Creativity and inclusiveness, two terms that most governments would hardly oppose using in describing the strengths of their countries. It would be difficult to find a strategy or a related study without a mention of these terms. These terms are perhaps used so much that their meaning has started to lose its relation to the everyday life. Perhaps so much that we are about to forget that they are not a new invention or a boom that someone invented yesterday. Quite the opposite, they have been around for as long as mankind, in one way or the other. Changing forms and shifting shapes, but in the end it comes down to surviving in the midst of constant internal and external turbulences that are bound to manifest themselves in one way or another. Something that is very much true to the realms of arts, culture and sports.

Taking a few steps back, Finland has most certainly had its ups and downs in its history with only 100 years as an independent nation. In the middle of the 19th century Finland was one of the poorest countries in Europe. Between 1860 and 2010 the economy grew 24 fold, and during the independence 15 fold. The growth rate has been the highest in the world after Japan. So the talk about creativity and inclusiveness in this small nation is not anything new.

If I was to say one word that I find deeply hidden behind these words, I would say values. Values are the bases on which individuals act upon, create families, communities and nations. We automatically create systems based on what we perceive right or wrong, good or bad.

Sharing values means something deep. To me it refers to things that are almost impossible to describe without sounding naive or just plain dull. Perhaps they are not really meant to be spoken about but acted upon. They are rather depicted through stories, pictures or sounds that allow room for personal interpretations and different life-stories. I remember former US Ambassador Bruce Oreck stating at a seminar that he admires how Finland is one of the few nations in the world that is based so strongly on the arts. Musicians, painters and poets were inspired by old tales and created new visions and sounds that have strongly built our identity as a nation.

For this publication we gathered some folks around and asked them to share their own thoughts, experiences or inspiring thoughts they had heard. We have included articles that are based on interviews with people who share the strive for something even better. The topics of these three chapters range from grass root level movements and active citizenship to education where learning to learn is the foremost skill and to working life and leadership, which is quickly becoming more shared than anything else. All the three chapters bear some elements to what we think are the basics of the creative and inclusive Finland today. Throughout the story you will pick up on some basic values that we think make up the basis for an inclusive and creative society tomorrow or a hundred years more to come.
DID YOU KNOW?

- Several studies show that active participation in hobbies and social activities have a direct correlation to the lower number of social problems and lower level of exclusion.

- Active citizenship and “talkootyö”, loosely translated as voluntary work done in a group, has traditionally been a backbone in building the Finnish society to what it is. During the war, the home front was pertinent to making it with the little Finland had at that time.

- Today the same spirit of talkootyö can be seen around positive social phenomena that can take shape around arts, music, food or any other activity that people want to do together. to do together.

FACTS ABOUT FINLAND

**Finland is the most stable country in the world.**
The Fund for Peace.
Fragile States Index 2017

**The Finnish are the second in Europe in trusting other people.**
Eurostat, Average rating of trust
A group of positive people from Kouvola.
The participants are from the Facebook group “Positiivisten ihmisten Kouvola”.
Juha Huhtala had an idea. He knew that his hometown had people filled with a positive attitude and he wanted those people to meet in the social media. He started by forming a Facebook group where people with a positive mindset would meet and plan positive things they could do together to spread the positive mindset among the residents of Kouvola. Juha thought the group could have a maximum of 300 people, but he quickly noticed that people loved the idea and after a couple of weeks there were 8 000 people in the group.

"At that point I could notice how effectively social media works. People join the group, like the updates, link positive news and pictures, comment on them and share positivity," Juho said.

Juha started planning events for the group so that the members could meet and get to know each other. The people started writing ideas on what they could do to cheer people up. At first Juha was a little worried that people would not post anything to the group, but was soon happy to notice that everyone had understood the idea, and there was no fear of spamming. People had already started to take the initiative and speak with each other in a positive mood. Suddenly the group came up with the idea of “Cake strikes”, which meant rewarding the people and companies known for great customer service and exemplary activities. “We made them strawberry cakes and one guy from an advertising agency made a diploma to honor their good work”.

This kind of event exceeded the news line to the extent that even the Finnish Broadcasting Company YLE made a story about it.

One of the most moving things for Juha was a moment when someone wrote to the group that a 90 year-old grandmother Hilkka needed help with cleaning her yard. Her husband had passed away earlier that year so people started talking “Should we help her?”. A group of 17 people went to her house and worked for 15 hours helping the grandmother. Juha said that it was an amazing feeling to be there. People were so happy to help her and get the emotional ‘thank you’ from Hilkka.

When asked about the plans for the future, Juha says that the future is still open, but he thinks that this group can build positive atmosphere throughout the city of Kouvola. He hopes that the atmosphere will spread among the young people and entrepreneurs, which would bring jobs to Kouvola in the long run. The first steps have been taken. The group “Positivistien ihmisten Kouvola” in Facebook has brought many smiles to many faces in Kouvola. Let us hope that the self-determination which Juha mentioned stays, and the group will keep the positive spirit high. This group is a great example of a grass root level movement where big things start from small changes.
Co-creation and co-production are blossoming in Finland

WRITTEN BY KATRI HALONEN, HELSINKI METROPOLIA UNIVERSITY OF APPLIED SCIENCES

Three city activist friends in Helsinki got an idea: Would it not be nice that anybody could have a possibility to open a pop-up restaurant for a day? Restaurant Day was born with 40 restaurants in 13 different cities in Finland in April 2011. In a few years it has grown to be the world’s largest food carnival with over 27 000 pop-up restaurants in 75 countries with over 3 million customers. On Restaurant Day pop-up restaurants can be opened and local food carnivals can take place anytime and anywhere: at your home, at the office, on a street corner, in your garden or inner courtyard, at a park, or on the beach – only your imagination is the limit.

Restaurant Day is an example of a Finnish social open innovation that has had a wide range of positive effects on cities around the world. It has roots in volunteer based peer-production bringing neighborhoods together. It promotes active participation and empowers activists to build do-it-yourself carnival events to conquer public spaces, find new friends and sense of community and explore new means of trade. Restaurant Day has even given rise to new businesses.

At the same time Restaurant Day is an example of a new era of event management, an era when the participants are active citizens enjoying the production process even more than the actual show. An era where cultural managers put most of their effort into creating a good atmosphere, presenting intriguing ideas to communities, turning social media events to realities and helping people to build their own do-it-yourself festival.

Read more and join: www.restaurantday.org

“Do you feel like opening your own pop-up restaurant? Why not? Join the movement, join the world wide food carnival!”

“Restaurant Day is exactly the sort of project that will define our future. Restaurant Day has inspired the city’s population to question how things are run and to experiment and put forward new ideas of how daily life might be improved in the future.”
Jussi Pajunen, Mayor of Helsinki (Monocle’s city survey on Helsinki in the May 2012 issue)
I am Jassin Rezai. I was born in the war-torn country of Afghanistan. Since my birth up to 2001 I struggled for survival. The world seemed to me very cruel, but it was a child's thinking. The love-filled hands of my fellow residents of this globe reached me and I found a new homeland, Finland.

When I started life in Finland, I was still frightened. I didn't know how to lead a normal life. I had no confidence even to look up at the sky and feel how vast it is. I knew no one in Finland and today, due to the wonderful integration program, I know hundreds of positive people in Finland and around the globe who feel pain of humanity and work for the betterment of human beings. Yesterday I was voiceless and today I raise my voice for the voiceless.

My new home embraced me hard, I could hear the heart beats and shared with me all my miserable experiences. The tears of gloomy life disappeared and I began to grow faster. I needed company, colleagues and friends in the new home and town. If I must give the most important key for resettling and leading a normal life here in Finland, I must admit that the knowledge of the Finnish language is one of the most valuable tools to find your way in the Finnish society. The knowledge of the Finnish language is like a golden key in your hand. Once you can communicate in your Finnish language, you start to build trust and get to know other people.

Since 2003 I have been involved in different projects working with immigrants and refugees. My favorite three are Integration into the Finnish society through sport, Laaha-project – a way to the Finnish society and of course the International award program for young people.

With a refugee background I can only be optimistic about refugees in Finland. Nowadays the world is suffering from different crises and one of the biggest challenges is how to resettle refugees in host countries.

A hundred years ago the Finnish society was very different from now. Finland in those days was not homogenous either, but now Finland is much more multicultural than ever before. I would like to challenge people to re-evaluate their thoughts and attitudes regarding multiculturalism and migration. Only when we can see diversity as a resource and we are willing to show our appreciation of equality in our daily acts, only then will Finland become truly peaceful, safe, open minded and friendly country to live in. All people living in Finland should be provided with an equal chance to live with dignity regardless of race, age and nationality. This will take place when, instead of seeing dangers and threats, we begin to see immigrants as new Finns – not aliens. New Finns can help us to see what is valuable and important here. Finland has through the ages been a country that has received admiration and been looked up to as a model. Let us continue to value the things that make Finland and being a Finn an example that the world wants to follow.
DID YOU KNOW?

- The Bank of Finland has published harsh figures of economic growth in Finland for the next 25 years, according to which the growth will stay close to a mere 1%.

- According to the Canadian professor of economics Peter A. Victor furthering purely economic growth should not be the only focus, but rather increasing constant development and well-being. According to him, reaping from economic growth should be given to developing countries, who could really benefit from it in furthering well-being. (Sources: Tieto & Trendit, 1/2015, Victor, Peter A. 2008. Managing Without Growth. Slower by Design, Not Disaster. Cheltenham, UK-Northampton, MA, USA: Edward Elgar.).

- We base our assessment of success largely on economic meters, like the GDP. There have been questions on whether renewing these meters to include more parameters that take into consideration sustainability and well-being would make a difference at the political level. However, common opinion seems to be that in the end it comes down to the will and values of politicians.

- The fast ageing of the population as well as youth unemployment are regarded as some of the major challenges in many countries, including Finland. However, a closer look shows that there are several factors that should be taken into consideration when interpreting these statistics.

- Over half of the unemployed youth in Finland are students. Inspecting the statistics of youth outside studies or employment, the unemployment rate is lower than in the Netherlands and Luxemburg, and equals to that of Germany, even though the overall unemployment rate is about 10% higher (Statistics Finland).

- According to Statistics Finland a significant number of seniors qualified to retire are ready to continue working for economic or other reasons. Many have done so, but according to the survey a third would be willing but hasn’t been able to.

- Entrepreneurship and business in arts, culture and sports have traditionally leaned on values more than on mere economic outputs. In today’s society a growing number of people emphasize value-based competitive factors like sustainable development, ethics and well-being.

- There is a growing interest in how the creative industries operate, how to lead creative people and processes and hence create trends rather than follow them.
Virtual Homework fosters digital participating

WRITTEN BY ANTTI LEPPILAMPI

The project Creative and Inclusive Finland provided us with an opportunity to learn about a project called ERNOD, which promotes young people’s inclusion and equality in using digital media. The target group for the project was young people at the age of 15-29 years including people with different ethnic and cultural backgrounds, mentally retarded people and people with a need for special help as well as professionals working in different fields.

ERNOD developed new methods of promoting inclusion and equality. It utilized digital media and parenting as well as multidisciplinary cooperation. The purpose was to promote the participation of young people of specific groups by piloting a model of virtual homework. In the pilot university students gave voluntary help to youngsters with their homework. The conversations were carried out through Skype so that the university students worked in the library and the youngsters worked in their homes.

The youngsters felt that the virtual homework method was a positive experience and it gave them help with the things they found difficult. According to the feedback from the participants the best thing was that they the peer support, which helped them to work on difficult points together with other students. The leader of the project Sanna Lappalainen said that interaction through Skype was one of the main reasons this method worked, and she feels that feels there is a need for this kind of method in Finland and hopes that people will try the method in their organizations.

"The things we did in the homework were difficult to me. So difficult. I didn’t understand them. But when we practiced them together, I noticed I really know the stuff. I didn’t actually believe that, I could do it. Now I trust myself and I believe I can."
Education

From giving answers to creating questions

DID YOU KNOW?

- Just in the middle of the 1940s Finland was still paying its debts to Russia, and the whole country was in crisis. In the 1950s, when the education reform was first suggested, the right wing party was against it considering it communistic. Only in the 1960s, together with urbanization and industrialization and the decision to invest in education, started the country slowly to rise from ashes. (Source: Discovering the world through People – Strangerless http://www.strangerless.com/truth-finnish-education-system/)

- The high autonomy and respect that teachers have in community are regarded as one of the reasons for the success of the educational reform.

FACTS ABOUT FINLAND

Finnish 15-year-old teens are the second in literacy and the third in sciences in OECD countries.
Ministry of Education and Culture, PISA 2015

Finland ranks as the second in the world in justness for children.
Unicef
The idea in the earlier comprehensive school curriculum was that the teacher gave students exercises based on which they would perform well in tests. That had been the plan for ages, but Pekka noticed that it was not good enough. He wanted to try something different. He gradually started to change his teaching methods and now, 8 years later, he uses his own teaching method he refers to as personalized learning.

Studies show that when the students are 15 years old, the gap between the best and the weakest students is 7 school years. Pekka says it is insane to try to teach everyone the same thing at the same time.

“What small changes can you do in your classroom that would allow everyone to learn?”

In 2009 Pekka attended a course called “Looking for the substantive” at Helsinki University. There was a group of professionals, who thought that, “What about not giving normal homework – instead we could give students bigger work to do, where they would have to team up and coordinate the work. Let’s give them the responsibility for learning.”

Nowadays he starts his lessons by putting the seats in the group work mode and the students choose which group they want to join as they enter the class. The first 75-minute lesson is only about the students building their teams. The students write their own studying rules to their group, after which Pekka shares the goals and exercises for the whole course. Each student decides his or her goals and aims individually, then in the groups. Then Pekka interviews each group.

The students start the class themselves as they come in. Pekka said that “When the students start the class by themselves, they can also start the homework by themselves when they are at home. You cannot assume that if the teacher starts the lesson himself, that students will start their homework themselves. You have to teach them self-control.” Pekka only guides or mentors the class. When the students need help with harder questions, Pekka always helps, usually only one person at a time.

WHAT ABOUT THE EVALUATION?

After Pekka gives 60 goals for the students, the students reflect on what they need to do to achieve the goals. Pekka uses Google Sheets with all the goals for the groups. He gives them a grading scale with 5 points, from “I can teach this to my friend”, to “I don’t understand this at all”.

Reflection takes place all the time during the lessons. When they work in five different groups, they can follow from Google sheets how the other groups are performing. If someone says in the Google sheet that “I can teach this to the others”, then he really can teach it to someone who needs help.

The first part of the evaluation is done in every lesson. The students reflect together with Pekka what things guide and support learning. The other part of the evaluation is the summary of all the evaluations, which is done at the end of the course.

The evaluation is carried out in the groups. The achievements are reflected on with questions like: “Have we done the evaluation correctly? Do we agree on each other’s grades?” The students compare each other’s results, which helps them to be more realistic in their evaluation. After the students have done the evaluation, Pekka talks with each group for 15 minutes and checks what kind of summary they have on their evaluation. He also asks how the groups have experienced their studies. Pekka compares all the things he has seen and heard with the comments of the students so that he can decide the final grade.

WHY DOES IT WORK?

One of the reasons for introducing this method was to find a way to improve the motivation to learn math and physics. The motivation, according to Pekka, “rises through accomplishments. We give the students so much time for easy exercises that he or she succeeds.” Then the students will move on to harder exercises and preserve their motivation through accomplishments.

The problem of teachers is to fill the gap between the level of knowledge between the weakest and the best students. That is one of the biggest reasons why personalized learning has been introduced as a new way to motivate students and teach them to think and work individually. The working life culture is changing so quickly that it is much easier for young adults to move to working life when they have lots of experience of self-determined working.
New curriculum
WRITTEN BY MARTTI HELLSTRÖM, COUNSELLOR FOR EDUCATION

The Finnish comprehensive school is the best in the world. That is quite a lot. For 50 years we have developed the quality of teaching and at the same time we have tried to prevent the growth of differences between schools. Equality is an important value for us.

The educational goal of our comprehensive school is fantastic. We bring up individuals who can grow to be fully themselves and who can find their place in society. In the Pestalozzian spirit we educate the child as a whole, we give ingredients and stimuli to the mind, hands and heart.

A person has four ways to encounter the world: intellectual, practical, moral and esthetic. One approach is always too narrow. A person who can encounter different situations in different ways will succeed. Children have a natural desire to create, express and realize themselves.

Artistic education has an exceptionally strong position in the Finnish educational system. Depending on the way of calculating and on the differences between schools, Finnish pupils receive esthetic education 28–50% of the school time. They learn to use art and their skills in the lessons of several school subjects: Finnish and literature, visual arts, music, craft and domestic science. Pupils can choose optional courses on the arts they want to learn more.

Municipalities have run special classes with more lessons on a certain subject. The first ones were music classes. The pupils in these classes have an opportunity to focus on their own hobby. A hobby is an important thing.

The interactive, phenomenal and activating method developed in artistic education is used in other subjects as well. Finnish teachers can use art subjects that are close to them. The new curriculum especially emphasizes the usefulness of drama.

In addition to classes there are clubs in schools where learning of art can be further deepened. The rich tradition of feasts in schools also provides pupils with opportunities to use their skills and bring esthetic joy to the others.
The Brand of Finnish education is simply amazing and we should do much more about it.

Peter Vesterbacka, Former Angry Birds - Mighty Eagle, Eduflow 2016
I think school is...

WRITTEN BY SAANA SUNTOLA, 13 YEARS OLD, 8TH GRADER

I have lots of thoughts about school. Bad and good. The education nowadays is honestly great, but it could be better. I don’t think all the subjects are really that important. Like memorizing the periodic table of elements. Now if I asked a teacher why we have to know that, she would just say “Well, it’s good to know”. I mean yeah, sure but there are things that are much more important.

One good example is self-defense. If I asked my teacher why we don’t learn that, she would most likely say that “you can learn that in your free time”. But wouldn’t it make more sense that we would learn about the square root on our free time, because at least I think I’d rather know self-defense if somebody tried to rob me than memorize things I can google.

Some things I think we should learn in school are how to escape a fire, how to pay bills, how to get a job, how to buy a house and many other important things. There are classes in school that I think are important, like art and physical education. I think learning how to draw is not just to learn to draw, but to be creative. I mean, if they stopped teaching art in school, they would stop teaching creativity. I think everybody needs creativity in the future. I don’t know what this society would be without creativity. Neither do I think they should stop teaching beautiful, cursive handwriting and building things with your hands. I want to do something with media in the future, and I want a good-looking signature. They don’t teach that or media.

Another important subject is health education. One thing, though, is that they shouldn’t just tell what different diseases do to our body. They should teach us how we can know if we have a dangerous disease, how to take care of it and when to go to see a doctor.

After all I do think most of school is important and I’m very happy to get the education that I am getting which all people don’t get. I don’t think I always realize how lucky I am waking up every morning and going to school.
Creative methods to higher strategic level

WRITTEN BY MARJO SUVIRANTA

When the global world is big and scary and it seems the whole world is upside down, we start to see near. How to take care and develop our local everyday life? We start to ask: what is human sized life like and how do we build it? The most important thing is to realize that very much is in our own hands. There are many elements in our everyday life which are crucial for us as our own “good life”. Our own activity is important.

In these villages and cities the inhabitants may live a meaningful life together with the people who share the same ideas.

We also have good examples in Finland how even small cities have branded themselves: Old houses in Loviisa and Cittaslow in the city of Kristiina. We have even more possibilities to emphasize features in cities also in international contexts. How to make cities understandable, desirable and appreciated?

Some very interesting and promising new ways have already been found in Kouvola and Kotka area. For example “Turvallinen maa”, Safe country, is the outcome of a multicultural theatre project in South-eastern Finland. The project was started 2016 as a reaction to the new inhumane asylum policy of Finland. The main target was to find out how to process the trauma these asylum seekers have met. The most important methods were theatre and music. Two thirds of the 40 actors of the performance were asylum seekers. Several languages were used in the performance.

These examples show us how creative businesses are able to find new ways to develop the society. We need to identify the needs and possibilities true interaction with end users in different contexts. We have to be bravery to listen carefully people from different backgrounds. Using interactive methods and co-creation may gain shared authority.

In the Department of Culture of the South-eastern Finland University of Applied sciences (Xamk) we have made many projects with different stakeholders in Kouvola area. The LivingLab procedure has been suitable when practicing different methods in co-working with citizens and entrepreneurs. The main target is that we all understand that our thoughts and dreams are important and meaningful in developing our communities. The community members’ new task is to be active and participate in developing the community. In many cases it doesn’t make sense to develop a community without the participation of its members. It is obvious that this new way of developing things together is strange to many of us. We still underestimate the importance of our own contribution and, on the other hand, we don’t make full use of the knowledge of ordinary citizens in developing our society.

The choices we can and must make may influence a lot. Quite small things, even the smallest ones, are worth thinking about. Let’s start to be “nice to each other”.

We humans make villages and cities together. Can cities be even more attractive and well-known and how? Many cities and villages have already been branded to be easily recognizable and different from other cities and villages. They have carefully studied the core elements shared by the inhabitants. Branding means emphasizing these elements.
Work is no longer a place we go to. It’s what we do.
Self determination in the future worklife

WRITTEN BY ANTTI LEPPILAMPI

Frank Martela was visiting a conference in Moscow in 2012 where he listened to the keynote speaker Richard Ryan talking about self-determination theory and got immediately interested. Frank went to talk to Richard at the conference dinner, and a few months later sent him an email asking for the possibility to come to Rochester to conduct research on the topic. In the end he spent 1.5 years in Rochester collaborating closely with professor Ryan. After studying the theory more closely he got an idea of writing the theory as a book.

The self-determination theory consists of three basic human needs:

**Com**petence - Feeling competent in what he/she is doing,

**Com**munity - Having close relationships in life

**Aut**onomy - Having the feeling of freedom and autonomy in life

(Ryan & Deci, 2000), www.frankmartela.fi

These basic needs are easy to agree about, but Frank figured out that there is one more basic need - **Con**tribution. It means the time when we feel good about the idea of doing or giving something good to other people.

Self-determination, according to Frank, means that the individual has an opportunity to work independently so that he does not always need a permission from his superior but has autonomy to work on the given task.

A self-determined organization is the opposite of a bureaucratic organization. There are fewer superiors and no middle management. Every team works independently and has a very wide autonomy to organize its work. In a traditional organization many things are delegated to the superior, who takes care of the deadlines and tasks. In a self-determined organization everyone has to take responsibility and make decisions by himself.

**WHY DO WE NEED SELF-DETERMINED ORGANIZATIONS?**

The world is changing quickly as globalization and digitalization are changing the working environment. When we talked with Frank, he also said that the pace of change has accelerated quickly. If a company wants to succeed, it must be renewable and adaptive. Each worker must have the ability to respond quickly and the decision making process cannot be too long. It cannot pass too many levels of organization.

The nature of work is changing too. Routine work is getting more and more automated and work requires more professional know-how.

When you are a professional and your superior is breathing behind your neck all the time, you may get unmotivated. When you know how to do your work, it is quite annoying.
HOW CAN PEOPLE START TO ACT SELF-DETERMINED AT THEIR WORK?

At first people need to become conscious of their interests, and ask themselves:

▌ What makes me excited and what do I hate?

▌ What do I like to do in my life?

▌ What are my strengths? Where am I the best?

▌ Some self-reflection and asking from colleagues, where I am good or the best.

▌ After this has been recognized, think how to change your work when someone says he knows your work better than you do.

The best examples of organizations having adopted the new culture in Finland are Reaktor, Vincit and Futurice. They have won many Great Places to Work awards in Finland and in Europe. All of them have performed financially well and their staff feels happy.

FUTURE OF WORK

Frank hopes and feels that self-determination will become a trend that everyone can follow in his/her work. He also says that Finnish culture is ready for self-determined working life.

“Reaktor, Vincit and Futurice are the best organizations to spread this kind of culture around the world. They have set up offices in Berlin, Brussels, London and Tokyo. The competition for best talent in the IT industry is fierce. Instead of just competing with salary, these organizations have learned that the best way to attract motivated and talented people is to offer them an organization where they are free to pursue their passion.”

Good culture is a great recruiting asset around the world. We can turn it into a trend for minimalistic Nordic leadership. This is what we do in the Nordic countries and this is how we can compete for the best workers around the world.
Jyrki Kangas and the importance of Network - Man behind Pori Jazz Festival

WRITTEN BY ANTTI LEPPILAMPI

When the first Pori Jazz festival was held in 1966, many things were done quietly. In the first concerts, there were hundreds of policemen surrounding the audience. People were just sitting on the ground and if they stood up, they weren’t allowed to dance, but just shake their bodies slowly. Jyrki wanted to gather all the good jazz musicians together to entertain the people and to develop live music through jazz.

He visited the United States many times to build connections with musicians and to learn from local music events. These visits were important in building relationships to musicians abroad, in making contracts with them and getting them to perform at Pori Jazz. The festival grew step by step as every year more people showed up. Jyrki says that one of the key factors for the success in arranging the event was his network. He told a funny story about one year when he received a call “There’s a group of jazz musicians at the Amsterdam airport. They say they need to go to Pori Jazz festival, but they don’t have a flight ticket to Helsinki, what shall we do?” Jyrki had to make quick decisions because the band was going to perform the same day. He remembered that he had close connections with one Finnair pilot, and called him. The pilot was on his summer vacation and luckily answered the phone and heard the story and began to help. Soon he called Jyrki back and said: “There’s a plane leaving Brussels which can come to pick the musicians up from Amsterdam on its way to Finland.” They managed to arrange even so that the plane arrived in Pori instead of Helsinki so that the musicians could easily travel to the festival and start their gig on time. One small problem was that there was one former minister on the plane who was very angry that he was late for the council meeting in Helsinki but that issue was solved as well.

Jyrki is a great example of a leader who really knows the importance of networks. If he has a passion for something, he will do anything to solve the problems he is facing. He says that life has taught him to think from the end to the beginning. Jyrki Kangas
“You have to get yourself the freedom to move first. It doesn’t work that at first you come up with some ideas and wonder if someone would do something about them? No – at first you need to get the idea and a platform for your idea, then you need the relationships. There’s the power of networks.”

One thing Jyrki mentioned many times was a phrase Finns like to use: “Creative madness”, and that madness is a power tool for us.

“When you break through with creative madness and the next time you go and say something crazier, everyone believes you,” Jyrki said at the end of our conversation.
Kaospilot

WRITTEN BY ANTTI LEPPILAMPI

This is something that Kaospilot coaches said to us too: “You Finns are amazing, there is some positive madness in you.”

Kaospilot is an alternative business school located in Denmark Aarhus, which was established in 1991 by Uffe Elbaek, who was a keynote speaker at our event “The Future of Work” on the 9th of May in 2016. The school mainly focuses on entrepreneurship and leadership and they advertise the school for makers, leaders and social entrepreneurs. Thomas Gjerulff from Kaospilot gave a three-day masterclass course in Aalto Design Factory on 9 - 11 August in 2017. The course gathered 23 professionals interested in leading a team. They worked together using several teamwork methods. One of the key lessons from those three days was the importance of having a vision, which was taught to us with “Vision Backcasting tool”. Just like Jyrki Kangas told us, it is not enough to have an idea. You need to know your goal and know
Let your ideas fly

WRITTEN BY KAIJA VILLMAN

Why do some ideas take off but others don’t? Meaningfulness makes it easy to remember ideas, digitality makes it easy to generate and exploit/share them. Digitality makes it possible to produce more and more individualized experiences which are relevant and worth sharing to many at the given moment. This is possible if we are ready to change our old ways of doing things. The better human behavior is understood, the better services and memorable experiences can be produced both digitally and live.

The feeling and value experienced by the customer are crucial elements in developing and evaluating the ideas that take off. Special attention must be given to service ideas which deepen customer understanding. The better we understand the customer the better chances we have to succeed in our business in any field. Creativity and knowledge of creative fields have a significant role in solving problems, in adding value and in helping to stand out when the growth comes from immaterial contents.

The ideas that take off very often spring from the ability to look around the corner and see something surprising, something that the others have not seen or something that is not so obvious. When you peek at the unknown, the future comes close and gives you a faint clue whether your idea follows the mainstream thinking or whether it strengthens emerging trends.

REFERENCES


https://frankmartela.fi/tag/self-determination-theory/
Jesse Haaja’s example of motivation, bravery and a brave idea which produced internationally award for the first Finnish super hero film called RENDEL. Jesse’s story was heard in Business Coffee Break titles Immaterial values to Business [11 May, Mikkeli]
Venu Dhupa: Towards whole-system leadership

CREATIVE PEOPLE ARE USED TO LIVING AT THE FRINGES, DEALING WITH UNCERTAINTY AND LINGERING BETWEEN JOBS, GIGS OR PROJECTS. THEY CAN'T LEAN ON HIERARCHICAL STRUCTURES OR TITLES IN ORDER TO GET HIRED FOR THE NEXT EXCITING ROLE IN A MOVIE OR PLAY. NEITHER CAN THEY LEAVE THEIR PERSONA AT HOME WHEN GOING TO WORK. THEIR IDENTITY, THEIR BRAND IS PART OF WHO THEY ARE – IN GOOD AND BAD.

IN TODAY'S SOCIETY TO RUN AN ETHICAL ENTERPRISE SUCCESSFULLY, FOR TRUE SOCIAL CHANGE, IT IS NOT ENOUGH TO MASTER YOUR PROFESSION AND EXPERTISE IN YOUR OWN FIELD. YOU NEED TO BE PREPARED TO BE VULNERABLE, BY REVEALING YOUR IGNORANCE, USING WRONG TERMINOLOGY OR LISTENING TO A CONVERSATION YOU DON'T QUITE GET. IT REQUIRES COURAGE AND BUILDING TRUST WITH THE PEOPLE YOU WORK WITH, AND IN THE END, BEING OK WITH ONE'S OWN VULNERABILITY.

TAKING RISKS IS PART OF THE PICTURE. TO GET TO GRIPS WITH 'WHOLE-SYSTEM LEADERSHIP' IN TODAY'S SOCIETY YOU HAVE TO GO OUTSIDE YOUR OWN SECTOR, AND SEE YOUR ENTERPRISE (OR SOME OTHER FORM OF ENTITY) IN RELATION TO THE BIGGER PICTURE. AT THE SAME TIME IT MEANS BECOMING MORE AWARE OF WHAT YOU DON'T KNOW IN RELATION TO YOUR OWN EXPERTISE. WE CANNOT BE EXPERTS AT EVERYTHING, BUT CAN ACQUIRE THE SKILLS TO WORK WITH AREAS WE ARE NOT FAMILIAR WITH. THIS IS ONE OF THE KEY ELEMENTS TO GETTING TO GRIPS WITH WHOLE-SYSTEM LEADERSHIP.

THERE ARE MANY CURRENT ISSUES, WHICH INCREASE THE SENSE OF UNCERTAINTY FOR MANY OF US. LIKE THE INTRODUCTION OF AUTOMATION, ROBOTS OR ARTIFICIAL INTELLIGENCE. OR THE NEW, DEMAND-BASED OPEN SERVICES LIKE UBER. OR THE SERVICES THAT BRING THE SPEED OF DELIVERY TO NEW DIMENSIONS LIKE AMAZON PRIME. NEW BUSINESS MODELS AND SERVICES ARE RUSHING MARKETS AT A SPEED AND TRADITIONAL MANAGEMENT AND OPERATING PROCESSES CANNOT KEEP UP., LET ALONE BE PRO-ACTIVE. WE FEEL LIKE WE'RE SLIPPING TO THE FRINGES, ALONG WITH FEARS OF LOSING OUR BUSINESSES, OUR POSITIONS OR JOBS. OR JUST BEING EXCLUDED.

WE COME BACK TO THE QUESTION OF WHAT CAN WE LEARN FROM CREATIVE PEOPLE FOR TODAY'S BUSINESS LIFE OR SOCIETY AS A WHOLE. PERHAPS I WOULD SAY THAT KEY ELEMENTS ARE GETTING USED TO LIVING AT THE FRINGES, DEALING WITH EMOTIONS OF UNCERTAINTY AND NOT FEELING WE HAVE TO BE THE EXPERT OF EVERYTHING AS A LEADER. REALIZING AND DEVELOPING SKILLS THROUGH WHICH WE CAN INCLUDE DIFFERENT KINDS OF KNOWLEDGE AND HENCE DIFFERENT KINDS OF PEOPLE WILL DRIVE INNOVATION.
In order to not come across saying artists and the “creatives” will save the world (or ones business), I want to mention some draw-backs which can be typical to creative people. They have a reputation of being divas, perhaps because they have always felt the need to justify their position they have to regard what they do as something very special, almost magical. Hence, they become aloof. Many might have a low interest for the practicalities of running an enterprise, regarding it as something outside their core competence or somehow pedestrian.

The openness, connectivity and speed of the world however effect not only the “traditional” sectors, but the realms of the arts and artists as well. Time will tell how they will be met by the different actors in our society. All in all I do think that the arts and creative people have a lot of traits and competencies that are vital in order to not just cope, but flourish in today’s society. But perhaps most of all – it is the ability to see beyond our own limitations, to validate our identity when other options let us down and to include people with different skills to work for a better, uncertain tomorrow.
European Social Fund projects

Creative Expertise and Skills for Inclusion

**COMBO**
The aim of the Combo project is to create a new type of co-operation among actors in the fields of culture, library services, physical activity, and youth, and educational institutes and associations. The project develops new methods, capacities and systems that promote young people’s inclusion and well-being and their integration to work life. It also aims to produce up-to-date information on the impact of interventions on young people’s inclusion and well-being. By broadly supporting the inclusion of young people in different fields, we can prevent their social exclusion, strengthen their ability to study and work, and create a basis for solid paths to education and work life.

*Administrator*
The Finnish Institute of Occupational Health

**ERNOD – YOUTH WITH SPECIAL NEEDS AND SUPPORTING PARTICIPATION IN DIGITAL ERA**
The project has concluded in autumn 2017.

The goal of the project is to develop and apply digitalization in different methods of media education and education for special youth. This is done in multisectoral cooperation between education institutions, vocational schools, libraries and different associations.

The most essential activity is to organize diversified workshops for people with special needs with the theme “how to influence through media”. The youth will learn techniques of influencing through media, media contents production, multi-literacy and social co-operation. The project will also start a Finnish pilot of the “Online-Homework-Help”, translate webpages into easy-to-read and sign language and develop the guidance skills of professionals working with the youth.

*Administrator*
The Finnish Institute of Occupational Health

**FESTARIPÖRSSI**
Festaripörssi is a project that offers training and volunteering opportunities at festivals to youth at the risk of exclusion. Festaripörssi’s main target group is adolescents and young adults aged between 15 and 29 who are not working or studying. Festaripörssi collaborates with festivals that in turn get volunteer workers with basic training. The participants get an insight into festival production, gain important work experience and get to have fun at the festival. Festaripörssi hires more experienced fes-
tival volunteers to work as mentors for groups of 3 to 6 volunteers.

In the project’s first year, 2016, 100 young people from around Finland took part in Festaripörrssi’s courses. During the festival season, Festaripörrssi teams volunteered at 15 different festivals – and even more festivals were interested! The project’s goal in 2017 is to grow and to provide more volunteers to more festivals.

Administrator
Humak University of Applied Sciences

GOOD COMPANY
The project aims at encouraging vocational institution students to join local football clubs both to play and to volunteer. The aim is to advance the well-being and the social inclusion of the participating students by offering positive experiences of participation and influencing their environment and by promoting a healthy, physically active lifestyle. The participants will improve their life skills, their motivation to study and their employability skills through proactive approaches. During the project, the collaboration of local football clubs and vocational institutions will be launched in ten locations. The project is implemented by the Football Association of Finland and the Union of Vocational Students of Finland – SAKKI together with ten football clubs.

Administrator
Football Association of Finland

LIAANI – SMOOTH SURFING IN THE JUNGLE OF YOUTH
The multidisciplinary service products are identified and developed for being transferred to different kind of operational environments (educational organizations, leisure activities and their interface), to enhance participation and skills of the young, who are facing transition periods in their lives. In the project the transferred service concepts are being evaluated, developed and designed multidisciplinary in co-operation with the educational organizations’ and leisure activities’ experts and the actual users, the young. In all the project’s activities, supporting the young is aimed at gender mainstreaming and narrowing gender differences as far as possible.

Administrator
Metropolia University of Applied Sciences

MY THING – OUR FUTURE
The My Thing – Our Future project focuses on identifying and developing young people’s personal skills and potential. “My thing” is understood as a resource that supports participation in hobbies, education and work life thus enabling a young person to become a full member of sustainable society. In particular, young citizens with less educational and cultural capital than others need support in finding their own
thing. The project is organized within the framework of an adventure metaphor and is structured in two parallel pathways: one path is for young people and the other for professionals. Activities in the young people’s path will take place in pilot groups. The aim of the project is to create service innovations and new ways of working by facilitating cooperation between professionals and young people, promoting young people’s own resources and conducting research on the effects of art-based methods and physical activity.

Administrator
University of Helsinki

DIGITAL STORIES OF THE INVISIBLE YOUTH

Digital Stories of the Invisible Youth project will produce a new framework and concrete tools for preventing social exclusion of the youth. The framework is developed by multi-professional network of libraries, municipalities of youth work sector and education institutions in three cities, Turku, Seinäjoki and Jyväskylä. The main target of the project is to develop a new model for libraries and youth workers that 1) fosters the self-expression skills of the youth, 2) supports social inclusion and social participation of the youth, and 3) promotes the coping skills of the youth with special needs.

The framework for supporting the self-expression skills of the youth contains the following elements: 1) tools for narrative telling based on youth’s life experiences and 2) model for combining artistic methods to foster the capabilities of goal-oriented future perspectives in studies and working life. The framework is developed and implemented by workshop method. The workshop outcomes, the narratives and digital art works of the youth, are published in digital forums that support the empowering process by positive feedback. During the project, a special training period is developed and implemented for the library staff and youth workers in the three participating cities. The training promotes the library personnel’s and youth work professionals’ abilities to develop new activities for the young people with special needs.

The project is implemented by Turku University of Applied Sciences, Seinäjoki University of Applied Sciences and University of Jyväskylä. The cooperative partners of the project are the city libraries and youth work municipalities in Turku, Seinäjoki and Jyväskylä.

Administrator
Turku University of Applied Sciences

SPORTY THEATRE INVITING EVERYONE TO PARTICIPATE

The aim of the project is to reach adolescents between 15 and 25 years of age at risk of being socially excluded. Adolescents are encouraged to civic activity and disclose their
know-how. Young people themselves plan the activity with adults. The aim is to create action models for the cooperation between actors in sports, performing arts and the youth sector.

The project is funded by European Social Fund. The project started in November 2016 the end is March 2019.

Administrator
Diaconia University of Applied Sciences

LEARNING BY VOLUNTEERING
The project has concluded in summer 2016.

Learning by volunteering project is a pilot project where young people use the project work method to implement voluntary projects in their communities. The project participants are from the VALMA groups from the vocational training schools of Omnia and Keuda. This project is based on the model developed by the Irish organization Localise which is already implementing a similar programme in Ireland. The project will be piloted with a group of 60 young people.

Administrator
Youth Academy