills, many mothers are excluded from being able to handle their children's affairs, like take part in parent's evenings or receive and understand school messages sent in the digital Wilma communication tool. The AMAL project offers the women opportunities for no-obligation meetings, learning the Finnish language, and learning about Finnish society whilst having a cup of coffee. The women are welcome to join the activities any time and participation does not require any bureaucracy. Providing so-called low threshold language courses to non-working groups such as housewives is also one of the development targets of the Päijät-Häme Immigration Policy Program (2016–2020).

Background to successes and good working methods

At the beginning of the project, almost every woman's wish or goal was to make new friends, socialise, and learn Finnish. Their biggest hope was to one day feel like they have become part of Finnish society. The women were aware that this required a lot of work from their part, but by taking part in the project, they had already taken the first steps towards their dream. The composition of the team also had a great impact on the success of getting women to join the project. The fact that the employees and volunteers were all women made it easier for the women to join the group. It was also easier for the women to receive permission from home to attend the group as there were no men present. The women come from very male-dominated cultures that Westerners can find difficult to comprehend. Womanhood and the presence of women played a key role in establishing the group.

After a while, the weekly Finnish lessons started to show results. The women grew in confidence and were brave enough to make contact with others. In the summer, the women were asked in a questionnaire what they thought of the project. The answers revealed that all that the things that were hoped for at the beginning of the project were starting to materialise. The women felt that they had more courage to make contact with other people because their language skills had improved. They emphasised the difficulties people have when settling into a foreign country without the necessary language skills. Language skills have a direct link to increasing self-esteem and being able to establish networks outside the home. Making new friends from their own culture and the host country was vitally important to the women's emotional well-being. However, getting out and about in the city was still seen as difficult and strange by the women. This is mainly because in Arab cultures women don't tend to travel on their own but are accompanied and driven by men. This is the reason why some parts of the local areas and public transport remain unfamiliar to them.

So far, approximately 12 women have been directed from the project to further integration or training services. There is still much to do but the seed for surviving in a foreign society has been sown. From the seed grows a shoot and from a shoot grows a seedling. In time the seedling becomes stronger and more confident in dealing with unfamiliar situations. At some point, it is time to spread the positivity and encourage other sisters to integrate into society. Seeing the efforts and example set by women from the same culture creates a positive domino-effect, that results in a strong group of well-integrated immigrants in our society. This all takes time, but with this project the work has begun.

It must also be pointed out that immigration and integration work can't only concentrate on one specific target group, but the work needs to be comprehensive. The work must be done in many different areas of our society. Families, as well as individuals, need support. In many cultures, men are the heads of a household and decide on all matters concerning the family. However, women are the heart of the home and culture, and their well-being is reflected in the whole community. Women's efforts and importance in raising children, supporting schooling and basic caregiving is huge. They need to have knowledge of Finnish society's benefit and education systems so that they can help their children and family. This is the reason why in the future it is so important to continue to develop women's language skills and support them to become part of society. Projects like AMAL will continue to be needed in the future.

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Tuula Hyppönen & Tarja Tolonen

DUUNI/WORK – Parenting skills as professional strengths. Multiprofessional and intersectoral development

DUUNI/WORK – Parenting skills as professional strengths (2018-2020) is a European Research Council (ESR) funded project, examining the means by which the employability of young parents can be improved at a national level. The project is being carried out by a multidisciplinary network of actors from the education and third sectors. The coordinator of the project is Turku University of Applied Sciences, with the other participants being Lahti University of Applied Sciences, the Education and Development Services unit at the University of Lapland, Kirjan Talo inc., Lounais-Suomen Liikunta ja Urheilu ry (LiikU), and Caritas Finland.

The primary target group of the project is young adults, aged 16 to 29, who have become parents at a young age, have failed to complete their high school education or have stayed at home with their children after the statutory period of parental leave. Young parents who remain at home for long periods are at risk of becoming divorced from the job market and further education. This target group includes teenage mothers, immigrant housewives, and young parents who have made use of the family support services provided in Finland. The project's second target consists of actors from the public and third sectors that work in the areas of preventing the marginalisation of young people, individual inclusion, improving employability, and identifying expertise. This group includes actors in the sports and culture sectors, as well as those from youth services, social services, and labour market services (TE services). The project's tertiary groups include actors in the public and private sectors who contribute to the project activities and benefit from the project findings; for example, staff at child welfare clinics, school guidance counsellors, teachers, welfare officers, and careers advisers. Students working towards becoming a professional in the aforementioned fields are also included in the tertiary groups involved in the project. (DUUNI/WORK – Parenting skills as professional strengths: project plan.)

The aims of the project are to 1) support and strengthen the professional and occupational competencies of young people and to identify their expertise in relation to work and education, 2) plan, test, and document various methods for identifying parental expertise, and 3) improve the competencies of professionals working in youth guidance roles in respect of their methodological and collaborative expertise. The project aims will be met via the multidisciplinary and multiprofessional exper-

tise and collaboration of its contributing parties, in areas such as sports and culture guidance and instruction, as well as with the assistance of the e-supervision package produced by the project (Työnohjauksellinen eValmennus). The outcomes of the project will be the 'DUUNI/WORK Intervention model', which will evaluate and describe the most effectively implemented interventions, the 'DUUNI/WORK toolbox' for professionals working with young people, the 'Työnohjauksellinen eValmennus' e-supervision package, and the online DUUNI/WORK project portal for the project. The outcomes will be disseminated nationally for the use of organisations working in the public and third sectors, including educational institutes. (DUUNI/WORK – Parenting skills as professional strengths: project plan.)

DUUNI/WORK cycles for project participants

The project is being carried out in two cycles; the first cycle is to be completed in the period September 2018–May 2019 and the second in the period September 2019–May 2020. The individual and group supervision for young parents is to be carried out in six (6) meetings across the two cycles. This supervision is intended to support young people identify their own skills as parents and strategically plan job-seeking and educational activities.

The project's e-supervision package is intended to support a substantive and methodological approach to individual and group supervision and develop the means for supervisors to realise their own goals, work collaboratively, and network with other professionals. The e-supervision package includes six (6) online supervision sessions.

The project outcomes – intervention model, toolbox, e-supervision package and online portal – will be realised through the collaboration of the project's contributors during the DUUNI/WORK cycles.

Creating and disseminating the 'Työnohjauksellinen eValmennus' e-supervision package

The content and implementation model of the conceptual frame of reference for the e-supervision package focusing on parental expertise and labour market competencies was realised during the DUUNI/WORK project's first year (2018). This was achieved on the basis of the preparatory work completed by Tuula Hyppönen and Tarja Tolonen from Lahti University of Applied Sciences.

The primary frame of reference for the definition of parental expertise or 'parenting skills' is the 'parental role map (in Finnish: vanhemmuuden roolikartta) (Helminen & Iso-Heiniemi 1999), well-known in social welfare work, which outlines the interactions between child and parent. In this relationship, skills that can be identified and assessed in the form of the parents' main and sub-roles (Novitsky & Alitolppa-Niitamo 2012). In the internationally-renowned Bentovim model (Bentovim & Bingley Miller 2006, Laukkanen 2005, 5-16), parenting skills are systematically described in the context of the interaction between family members and in relation to the family's social network, to time, and to the society in which they live. Parenting skills can also be examined from the perspectives of the current and changing variations of parenthood; for example, looking at the distinctiveness of single parenthood and blended families (Ritala-Koskinen 2001), immigrant and multicultural families (Alitolppa-Niitamo et al. 2013), and from the perspective of reconciling family and work (Toppinen-Tanner et al. 2016).

The project seeks to identify parental strengths in terms of the skills that are transferable to the labour market and those that assist parents in carrying out new tasks. Examples of such 'transfer skills' are self-management and
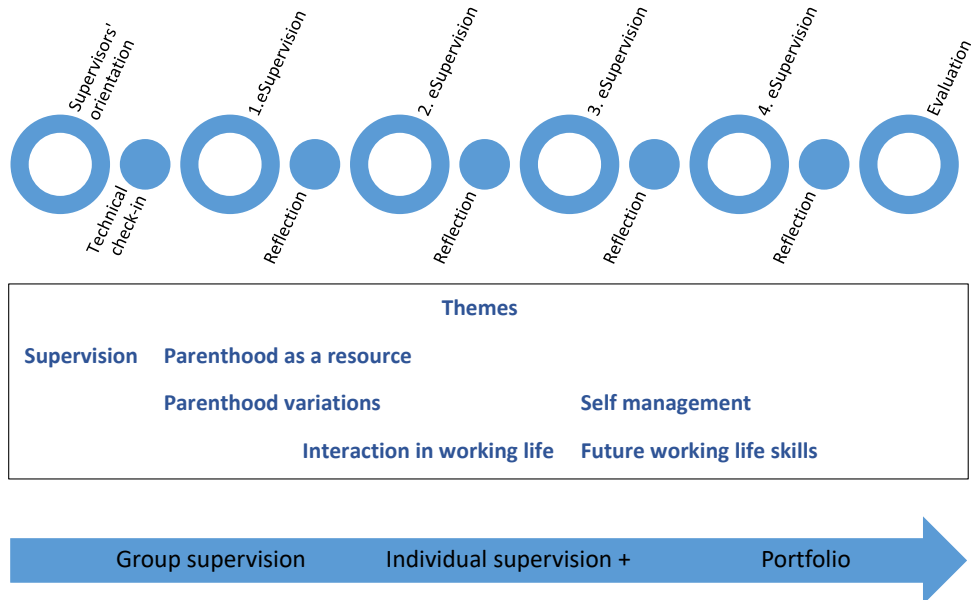
Figure 1. e-supervision package in the first DUUNI/WORK cycle

metacognition, self-regulation, change management, stress control, and decision-making. These skills or competencies also help parents to make choices and decisions pertaining to their career and are learned over the course of a lifetime – both in professional and other settings. (Ruohotie 2004.) The results of Korhonen-Yrjänheikki's study on the labour market skills of the future are utilised alongside Ruohtie's analysis. The labour market skills of the future are emotional intelligence and empathy, the ability to recognise and develop one's own expertise, networking skills, resilience or adapting to change, the ability to working in different kinds of work environment and cultural settings, critical thinking and creativity, and self-direction. (Korhonen-Yrjänheikki 2011, Ruohotie 2000.)

The frame of reference for the DUUNI/WORK e-learning package stems from a review of the literature and from the discussions held by the project's contributing parties. The collaborative approach to work taken in the project proved to be a rich source of debate on parenting skills and labour market expertise. Parental and professional competencies were viewed as cultural products of the time and place in which they originate, and as the result of development based upon the respective personal histories and personality traits of the parents. Indeed, it was particularly important to the project contributors that young parents were afforded the opportunity to freely bring up their own accounts of parenting skills and professional expertise in the context of the individual and group supervision sessions.

E-supervision package was delivered via Skype for Business and by adhering to the following principles for online supervision: confidentiality, actor-oriented interaction, systematicism, inclusivity, functionality, and a spirit of collaboration.

The themes for the individual and group supervision sessions held as part of e-supervision package were the parental resources, parenthood variations, and professional interactions presented in Fig 1., as well as the competencies of the future labour market and self-management.

The design and implementation of the e-supervision package was the responsibility of Lahti University of Applied Sciences and the University of Lapland's Education and Development Services unit took charge of the technical support in relation to the Optima e-learning platform. The e-supervision package produced using the Optima platform is intended for individual and group supervisors and hosts the e-supervision modules planned on the basis of the themes of the supervision sessions, literature, methodological examples, and assignment submission portals. The individual and group supervision groups each have their own workspace in Optima. A prototype of the e-supervision package as jointly-produced by the supervisors and the e-learning package's planning team in the first project cycle. This will be further developed in the project's second cycle.

The replicable structure of the e-supervision sessions includes the following stages: signing in (technical check-in), orientation to the work (going over the theme, working method, and schedule), discussion on best practice (conversation on policy), and the evaluation and feedback discussion

The individual and group supervisors taking part in the e-supervision package keep a reflective diary during the supervision process, in which they record their own goals and supervision plans, related documentation, and their analysis of the progress of the relevant processes. The topics included in the reflective diary can be, for example, their own aims, themes, identification methods, and group dynamics.

The group supervisors are responsible for coming to the supervision sessions with a session plan devised by themselves and a list of questions, insight, and good practices arising from their reflective journals. In the final supervision session, the supervisors present the methods they have used for the purposes of evaluation. Of the methods used, a maximum of five (5) can be selected as examples of good practice. At the end of the e-supervision process, the group supervisor completes a self-assessment on the basis of how their reflective diary relates to their goals.

A particular challenge for the e-supervisors in the DUUNI/WORK project is how to functionally plan and carry out online supervision as closely in line as possible with the aims of the project.

The e-supervision package supports group supervisors in planning functioning and activating individual and group work in which the themes of parenting skills and labour market competencies can be examined from the perspectives of identification and recognition, transferable skills, and consolidation. In order for online supervision to be functional and activating, it must be participant-centred, inclusive, and be adaptively goal-oriented. Accordingly, it benefits from both symbolic and sociometric techniques echniques, applied role play and a narrative approach to work, music and natural sounds, as well as from concentration exercises. The continuous documentation of material generated through online sessions is important. Best practices will be collated during the two cycles of the DUUNI/WORK project and used as the basis for the production of the project's online portal.

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

Anne Timonen

The position of enterprises in the health and social services sector in the national and regional field of trade and industry

Operating environment analysis and the positions of the sector

There are various concurrent changes impacting Finland's healthcare and social welfare services. The national health and social services reform will affect the processes and access to services, and provide companies in the sector with new business opportunities. The development of digital services will open up new competitiveness, service concepts and channels within the sector for market expansion and networks for doing international business. Propelled by new technological solutions, the platform and sharing economy will become a part of the service provision within the health and social services sector in a new manner. (Ministry of Economic Affairs and Employment 2017). The national health and social services reform is estimated to enter into force in 2020, but, as the Finnish Government continues to prepare the reform, it will probably be postponed. The schedule or contents of the implementation cannot be specified at this point. Because of the reform and in spite of it, enterprises need to strengthen their competitiveness and readiness to be able to respond to the trends and customer needs of the developing operating environment.

In addition to health service providers belonging to large national chains and the public sector, there are also private SME-sector and third-sector care and healthcare undertakings operating in the same services sector. For all of them, getting prepared for the transition and operating in the expanding market provides an opportunity, but it also poses a major challenge. The networking, co-operation of social, health service businesses, and other actors will play a key role in the new social welfare and healthcare operating environment. Future health and social services groups, business communities and collectives not only provide financial advantages, but they can also serve as platforms for creating new, innovative services. To ensure their operational continuity, small service providers need to develop their businesses and services, and find functional markets and operating models, through which they can be involved in the operations in alliances with service providers belonging to large business chains and public-sector service providers. To stay in the market and maintain their competitiveness, companies can use such means as modification or modernisation of their product and service provision or reor-

Figure 1. 94.9% of social and healthcare providers are micro-enterprises
(Federation of Finnish Enterprises 2016)

ganisation of business activities in such a way that in the business network the enterprise focuses on its core operations in keeping with its substance competences.

In 2016, there were 283,563 enterprises in Finland, all sectors included. Of these, 18,423 operated in the health and social services sector. In the entire health and social services sector, 36 undertakings were big corporations with nationwide operations and 117 were medium-sized companies. The number of small companies was 785 and that of micro-enterprises 17,485. Some 9,400 of the companies operated in the Päijät-Häme region, of which approximately 400 enterprises operated in the health and social services sector. One third of the micro-enterprises were run by women. Compared to the rest of the country, the Päijät-Häme region has a little fewer service-sector enterprises than industrial and construction-sector companies. (Federation of Finnish Enterprises 2018.)

The increasing need for services deriving not only from the ageing population but also from the growing interest in well-being and preventive healthcare increases the attractiveness of the sector. Last year, the number of undertakings that initiated operations in the health and social services sector amounted to slightly over 1,000 in all of Finland. In 2014, the amount of new companies in the field was approximately 1,200. Correspondingly, the number of undertakings that terminated their operations between 2013 and 2016 varied from 737 to 858. In comparison, in 2017, during the first quarter of the year, 369 began their operations in the health and social services sector and 242 discontinued their activities. Between 2013 and 2016, the stock of enterprises within the sector varied from 10,600 to 11,500. (Minis-

try of Economic Affairs and Employment 2017). The fading of boundaries between sectors and the interfaces between enterprises operating in different sectors may function in a manner that brings mutual financial benefits. In practice, the development and benefit aspect of networking is primarily an industrial management one, where the focus is on promoting the competitiveness and performance of businesses. (Pietiläinen et al. 2005.)

The Business Networks in Social and Healthcare (Verkostoituvat sote-yritykset) project managed by Lahti University of Applied Sciences examines how the companies providing health and social services that operate in the Päijät-Häme region are positioned in the field of trade and industry. The measures taken in the project can be adjusted to the needs of target groups by reflecting on the needs of companies in an interactive manner. The industrial classification of the enterprises involved in the Verkostoituvat sote-yritykset project is quite wide-ranging, including not only the traditional care and healthcare sector enterprises, but also companies providing auxiliary services, such as catering services, taxi and transport services or cleaning services. The project provides target groups with information, training and support for developing service innovations by applying networking models, models for cooperatives and other cooperation models that bring financial benefits. The project is a joint effort by the Lahti University of Applied Sciences (Lahti UAS), Lappeenranta University of Technology (LUT), Päijät-Häme Entrepreneurs and Lahti Region Development LADEC Ltd. The European Regional Development Fund (ERDF) and Päijät-Häme Regional Council provide most of the project funding.

Development needs and obstacles to development

According to a survey of the Ministry of Employment and the Economy, the biggest internal challenge of all micro-enterprises and SMEs – the smallest of them in particular – is deficient business competence. The challenge will become even more emphasised, when the freedom of choice changes the logic of how enterprises operate in relation to health and social services centres, personal budget and health and social services vouchers. Furthermore, the opportunities of such companies to invest in the development of services by using, for example, digitisation are limited in comparison to large operators. Even though the operating conditions of enterprises depend on the decisions made by the counties, each company must still have willingness to change its business operations to comply with the new operating environment. Some of the challenges can be addressed through collaboration between enterprises or collaboration between enterprises and the counties. Small companies can gain on the competitive advantage of larger operators by, for example, building joint digital services. When the markets are opened, small companies can respond to the demand in an agile manner only if they have begun their preparations in time and taken some proactive development steps. The advancement of the health and social services reform in one form or another will eliminate from the market the companies that are most poorly prepared for the future (Ministry of Employment and the Economy 2018).

The Federation of Finnish Enterprises, Finnvera Oyj, the Ministry of Employment, and the Economy collaborate to prepare a biannual SME Barometer describing the operations and economic operating environment of small and medium-sized companies. The overall picture given by the enterprise barometer of autumn 2018 is based on the responses given by 4,636 SMEs throughout the country. Therefore, it gives a comprehensive picture of the impressions of Finnish SMEs on the changes in the operating environment and the factors affecting the business activities and development prospects of the enterprises both nationally and regionally. According to the SME barometer, when examining their own operations, companies consider marketing and sales as the areas in clearest need of development. Next on the list of competences needed come the development and training of the staff and collaboration, networking and subcontracting. Nationwide, SMEs consider the competitive situation and access to labour the biggest obstacles to their development. (Federation of Finnish Enterprises 2018.)

According to the enterprise barometer, the demographic location of the company and the regional infrastructure seem to have a rather minor effect on the results of the survey. Regardless of the sector, the Päijät-Häme region SMEs are of the opinion that the areas they would need to develop the most to foster growth are marketing and sales, corporate collaboration, networking and subcontracting, development and training of the staff, and management. The general economic situation and financial position as well as factors related to personnel resources were regarded as the biggest obstacles to development. Ageing of the population and the weakening age dependency ratio also have an effect on to what extent professionals in health and social services sector are available in the first place. At the same time as the need for services is increasing as the population is ageing, the generations that would need to be enticed to train themselves to the health and social welfare sector in particular are becoming smaller. (Ministry of Economic Affairs and Employment 2017.)

Prospects of the health and social services sector in the Päijät-Häme region

Päijät-Häme has a strong industrial competence particularly in the fields of environmental business; mechatronics; grain, wood product and furniture industry; and design. The well-being sector and tourism, on the other hand, are growing business areas in the region. In the Päijät-Häme region, SMEs striving to grow as far as possible account for about 39% of all enterprises in the region. Investments and training of the staff are the most often used methods related to renewal of operations in the SMEs of the region by which to seek growth, renew marketing and implement service and product development (LADEC 2016).

The regional results of the survey that the Federation of Finnish Enterprises conducted among its members match the situation of the micro-enterprises and SMEs operating in the health and social services sector involved in the Verkostoituvat sote-yritykset project. As part of the actions taken in connection with the Verkostoituvat sote-yritykset project managed by Lahti University of Applied Sciences, companies in the care and healthcare sector from Päijät-Häme were interviewed about their needs, and they were asked to estimate the impact of the health and social services reform to their business operations and service provision. The areas needing development that emerged in the discussions included shared production equipment and facilities, joint procurement and bidding expertise, shared financial risk, electronic data transfer solutions and digital expertise. Businesses also wanted support in finding financial resources and funding channels. On the other hand, the challenges the nationally operating large and medium-sized companies in the health and social services sector interviewed in the project reported included availability of competent staff and the rapid-cycle work readiness. In other words, based on statistics and operating environment analyses, it can be concluded that the variations of networked entrepreneurship or cooperative models being tested as ways of establishing health and social services communities in the Verkostoituvat sote-yritykset project will probably be among the future-oriented solutions for organising the business operations of competence centres.

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Päivi Huotari & Hannele Tiittanen

Promoting the innovation capacity of higher education in nursing during health services´ transition - ProInCa

Introduction

The Republic of Kazakhstan aims to increase the efficiency of the public health care system. One important development area is nursing profession and nursing leadership, therefore the Ministry of Healthcare has launched a reform of nursing care. In the core of the reform is the aim to upgrade the nursing education and develop nursing profession and nursing leadership system in accordance with the challenges of the Kazakhstan society and international requirements. The vision and objectives of the nursing reform are defined and implemented according to the Comprehensive Plan of Nursing Care Development in the Republic of Kazakhstan until 2020 (2014). Different development projects are established to support the reform.

Erasmus+ -funded ProInCa-project (Promoting the Innovation Capacity of Higher Education in Nursing during Health Services´ Transition) is a continuation of long-term strategic nursing development in Kazakhstan. Finnish universities of applied sciences have been working as a network enhancing nursing profession since 2012 in cooperation with the Ministry of Healthcare of Kazakhstan and educational institutions. In the current ProInCa project the participating European universities are as follows:

- JAMK University of Applied Sciences (coordinator of the project)
- Lahti University of Applied Sciences
- Hanze University of Applied Sciences (Netherlands)
- Angela Boskin Faculty of Health Care (Slovenia)

Kazakhstan university partners are:

- Astana Medical University
- Karaganda State Medical University
- Nazarbayev University
- Semey State Medical University
- West Kazakhstan Marat Ospanov State Medical University

In addition, the associate partners from working life are participating in the project, as well as the Kazakhstan Nursing Association (Paryz). Kazakhstan Ministry of Healthcare is strongly supporting the ProInCa project. The project started in November 2017, and the aim of this three years' project is to support the ongoing nursing reform

in Kazakhstan by strengthening the cooperation between the universities, researchers and working life. The project aims to strengthen the role of nursing and create permanent structures to support actors' dialogue and share of evidence-based nursing practices.

ProInCa project implementing knowledge-triangle

The basis for the project cooperation is the knowledge-triangle idea, where the sides of the triangle present the close collaboration of education, research, and innovation, and where the higher education plays a key role in their production. Through education, research and innovation actions, the higher education institutions aim at responding to the changing needs of the labor markets, and to support economic growth, as well as to be internationally significant actors. All these require also more firm and new co-operation between education and practice. (Commission of the European Communities 2007; Allinson et al. 2012; OECD 2016.) (Figure 1.)
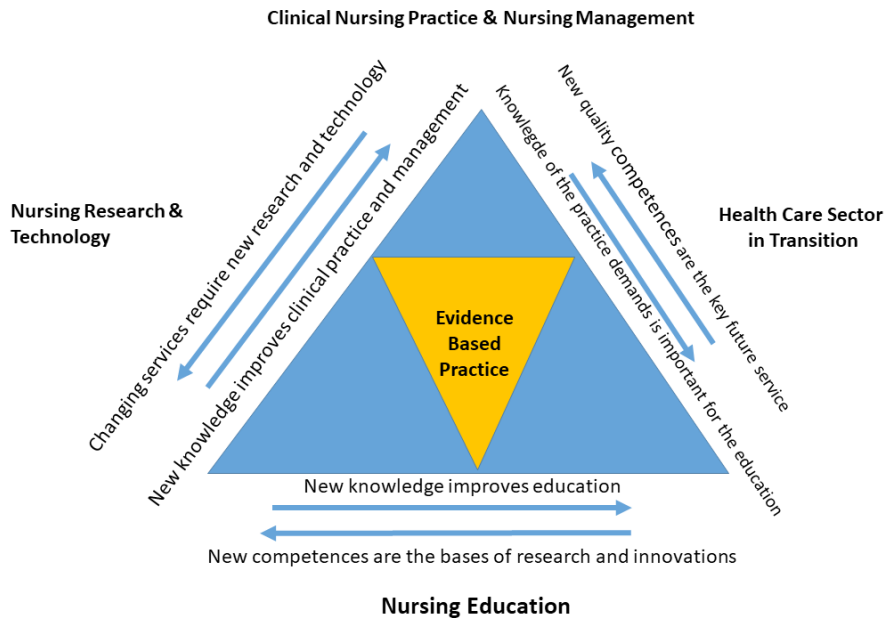
Figure 1. The ProInCa knowledge-triangle

The wider aim of the project is divided into four specific objectives, which include key development elements. Each specific objective is promoted by its own Development Work Package:

- WP2.1. Develop mechanisms for collaboration and knowledge sharing between academic national and international nursing community and society.
- WP 2.2.Learn from best practices in implementing evidence based nursing in nursing research, education and practice to promote the efficiency and quality of health care.
- WP2.3 Strengthen HEI`s role in building evidence based nursing research activities in health services to promote quality and safety of health care system.
- WP 2.4. Promote capacity and system of nursing leadership and management in health care transition to improve the quality of the health system.

Besides these Development Work Packages, the project has four operational work packages to manage the project (Figure 2.).

With four development work packages, the aim is to respond to the challenges Kazakhstan universities and medical colleges are having concerning the nursing education and development of nursing practice. In the first year of the project, Kazakhstan partners were acquainted with the European nursing research, practical nursing operating models, and nursing leadership. In the
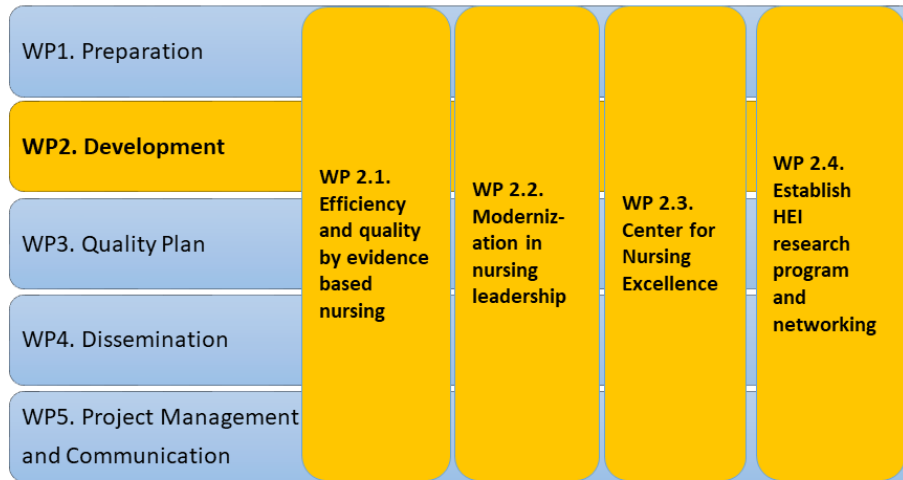
Figure 2. ProInCa project structure

second year, the project focuses on to the local development work and building up the operating mechanisms in Kazakhstan with the support of European partners. The third year focuses on implementing the development results into nursing and health care practice in Kazakhstan.

## Lahti UAS facilitating the leadership modernization

Lahti University of Applied Sciences is responsible for the development work package four (WP2.4) Modernization of Nursing Leadership. Internationally leadership development has gained more and more attention in research because of changing sector especially (e.g. Budhoo & Spurgeon 2012; Battilana et al. 2010). One starting point in organizational changes is that leadership should change as well (Viitala et al. 2017), and that an organization determines what kind of leadership competences it needs (Fernández-Aráoz et al. 2017). In Kazakhstan like in other countries, the modernization of health care and nursing system is based on good leadership and development of leadership competencies. ProInCa-project develops nursing leadership capacity and competencies in cooperation with Kazakh and European universities and with health care organizations in Kazakhstan. The co-creation of universities and health care practice is crucial and creates the core stone of the leadership development.

Work package Modernization of nursing leadership is divided in four phases (research on nursing leadership competencies and structural changes needed; creation and piloting nursing leadership learning material; promoting the development of nursing management system, systematic managerial support for nursing leaders in their new roles). The nursing leadership competence survey was conducted in spring 2018. The survey was sent in electronic or paper form to nursing leaders and physicians in health care facilities (both Russian and Kazakh language). Altogether 256 responded of which 144 worked as a senior nurse, 77 as a physician, nine as a chief nurse, and 15 has some other position. Most of the respondents (152) had a vocational level education. The leadership competence assessment results will be published in English and in Russian in 2019.

In the next phase the survey results were presented in the beginning of an intensive workshop in October 2018. The workshop was organized by Lahti UAS. The main aim of the week was to develop and create learning material on nursing leadership and management. Altogether 31 participants from European and Kazakhstan higher education partners, and nursing leaders from Kazakhstan attended the intensive workshop. During the workshop, the educational leadership material and leadership tools were created collaboratively for the use of Kazakhstan medical universities and nursing leadership practice. The learning material was created in four themes, which were based on the results of the survey: setting direction for nursing organization, managing services and driving results, leading people and teams, and enhancing nursing professionalism and ethics (figure 3.). All learning material will be gathered in a nursing leadership handbook.

The developed learning material and handbook will be piloted during the second intensive week, which will be organized in Astana in spring 2019. Nursing development also requires structural changes and the definition of the role and positions of nursing managers in in healthcare organizations. Based on the competence mapping, recommendations will be made on the necessary changes, and will be presented to the representatives of the Ministry of HealthCare in a seminar in February 2019. The aim is also to pro-
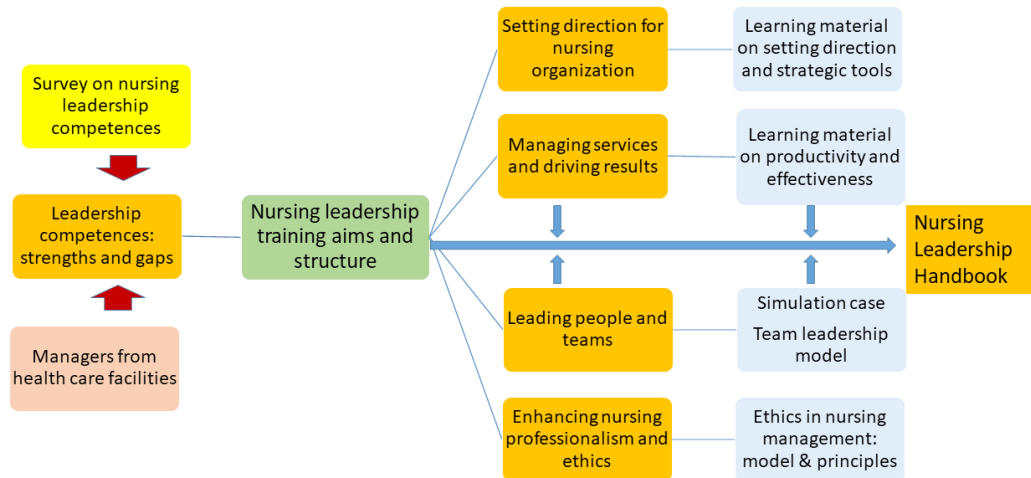
Figure 3. Key elements of the intensive week

mote nursing profession and structural changes in nursing by creating information and discussion channels in social media. In addition the aim is to start a blog, where the change agents and nursing leadership educators can disseminate good examples from nursing leadership practices and the new role of nursing leaders in healthcare.

One aim of the intensive week was to establish a nurse leaders association to advance nurse leaders positions and new advanced nursing roles. During and after the ProInCa project the association has an important role in disseminating the results of leadership modernization. The project aims to train change agents, who will facilitate the nurses' role change in their own organizations and regions. Also the medical university and higher nursing school representatives will be named to the network. The change agents' network facilitate the nurses' role change in their organizations, and use electronic and other platforms, and other relevant media to share the good practices in the network.

Conclusion

The ProInCa project is responding to the changes needed in nursing profession and nursing leadership in the Republic of Kazakhstan. Nursing education, evidence based nursing, nursing leadership, and international cooperation are the key elements in supporting the nursing reform in Kazakhstan. Already during the project, it is important to ensure the sustainability of the project and its results. This has been taken into account from the beginning of the project. The Kazakh universities have their common responsibilities with European universities in each development work package. The project management group consists of Kazakh and European university representatives. In addition, the Ministry of Healthcare has a representative in the project's Academic Advisory Board. The ProInCa project has three years to achieve all the ambitious aims of the project. So far, the cooperation has been based on shared learning between and within Kazakh and European universities.

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**Annamaija Id-Korhonen,
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Joint study program pilots in the field of social and health: CASO- Caring Consortium

CASO is a joint capacity-building project of Erasmus+ program. Funding is for organisations to help improve curricula, governance and to strengthen the relations between higher education organisations and systems. The joint programs can include the elements of development, testing and adaptation of curricula, courses, learning materials and tools, learning methodologies and pedagogical approaches, new forms of learning and providing education and training as well as mobility. (EACEA 2017). The consortium formed for CASO consists of six Higher Education Institutions (HEI), Lahti UAS, Dutch Avans University of Applied Sciences, Karel de Grote University of Applied Sciences, Belgium and from South Africa: University of Cape Town, University of the Western Cape and Cape Peninsula University of Technology. CASO project also involves 12 associated partners in South Africa and Europe. (Tarvainen 2017.)

CASO project's objectives are to develop and improve healthcare and wellbeing education, improve the position of patients by involving them in classroom settings, and promote healthy life styles and improve the competence level of health- and social care professionals by building a 45 ECTS common learning platform for the participating HEIs and working life's needs. (CASO Project plan 2016).

March 2018 CASO project had meeting in Cape Town. Half way evaluation was made by External Review Comittee. Every work package got feedback for their actions as well as developing ideas for the rest of the project, they updated the practical goals and planned the implementation for the remaining project actions.

Patient partner programme

The aim of the Patient partner programme, work package 2.1 (WP 2.1) is to capacitate South African higher education institutions to integrate partner patient programmes (equivalent to 15 ECTS) in the health care education and to strengthen partner patients´ position in South African communities (CASO Project plan 2016).

This work package focuses on disadvantaged individuals and patients and on training of health care professionals. The more detailed objectives are the following:

1. to identify the needs and challenges of selected patients in their encounters with health care professionals,

2. to improve the social standing, dignity and voice of cronically ill, disabled, disadvantaged patients in the doctor-patient rela-

Consortium Caring Society 3.0

3 EU & 3 SA universities involved

12 EU & SA associated partners involved

Lifetime: 3 years October 2016 - September 2019

30-40 EU & SA staff members involved

Physiotherapy, Social Work, Nursing, Multi Media, Sports Management, Leadership & Innovation

50 EU & SA students involved

6 staff meeting & training weeks

Budget: 804.950

3 project lines

#1

Patient Partner Programme

Involving patients

#2

Health & Lifestyle Programme

Involving kids & youngsters

#3

Care for the Caregiver Programme

Involving care professionals

Output

Shared curricula, university modules & teaching content, blended learning

Literature reviews, knowledge sharing & benchmarking

Student & staff mobility

Interprofessional, intercultural & international collaboration

Bachelor/Master/PhD projects

Large scale final symposium Cape Town, May 2019

Living lab Health, Healthcare & Social Wellbeing

www.caringsociety.eu

Picture 1. CASO in nutshell (Tarvainen 2017)

tionship, through providing opportunities for participation and social inclusion in the training of healthcare professionals,

3. to improve the social standing of these patients in their communities, trough empowerment by providing a meaningful job as trained patient partner (PP) in health (care) education,

4. to improve education for health care professionals, particularly in the fields of clinical communication and health human rights, through realistic, authentic interaction with real PP´s who have been trained to provide guidance and feedback and

5. to use technology to create material to support the training and evaluation of both partner patients and health (care) professionals.

WP 2.1 partners represent University of Cape Town (UCT), South Africa (medical doctor education), AVANS University of Applied Sciences (social and health care education), the Netherlands, Karel de Groot University of Applied Sciences, Belgium (social and health care education) and Lahti University of Applied Sciences, Finland (social and health education). WP 2.1 team consist of nine (9) experts of social and health care and higher education.

South - North based project challenges

The CASO project focuses on enhancing South African health care education, WP 2.1 will build and integrate partner patient programme in to South African health care education. The European CASO partners´ curricula development is proceeding parallel yet different (Tanner et al. 2017, Hatton 2017, Levy et al. 2016).

During the WP 2.1 process the team has also encountered intercultural South - North challenges.These were about technology and communication problems, different academic interests of the partner organizations or how power, welfare society development, service systems or patient partner/ expert of experience involvement are discussed in different countries. This all – as the WP 2.1 team shared - has affected to approach, focus and action in the project.

To overcome the inevitable South - North challenges the team decided to get restructured in spring 2018 into three working groups; Intercultural Communication, Partner Patients and Interprofessional communication. Each of the working groups is building á 5 ECTS study unit under the jointly built conceptual framework.

On the way to the joint module or flexibly combined lego parts

The WP 2.1 framework is following the Community of Practice approach, where rights, participation, empowerment, interactive and dialogic approach (Beresford 2018, Wegner 1998) are presented.

The theme based study unit planning comprises definition and description of competences, learning outcomes, contents, material and assignments and evaluation criteria. The Intercultural Communication study unit as an example is based in ICOM description of intercultural competences (International Competences in HE Programmes), where the chosen content areas are 1.Cultural self-awareness, 2. Cultural knowledge and 3.Cultural communication. Pedagogy will be a mixture of activating and participatory approach with lectures, academic reading and writing, narrative descriptions and working life cooperation will be arranged.

Working in smaller WP 2.1 groups eases project work with fluent communication and logistics and effective time management. A jointly build framework guides separate working processes towards a common goal, building a 15 ECTS MOOC with more individual student working or flexibly combined lego part study module with more pedagogical variations as well as real life and working life approach.

Health and lifestyle programme
Main goals of the work package 2.2. are to strengthen health in the communities by capacitating future professionals to apply sustainable physical education and to plan and implement health-promoting projects. WHO states that effective school health programme is cost-effective investment in improving education and health. It can prevent health risks among youth and engage education sector in efforts to change the educational and social conditions that affect risk of unhealthy behaviour. (WHO 2018.)

A 15 ECTS learning module is piloted twice together with partner universities. The module consists of eLearning and intensive module to prepare students to two months practical placement at schools in Cape Town, South-Africa. Lahti University of Applied Sciences is in charge of the eLearning module and the participating Universities produce content to the module, it builds the theoretical background. Nurse, physiotherapist and social work students studied autumn 2017 in the international and multidisciplinary student groups. They provided theoretical plans of implementing the health programme. South-African students were not participating the first online module. Led by University of Western Cape Intensive module February 2018 prepared students for the practical placement, they made concrete plans how to implement healthy lifestyle and physical activity at the schools in Cape Town.

Developing the module for the second pilot
Feedback was discussed in the meeting in Cape Town March 2018. Counseling in own university is necessary to avoid drop outs. Assessment process must be simplified. South African students will attend the second pilot. The material for the online module from teachers was not provided in time to allow responsible partner to adjust the study process for the students. Some copyright problems and suitability of the content for online purposes affected content.

Second pilot offers possibility to study with mobile device, the south-african students doesn't have computers and internet connection available. South-african participants are teacher students and coaches of physical exercise. Lahti UAS produced the video-instructions to help in log in process and usage of the Moodle platform. More video learning material was produced for the online module to ensure fluent following of lessons. Most of the modules are automatic by assessment, but some parts require reflection of the material and thus have assignments that need teacher resources. Module is in progress while writing this article and next step to take is to do evaluation of the second pilot.

Evidence based health care MOOC online course
The Care for Caregiver Program (WP2.3) aims to strengthen competence level of multidisciplinary healthcare professionals by ensuring adequate multi-professional training. The program aims to guarantee the high quality of care interventions

by strengthening self-care and empowerment of the professionals in health care. The program was built on three important topics (for a total of 15 ECTS); Evidence-Based Healthcare (EBHC), Inter-Professional Collaboration in Healthcare and International Developments. Three different online modules were designed for this program during the year 2018. By e-learning modules the programmed works on core competencies of leadership, the focus being in well-being, stress reduction, self-care in all aspects as well as compassion for care (Tarvainen 2017).

Implementation of the Evidence Based Health Care Module at Lahti UAS

During the summer 2018 the eLearning module of Evidence Base Health Care was offered to the nursing and physiotherapy students at Lahti University of Applied Sciences (Lahti UAS). The eLearning module had been designed for the EQF level 6 and was equal to 5 ECT credits. The EBHC course was a joint programme between the CASO partners and it was offered as a pilot. The EBHC course was implemented in MOOC (Massive Open Online Course) eLearning environment. In the WP2.3 the other two courses (Empowered Caregiver: Leadership and Global Interprofessional Collaboration) will be implemented in the MOOC eLearning environment subsequently.

The total number of the participants was twelve (12) and they were studying at Lahti UAS. Lahti UAS was in charge of the course. The aim of the module was to explore the meaning and importance of evidence and how evidence-based knowledge is being applied in health care practices, to deepen the understanding on evidence-based practice and link the quality improvement and effectiveness of care and services.

The EBHC module in the MOOC online environment was structured into six sections: (1) the information how to study and complete the course, (2) the orientation to the course, (3) the theoretical background, (4) competence to evidence-based working in health care, (5) evidence-based knowledge in health care practice and (6) self-assessment and feedback from the course. In the section "How to study and complete the course" the assessment criteria had formulated based on the European Qualifications Framework (EQF) at level 6 and were described in terms of learning outcomes: knowledge, skills and competences. (European Commission 2018.)

Self-assessment and feedback from the first pilot

In the end of the module the students gave the feedback from the module. The first eight questions concerned self-assessments while the rest of the questions were focused on acquiring feedback from the module anonymously. The students in the EBHC module ranked the statements on a scale of 1-5 (1 for "totally disagree"; 5 for "totally agree"). No qualitative questions were included. Data of the self-assessment and feedback will be used for the development of the EBHC eLearning module in the second pilot.

The self-assessment response of students (12) indicated an average 4,25/5 points showing a general positive outlook. In self-assessment questions, the experiences of the students about the ability to explain the meaning of evidence-based knowledge in health care was the most appropriate with an average 4.62/5 points. In the lowest points the student acknowledged to be able to solve complex problems in practice with an average 3.77/5 points. In the feedback questions the students revealed the amount of work required for completing the

course and to be in line with the number of ECTS credits with the average 4,62/5 points. Feedback from teachers and other students during the course and the guidance for the learning were considered at the lowest level (an average 4/5 points).

One purpose of the MOOC platform is to examine and evaluate automatically assignments and to add more time to teachers for tutoring and guiding the students (Suen, H.K 2018). In the EBHC module pilot this was not achieved, the students had to explore the different guidelines related to health care and the option how they are clinically applicable. The content of the assignment was descriptive and thus difficult to be designed to a quantitative formulation.

According to the feedback from the students more peer assessment is needed to be considered and developed for the second MOOC pilot. The peer assessment will need to be planned efficiently and adequately. (Suen 2018.)

One of the challenges for the EBHC course will be how it can be integrated in daily studying and working life of the students and stakeholders. More information is needed how to develop the flexible learning and support students` self-management in the online learning environment. Further development will be planned in the second pilot of EBHC module during the spring 2019.

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Päivi Huotari

Development of competencies and modules to enhance advanced practice across Europe for health and social care management masters students – DOCMAN -project

Introduction

European health and social care sector is facing major challenges like the aging population, a diverse workforce and clients, unpredictable economies and individuals living longer with multiple morbidities. Social and health care organizations are forced to improve their services in terms of productivity, effectiveness, efficiency, and more integrated social and health care services. The relative contraction of the financial base due to the increase in care costs has led even to ongoing health and social care reform (Brommels et al. 2016, 12)[RS1] . Due to the complexity of the operating environment, the change has become even more complex and unpredictable than before (Macfarlane et al. 2013[RS2] ; Nyholm 2008, 212). The unpredictability is partly because of people's behaviour in their own operating environment is unique and different. That is why, in every organization, the way change agents change existing structures is unique. According to the researchers, there is not a single recipe for success in overcoming the institutional obstacles in the whole system change. (Macfarlane

et al. 2013.) Still, like Macfarlane, Greenhalgh, Humphrey, Hughes, Butler and Pawson (2011, 68-69) address, an organization depends on its workforce, their competence development and efforts in complex change. The skills and responsibilities are embedded throughout the workforce. There needs to be an adequate pool of appropriately skilled and qualified individuals. This leads to the requirement of strong leadership in health and social care structural reforms (Macfarlane et al. 2011).

Health and social care managers and other actors need innovation skills with user-driven service design and shared learning in order to address the demands of delivering a high quality, cost effective services. International cooperation within higher education institutions can address these challenges with research driven development work together with the health and social care sector. The DOCMAN -project (Development of competencies and Modules to Enhance Advanced Practice across Europe for Health and Social Care Management Masters Students) aims to develop health

and social care master's level management education in order to ensure that graduates to be have the competences needed in health and social care change and reform. The project is funded by the Erasmus+ programme. The participating higher education institutions are Charles University (Czech Republic), Edinburgh Napier University (Scotland), Frankfurt University of Applied Sciences (Germany), and Lahti University of Applied Sciences. The partnership of different EU Universities and different faculties (health, social care and business) emphasises cross-disciplinary approach. The DOCMAN -project focuses on improving pedagogy specifically around blended education to prepare health and social care managers for the challenges of integration, inclusion and innovation.
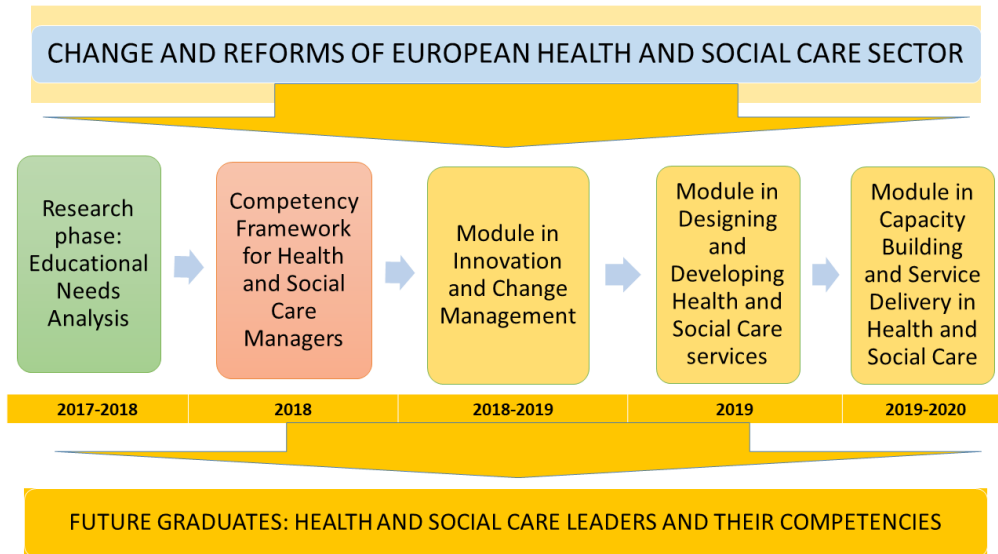
The aims and structure of the project

The DOCMAN -project is based on findings from research in partner universities and from a previous project CareMan funded by Erasmus Lifelong Learning Programme. The research findings and the project outcomes identified gaps in the provision of education for health and social care managers. The gap was apparent on two levels. Firstly, there was a gap between education and the competencies and capabilities required due to the changes in most health and social care provisions. Secondly, there emerged lack of platforms and mechanisms of collaborative learning across the EU between higher education institutions as well as between higher education and health and social care practice. While traditional modes of learning such as face-to-face delivery are often preferred, they are often not feasible, particularly with master's students in health and social care who are of-

ten full time employees with many other commitments. Therefore, novel modes of delivery are needed to ensure that these professional groups can access the benefits of collaborative learning such as innovations and shared problem solving. The objectives of the DOCMAN – project are:

1. Provide a comprehensive educational needs analysis, focusing on the needs of health and social care managers facing the new and considerable challenges.

2. Formulate a competency framework for health and social care managers who are and will be leading the restructure and upheaval of health and social care in the EU.

3. Develop online modules focusing on the competencies but also novel strategies for online and blended learning to maximise opportunity for collaborative learning.

The project is structured by five outputs (figure 1.). The project's main aim is to develop three online modules (each 10 ECTS credits) which focus on the needs of leadership competence and capability in the changing health and social care sector.

In the first phase, DOCMAN universities conducted a comprehensive educational needs analysis focusing on the leadership competency needs of health and social care managers facing the new and considerable challenges. The data were collected in seven focus groups in autumn 2017 and spring 2018. The participants were health and/or social care master's students, health or social care professionals and leaders. The aims of the research were to

CHANGE AND REFORMS OF EUROPEAN HEALTH AND SOCIAL CARE SECTOR

Research phase: Educational Needs Analysis	Competency Framework for Health and Social Care Managers	Module in Innovation and Change Management	Module in Designing and Developing Health and Social Care services	Module in Capacity Building and Service Delivery in Health and Social Care
2017-2018	2018	2018-2019	2019	2019-2020

FUTURE GRADUATES: HEALTH AND SOCIAL CARE LEADERS AND THEIR COMPETENCIES

Figure 1. DOCMAN –project outputs (1-5)

1. Explore the perceptions of health and social care managers of their level of skills and knowledge in a changing operational environment.

2. To analyse the educational requirements and gaps as seen by current health and social care managers in order to improve existing master's degree programs and the competencies of managers in this sector.

The results of the research phase were presented in October 2018 in the conference The Changing Landscape of Health and Social Care Competencies for Tomorrow's Leaders. The conference was organized by Edinburgh Napier University and other DOCMAN universities. The participants represented four countries and universities as well as different health and/or social care organizations. From Finland, there were three managers from Joint Authority for Päijät-Häme Health and Social Care. The results will be published in a scientific article in 2019 (Output 1).

The results of the research (Output 1) are also used to formulate a leadership competency framework for health and social care managers. The competency framework ensures that education provides the future leaders the competencies for leading the restructure and upheaval of health and social care. The competence framework will be developed further into an electronic, interactive leadership competency assessment tool. The tool focuses on domains like innovation, change management, leadership, cultural competence, and inclusion strategies. It will also support a continuum of competence development – for example there will be levels for further development. The competency tool will be open to use for health and social care managers throughout the EU (Output 2).

After these two actions (Output 1 and 2), research and the leadership competency assessment tool, the DOCMAN –project will develop three modules (Outputs 3-5) to enhance and improve the quality of health and social care management education. The main aim is that the competency of the graduates and future leaders is relevant to face the challenges of health and social care management within the EU. The modules are targeted to master level students studying health and/or social care management in Health, Social Care or Business Faculties and who are existing or potential leaders in health and social care. These students have multiprofessional background. This diversity of students will provide students with the many benefits of multi-professional learning. Multidisciplinary, language and cultural differences give a platform for shared learning, innovation and international collaboration. The online modules will be developed with novel strategies for online and blended learning to maximise opportunity for collaborative learning. The project will ultimately provide open access educational resources for health and social care management students with options for accreditation. After piloting the three modules, they will be evaluated and improved in cooperation by the students and teachers of the participating universities. This way the project ensures that the modules are relevant and can be more widely disseminated to maximise the impact.

Conclusions

The DOCMAN -project will have a number of elements which support partnership, inter and transdisciplinary approaches and evidence based leadership in health and social care sector in the European Union. The project involves key stakeholders (present leaders, students as leaders to be) who are and will be managing integration of health and social care services, and the integration of service funders and providers. These stakeholders will also be the key participants in the dissemination and evaluation activity of the project. As the project emphasises the partnership with local health and social providers, the project's relevance to health and social care practice as well as project sustainability can be assured. By its nature – the health and social care integration is based on transdisciplinary, and the learning, teaching and assessment strategies of the project will maximise the benefits of this. The platform of higher education for this process can provide these managers and leaders the outward vision to work collaboratively as they move through their careers. Although face-to-face learning will form a part – innovative, online collaboration will be a key feature and give the participants new tools and strategies to use beyond the life of their course or this project.

The strength of this project is that it is designed as blended learning which is first piloted and then updated to be released as an open access learning resources for future students as well as health and social care leaders. In addition, students will have opportunities to learn online and face to face trans-nationally, which will further enhance their competence. This will give partner institutions more flexibility in the implementation of the educational programme and ultimately this will open the educational resources to other non-partner countries. This will be offered under a creative commons license whereby the DOCMAN partners who have developed the intellectual property of the project will offer this as a societal resource in perpetuity providing it is not-for-profit. This aligns with the ethos of the DOCMAN partners and enables a successful sustainability strategy for the future.

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PART 5: WELL-BEING AT WORK

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# Work ability and productivity to the metal industry: WAPC project

During recent years, increased attention has been paid to the relationship between well-being at work and an enterprise's productivity and financial outcome. In their report on the construction industry, Aura, Ahonen and Hussi (2015) have described personnel productivity and its measurement, as well as a personnel productivity index (working capacity · competence · motivation), which explain almost one-third of the personnel productivity value calculated from financial statements. The Personnel Productivity Model (PPM) (Aura et al. 2015, 5) includes factors affecting personnel productivity, such as leadership, atmosphere of the working community and organisation culture. The perceived leadership work and work community factors affected the variation and level of the personnel productivity index (Aura et al. 2015, 10–11). An enterprise's productivity also includes many other factors than those mentioned before, for example the efficiency of the production process and the costs of insufficient well-being at work and management. Therefore, development actions must simultaneously take into account financial profitability as well as long-term effects on staff health and well-being (Aura & Ahonen 2016). According to recent studies, this double objective can

Figure 1. Logo of the Work Ability and Productivity Coaching – WAPC project

be achieved in many ways on the individual, community, leadership and organisation levels (Nielsen et al. 2017).

The well-being and regenerative growth focus area at Lahti University of Applied Sciences, the Salpaus Further Education municipal consortium and the Päijät-Hämeen Liikunta ja Urheilu association for sports and physical education have carried out the European Social Fund project (WAPC, Figure 1) for work ability and productivity coaching since the autumn of 2016. The PPM (Aura et al 2015) and the work ability 'house' diagram model (Lundell et el. 2011) were applied to reach the double objective of work ability and
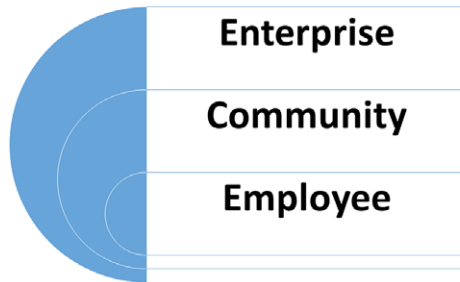
Figure 2. Levels of development in the WAPC project

productivity. The WAPC project was completed in five metal industry enterprises in the Päijät-Häme region (Orima Tuote Oy, Halton Marine Oy, Oilon Oy, Anstar Oy and Peltisepänliike Koskinen Oy).

The objective of the WAPC project was to develop and pilot an operating model, which can be used by industrial enterprises to improve productivity by promoting employee health, physical work ability and self-management skills as well as working capacity management within the organisation. The project paid attention to the individual, community and enterprise levels as part of developing work ability and productivity (Figure 2).

The work ability and productivity coaching pilot programs were planned together with each of the enterprises following the continuous development process tradition. The development of personnel-oriented productivity was carried out by developing the enterprise's joint operating culture so that personnel and management will work together towards a shared goal and actively find solutions to identified challenges. Management that enables reform is a prerequisite for an operating culture that promotes work ability and productivity. Furthermore, individuals and

work communities must have sufficient facilities, structures and operating models supporting such an operating culture. In addition to content issues related to work ability and productivity, the coaching in WAPC project focused on creating mutual understanding and an open atmosphere of interaction.

Participants of the Work Ability and Productivity Coaching program

The WAPC project was successful in reaching its target group: middle-aged men in physically demanding work. Of the nearly two hundred employees participated in the project, almost one-third were at least 50 years old. On the basis of other background information, it can be noted that the participants fulfil very well the initial expectations set for the target group. Slightly more than one-half of the respondents to the initial questionnaire said that they are involved in physically hard labour. Also, more than one quarter said that they have to walk quite a lot in their work. On the basis of physical condition and complexion, many of the employees belonged to a subgroup of reduced working capacity and increased health risks.

One fifth self-assessed their physical fitness as relatively poor or very poor. The body mass index considered as the limit of overweight (25 kg · m^{-2}) was exceeded in three of four men, and the limit for abdominal obesity (100 cm) was exceeded in more than one in three. Both of these limits increase the risk of type 2 diabetes, cardiovascular disease or cancer. Among the men participating in this project, only one in ten said that they engage in leisure-time physical activity of at least 30 minutes daily, which is the recommendation for endurance based health enhanced physical activity. More than one-half of the men participating in the WAPC self-assessed their health to be only satisfactory or relatively poor in comparison to other people of the same age and gender. One in four assessed their own working capacity as satisfactory or relatively poor with regard to the physical and mental requirements of their work. Other health behaviour such as smoking was surveyed in one of the participating enterprises, where one-half of the men said that they smoke.

Implementation of the Work Ability and Productivity Coaching program

To assess the work capacity of the participants the physiological measurements were performed at the beginning and at the end of the WAPC program. The results were shared with the participants and the motivation for a lifestyle change supported during the personal supervision session. The WAPC project conducted more than three hundred physiological tests in total, involving more than 1,500 measurements and six surveys. A total of 22 workplace surveys were made in the enterprises, and 15 people took part in three-day stress and recovery monitoring.

The assessment of the physical ergonomics, as working positions and methods, and their effects on the physical load on one´s musculoskeletal system was performed. Cognitive ergono- mics (stress, mental workload and coping skills, and organisational ergonomics) were discussed during the coaching as well as organisational ergonomics (organisational structure, resource management, planning the work and working hours, communication, teamwork and participatory planning). Suggestions of the ways the enterprise could support to manage the work load better, maintain work well-being and keep on the health enhanced physical activity were sought during the coaching.

The content of the WAPC program focused on physical work capacity, nutrition, workload and recovery, and on the productivity and management of well-being at work. Understanding and development of the employees' individual level productivity was emphasised. Motivation, factors affecting to it and its effects to productivity were discussed. The ways to increase motivation and productivity were processed together in the group sessions with the work community. Factors were compiled together and utilised in subsequent coaching meetings with the management and employees of the enterprises. As well lean methodology and possibilities to apply it was at issue during the WAPC program.

Observations on piloting the Work Ability and Productivity Coaching program

The objective of the WAPC project was to support the employees to maintain their work ability and develop competence in the best possible way in spite of her or his background or fitness level.

An essential horizontal objective of the WAPC project was to promote well-being and health. The interventions emphasised the promotion of work ability by supporting health and capacity of physical functions, and by developing the management of employee work well-being.

Furthermore, during the WAPC the sense of community and relatedness in the organisation were debated. The project also narrowed health differences by focusing on the ergonomic assessment and well-being analyses particularly on heavy physical labourers such as welders, edgers and benders. The principles of equality and non-discrimination, and human rights were taken into account and respected. When working in the metal industry differences based on national or regional background, social stratification, ethnicity or sexuality, gender identity should also be taken into account. It was understood in the project that discrimination, stigmatisation or other insensitivity to diversity may hamper well-being and productivity in the work community. The WAPC program built a positive pluralistic working community culture in compliance with correct and non-discriminating language and policy.

Persons in charge of the human resources management in the pilot organisations have reported that participation in the WAPC program improved the work atmosphere, co-operation and interaction, as well as coping with workload and staying at work improved quite much or even more. Furthermore, in their opinion, the program has had a substantial effect on starting internal development processes within the enterprise, as different parties are jointly involved in processing the results and planning further actions.

A traditional top-down development culture was visible in some of the participating enterprises. According to employees, management sets the targets, determines the means required for achieving them and guides the implementation. The WAPC project emphasised everyone's expertise in problem identification, development needs and ideas, as well as the utilisation of this potential. Development is often perceived as long and expensive projects, and the significance of small improvements is not fully understood. A culture of continuous improvement should be built systematically. The participants described the productivity as shifty and independent work where a bit of hurry motivates in a good way. Productivity was described also as productive work, such as successful products and work performance and benefits to society. The actual work and working conditions were also linked with productivity (job security, wages, good working hours, daytime work, tools in good condition, lots of holidays, tidiness and order, freedom and opportunities of influencing). Productivity was also associated as a good working atmosphere, good spirit among colleagues and the dimensions of one's own competence and development (learning new things, development of work skills, work that fits one's skills and is interesting). Many of the individual factors described above can also be identified in the PPM by Aura et al. (2015), for example with regard to competence, motivation, atmosphere of the working community and organisational culture.

Development of productivity at the enterprise level is possible by developing the entire organisational culture. The WAPC program shall be planned and implemented individually based on the needs of each organisation using a solid theoretical framework of work ability and productivity, and evidence-based methods. The starting points for successful work ability and productivity coaching program are the

determination and analysis of the enterprise-specific initial situation and objectives. If there are any problems or confusions perceived in the policy, functions or culture of the organisation they have to be discussed openly if the organisation wants to improve work ability and productivity.

In the WAPC project, we worked with the five pilot enterprises developing work ability and productivity and the WAPC model. We found how essential it is that the whole enterprise is willing and motivated to develop their work and the working community together. To support the rooting of a continuous improvement methods so that it will become an everyday way of acting and thinking, helps on moving toward an organisation that learns all the time more and more. It is essential to begin building a culture of continuous improvement from yourself. Other essential factors include clear vision, mission and values, identifying problems, clarifying responsibilities and authorities, a culture of testing, progressing step by step, completing things to the very end, regularity, making things visible and keeping motivational factors in mind. A capable and productive working community has shared objectives and goals and a clear division of work and responsibilities. Everyone knows what is expected of him or her with regard to work ability and productivity. The operating methods have been agreed mutually and decision-making is transparent. Any conflicts will be resolved rapidly among the parties involved. The excellent starting points for this kind of development are trust and respect, co-operation and networks, diversity and individuality, competence and development, as well as reform and equal participation.

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Elina Arasola & Kati Jaakkola

Working Life Safari – peer learning and networking in the support of SME development. Experiences of project participants

Introduction

The success of enterprises is affected by their ability to create new things, operate wisely with regard to the future and see "out of the box". Creative thinking and finding new solutions are boosted by co-operation with other enterprises of different sizes across industries.

The purpose of this article is to describe the roles involved in the Working Life Safari project (participating enterprises, safari guide, students, project staff) and their experiences of the business safari tours made.

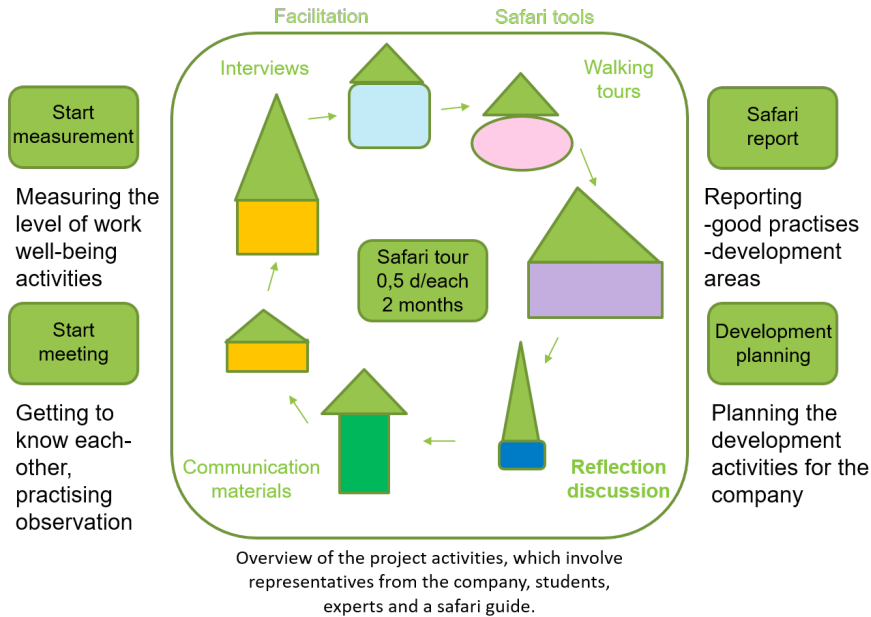## Networking between different enterprises

The power of networking is based on interaction between people, high-quality content and the creation of genuine added value (Leskinen 2011). The members of a strong and functional network pursue not only their own interest in the form of increased competence but also more extensive benefit, for example at the regional level.

Enterprises are often networked by sector of industry, and business development has also been driven by sector-oriented thinking for a long time. Changes in working life and global competition are breaking the traditional industry boundaries. Many challenges associated with well-being at work and development of the working community are not industry-specific either. Different workplaces are facing the same kinds of issues: for example, the challenges and solutions related to leadership, caring for employees, their opportunities for involvement, time management and interaction may be the same independent of industry.

The opportunity to gain benefit from diversity should also be taken into account across the axis "new enterprise – experienced enterprise". Businesses in traditional industries may be able to learn agility, rapid innovation and reaction to changes from new IT enterprises, for example. On the other hand, more experienced industrial family businesses may have a lot to give to newcomers. The same is true of peer-to-peer learning among enterprises of different sizes. Good practices can be found in small, medium and large businesses alike.

Overview of the project activities, which involve representatives from the company, students, experts and a safari guide.

Figure 1: The safari model in the Working Life Safari project

Development of well-being at work and productivity in the Working Life Safari project

Innovation and productivity is one of the focus areas in the National Working Life Strategy 2020. Innovation and productivity can be boosted by promoting the ability of organisations to reform and by increasing cross-border collaboration between workplaces. Other focal points of the Working Life Strategy are trust and co-operation, health and well-being at work and a competent workforce – these can also be developed through networking and peer-to-peer learning.

The Working Life Safari project, which is funded by the ESR, is intended to reform the traditional ideas of business excursions and development focused on sectors and sizes of enterprises. The objective of the project is to promote productivity, well-being at work and reform in SMEs based in Päijät-Häme with the help of solutions found outside their own sector of industry. The project will implement a multi-sector tour of enterprises, a "safari". The aim of the business excursions is to get familiar with the workplace as it is, in its most everyday state, and to share organisational practices and areas

Figure 2: Enterprises participating in the Working Life Safari project in 2018

for developing well-being at work in an open atmosphere based on trust. This way, enterprises can find development opportunities outside their own industry and are able to reform their own operations.

One of the methods of developing competence in enterprises is peer-to-peer learning (Hätönen 2011, 58). The Working Life Safari project applies the methods of peer-to-peer learning as representatives from the region's SMEs use joint observation, discussions and reflection to learn new things together and from one another. The participating enterprises together with experts and students prepare a plan for need-specific development actions associated with the themes of productivity and well-being at work. The aim of development planning is not only to

influence productivity and well-being in the enterprise but also to improve the key persons' development competence and observation ability.

The first two Working Life Safari tours carried out during 2018 have involved a total of 13 SMEs of different sizes and representing different industries in the Lahti region. The tour has also made excursions to four larger enterprises. In early 2019, the Working Life Safari will be implemented in SMEs of the Heinola region, and a total of eight businesses will be able to participate. All in all, 25 enterprises from different industries in the Päijät-Häme region will participate in the project. In addition to the participating enterprises, each excursion involves students, project staff and the safari guide, also known as the facilitator of peer-to-peer learning.

Roles of the safari participants and their experiences of the project

Role of the participating enterprises

Each safari tour involved 6 or 7 enterprises, of which 4 or 5 had to be SMEs, 1 or 2 larger enterprises hosting excursions, and 1 or 2 micro-enterprises. The objective in the project plan was to involve micro-enterprises and SMEs in the Päijät-Häme region. Excursions were made to SMEs. Each tour involved 4 or 5 such enterprises from different sectors of industry. No excursions were made to the smallest micro-enterprises but they took part in excursions to other enterprises and small-scale development planning was done for them. Larger enterprises of more than 250 employees opened their doors and exposed their well-being practices to serve as an example for smaller enterprises. The safari diaries on the Web site provide more information on the excursions and the enterprises that participated in the Working Life Safari: https://www.lamk.fi/en/project/tyoelamasafari-vertaisoppiminen-ja-verkostot-pk-yritysten-kehittamisen-tukena.

The project involved 2 to 4 people from each participating enterprise. One of them was the enterprise's chief representative who participated in every excursion and meeting involving the enterprise. He or she was usually an employee in a position of charge, a manager or the owner of the enterprise. Furthermore, 2 or 3 employees were interviewed, surveying their experiences of well-being at work.

One by one, each enterprise hosted an excursion and presented factors associated with well-being at work to the other participants. These included well-functioning practices as well as challenges. The visits lasted for three hours each and were implemented mostly along the same pattern. The first hour included a presentation of the host enterprise, focusing on occupational well-being issues and HR practices, the second hour was an observation walk-around on the premises, and the third hour was a reflection discussion guided by the facilitator. The basis for observation, note-taking and discussion was the dartboard model of Marja-Liisa Manka (Manka & Manka 2016).

As the outcome of each excursion, the students drafted a report of issues they had observed in relation to well-being at work. The project experts under the leadership of the project manager crystallised two alternative objects of development based on the knowledge gained of the enterprise's practices and needs so far. The enterprise's representative chose one of these for the students to process further into development solutions. In the spring, the development work was guided by the Lean Service Creation (LSC) model from the viewpoint of work efficiency, and in the autumn, the Marja-Liisa Manka model of developing well-being at work (Manka & Manka 2016) as well as a development model created along the lines of the LSC process (the Working Life Safari model of developing well-being at work).

Experiences of the participating enterprises

At the time of writing this article, one tour of enterprises has been completed and another is halfway through. The experiences described here are based on comments received and feedback requested after the first round. Experiences were also collected in visual form, see the YouTube video (Jaakkola 2018).

The following is a summary of the results of the Working Life Safari feedback survey called the Feeling-o-Meter, as well as oral comments.

Figure 3: Excursion to Levypyörä Oy on 26 September 2018. Participants from left to right: Kaj Lindström, Tomi Honkanen, Aaron Penna, Evelina Oganyan, Piia Aaltonen, Petri Korteniemi, Tiina Koivuniemi, Kirsi-Marja Kastemäki, Petri Putila. (Photo: Kati Jaakkola)

The number of participating enterprises, the practical arrangements and the predictable systematic organisation of activities were considered very good. It was satisfying and useful to be involved in the project. The project staff also received praise:

"A project well done!"

"They were active, enthusiastic and familiar with the subject."

Particular thanks were given to the new views, development ideas and suggestions for improvement that came up in discussions. Valuable experience was gained of different kinds of enterprises, as well as insight to the multitude of ways of approaching and managing things.

"You very seldom get so close to enterprises totally foreign to you."

"An outsider's eyes can see your blind points."

A Role and experiences of the Safari guide

A facilitator, also known as safari guide, was always present during the excursions to enterprises. At the first meeting, the safari guide briefed the participants about active and daring observation. The concept of reflection was also explained. The participants were briefly reminded of this at the beginning of each excursion.

The safari guide facilitated each three-hour enterprise excursion so that the pace, activities and atmosphere became favourable to all participants. The basis for reflection discussion was a

large A1 sheet printout of the Marja-Liisa Manka dartboard model (Manka & Manka 2016) where the participants recorded their own observations with post-it notes. Even though the safari guide's primary role was to ensure the participation of the attendees, he or she also made expert observations and participated in discussing them to the appropriate extent.

During the first tour of enterprises, the guide or facilitator was Elina Arasola from SmartUp Oy, and during the second tour, the guide was Petri Korteniemi from Yrityskoulutus Oy. In the following, Elina describes her own experiences of the guide role:

The role of an expert-facilitator is always twofold. On the one hand, it requires you to adapt a supporting role where you just guide the work and interaction of others and the passage of time. In this role, you must act like motor oil, getting the machinery – that is, the participants – to operate. You must neither cause friction nor lubricate too much. You must be able to both accelerate and decelerate the ongoing discussion or activity as necessary.

On the other hand, the role requires you to step out and share your own expertise. It is difficult to lead a discussion and participate in it without versatile knowledge of the factors of well-being at work. However, the facilitator's comments must not overlook those of the participants. They must stimulate the participants and provide added value to the subject.

Figure 4: Excursion to Käpälämäen Päiväkodit Oy on 24 January 2018. Participants from left to right: Minna-Maria Alestalo, Elina Arasola, Sirpa Jokivirta, Virpi Kämppi, Nina Hietala. (Photo: Kati Jaakkola)

The methodology of reflection after the observation round was somewhat unclear at the beginning. After feedback and mutual pondering, a version of the Me-We-Us facilitation method turned out to be a functioning practice. In the method, everyone considered their observations alone at first, writing on post-it labels. Taking turns, each participant took their labels to the Manka dartboard on the wall, describing the contents, motives and observational value of their labels out loud. The different labels brought new openings of discussion regarding things that not everybody had observed or reflected.

The primary task of the facilitator is to inspire others to discuss, share and create ideas. To inspire others requires you to say out loud questions that you know to be relevant to someone or that risk being overlooked even though they are essential. Discussion was open. Things were discussed using their real names. Enterprise-specific challenges were also brought to the shared table in order to find solutions.

The students' role and their experiences
The three rounds of enterprises in the Working Life Safari project involve an approximate total of 75 BBA students participating in the enterprise-specific activities. Some of the students participate in the enterprise excursions and the preparation of the safari report, while others are only involved with preparing enterprise-specific development suggestions in student teams. Two experts guide the students' work.

A handful of students who participated in the first safari tour gave an interview of their experience. Generally speaking, concrete work done for a real operating enterprise is considered to be good learning. Studies completed in genuine enterprise projects have become familiar to the students. The Working Life Safari project was maybe smoother than the average project.

"This was a functioning package."

Some students had more to learn in the project than others. It is not clear to all students how you are supposed to work with enterprises. Communication, meetings, the styles and nuances of interaction and resilience are not familiar to all students.

"Maybe that I had to practice sending emails, communication, consideration."

Things that were viewed as positive:

- You had the opportunity to learn to take responsibility in working with a real enterprise.
- You gained experience in co-operation required by teamwork and the associated roles, and could consider the situation of the safari enterprise together with your teammates.
- The teacher was a good sparrer, we were able to go deeper into the subject.

Identified benefits to the enterprise included, among others, that as a student you were able to view different alternatives and solutions without prejudice, you have not had time to accumulate deep-rooted ideas.

"I took this as a real-life work assignment. You were able to actually work for the client's benefit."

The project clearly gave something to employment and career prospects that cannot be learned from textbooks. It developed project

Figure 5: Lecturer-expert Minna Ulmala of LAMK commenting her observations at Marja-Liisa Manka's dartboard during an enterprise visit. (Photo: Päivikki Heikkinen)

management skills and the creation of a favourable atmosphere. It developed communication skills when you had to consider how to present your message to the enterprise representative, in order not to insult, for example. It also developed your discretion as you had to think whether you are sharing your personal thoughts or those of the team. The requirement of basing the suggested solutions on data (interviews and the enterprise presentation), not on your personal views, refined your own thinking and expression.

The role of the project staff and their experiences

Project staff involved in the Working Life Safari includes a full-time project manager as well as a part-time project planner and a number of experts, some of whom are lecturers at LAMK.

The project manager has overall responsibility for carrying out actions and achieving goals, is in charge of project communications and contacting the participating enterprises, as well as interviewing them for the initial survey. The project manager coordinates the project team and participates in planning the project activities and the safari model together with other parties involved. In practice, the project manager has to hold all the strings and be at least aware of almost everything down to the smallest level of detail. In addition to coordination ability, the task calls for social skills and understanding of the factors affecting well-being at work.

The project planner's tasks have varied from the planning and implementation of communications to collecting various kinds of monitoring data and indicators. An expert's role is to take

part in the planning of the safari model and the enterprise-specific development actions, as well as putting the observation tool together. All members of project staff have also participated in the excursions to enterprises, making their observations and being involved in discussions.

Minna Ulmala, who is a lecturer and expert in the project, describes the expert role in Working Life Safari as follows:

"An expert in the Working Life Safari project is able to learn about enterprises in the region and become familiar with issues related to well-being at work. Representatives of the host enterprise give light to the elements of well-being at their workspace, and together with the safari tour participants, the expert spars the representatives with her observations and challenging questions. Discussions during the safari visits expose the everyday issues of well-being at work, and they are observed from different viewpoints. Particular attention is paid to successful practices related to well-being that can be transferred and adapted to one's own sector of industry and put into work in another enterprise. We also facilitate the host enterprise's representatives to identify development targets related to well-being that may be concealed in everyday life. The participants have noted that in hectic everyday work, your sight is easily narrowed and you are not able to notice well-being issues that should be developed. However, discussion among a multidisciplinary group can widen the field of view and focus your attention on things that improve well-being at work."

After the visit, the enterprise's representative, the expert and the Working Life Safari project manager jointly formulate an object for development among the well-being issues that have arisen during the visit and the initial survey. A solution idea is sought by a team of students and a handful of representatives from the participating enterprise, while a Working Life Safari expert supports the development process.

Summary

As was assumed in the planning of the Working Life Safari project, the challenges associated with well-being at work and the development of the working community are not necessarily industry-specific. The participating enterprises are attempting to tackle very similar issues.

In the project, the enterprises have had a good opportunity to share ideas and learn from other SMEs in the region. In general, the experiences of the participants are reflected in that they appreciate the networking, co-operation and sharing of experiences during the project. The participants have gained new viewpoints and support for surveying different alternatives and solutions. They have been happy to receive peer support, ideas and a mirroring surface for their own challenges associated with well-being at work.

The safari model being developed in the project is considered to function well, even though it is still moving and evolving along the way. At the time of writing, the project will continue for almost a year, and during that time, a third enterprise tour will be carried out in Heinola. The project will culminate in a closing seminar in the early summer of 2019. The seminar will not only present the safari model developed in the project and provide it for wider use but also share the replicable observations and good practices of well-being and productivity gained during the Working Life Safari project.

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Well-being and Regenerative Growth is one of the strategic focus areas of Lahti University of Applied Sciences (LAMK). The Well-being and Regenerative Growth Annual Review 2018 review illustrates examples of interesting ongoing or recently ended Research, Development and Innovation (RDI) projects.

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

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