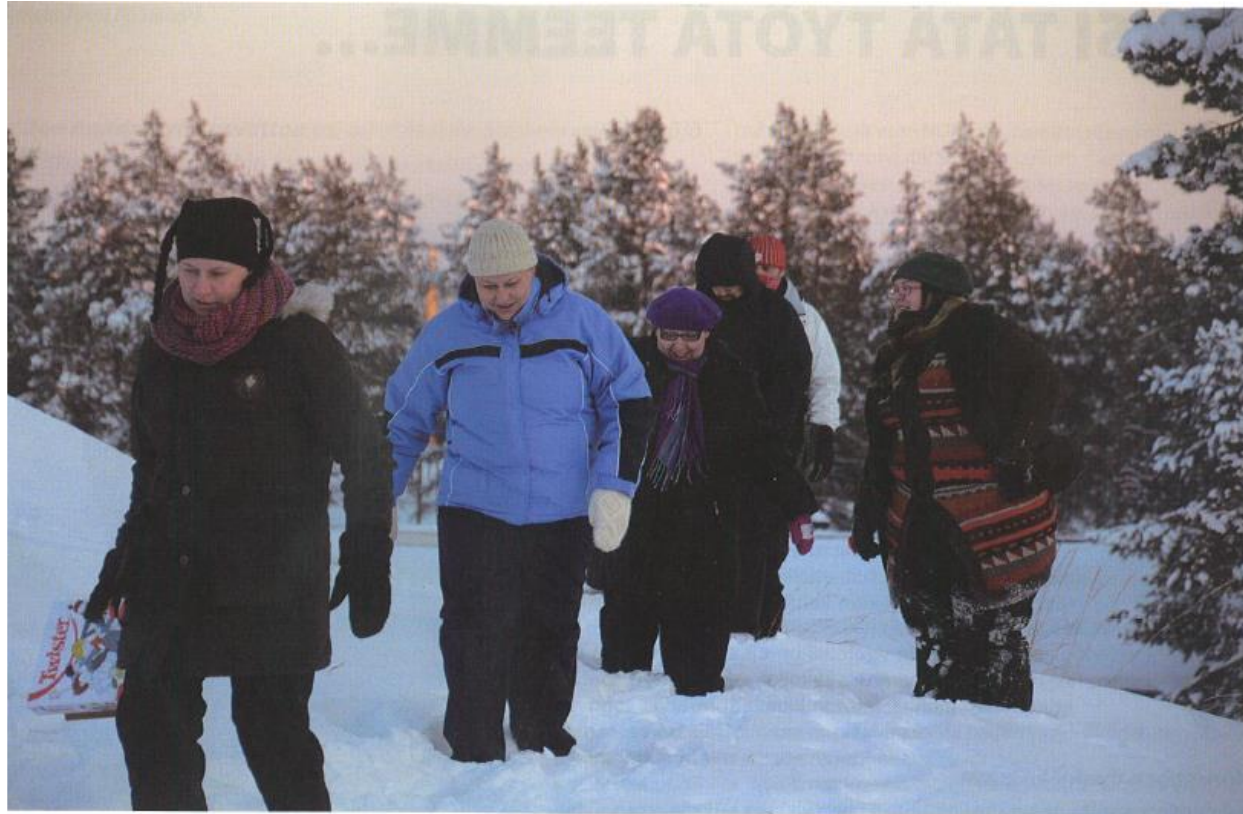


The Basic Plan of Youth Work / Nuorisotyön perussuunnitelma, Youth division, City of Helsinki

Sini Perho

How it all started: -28 degrees in Kalajoki.



Tomi Kiilakoski

A youth worker perspective

“It has always been difficult for me to justify youth work to the politicians and others.”

“When somebody says, ‘Oh, you are a youth worker, what exactly do you do?’, I have never been able to answer.”

A youth worker perspective

“It has always been difficult for me to justify youth work to the politicians and others.”

“When somebody says, ‘Oh, you are a youth worker, what exactly do you do?’, I have never been able to answer.”

Starting point for action research: identifying a problem shared by the work community, and working together to find a solution to this. Collective learning is emphasized, as well as making concrete changes.

The basic ideas of curriculum of youth work in Finland

- Youth work is a form of education, and can be explicated as such.
- Youth work in a local context can be authentically described only by the youth work community.
- Youth work curriculum describes youth work as it is in a local context, not as an idealised version of what we hope to do.
- Curriculum is based on describing the process of youth work, not outcomes or goals.
- Curriculum of youth work was first developed in a practice-based research, which is a variant of action research. The process has been studied for over a decade.

Starting points

- In the process of learning **any individual youth worker will become a member of a larger community of youth work**, and while doing so he or she absorbs the knowledge, ethos, concepts and methodologies held dear by this community.
- The importance of **communities of practice**
- Although there is an emphasis of a social background in this theory, in the end the question is about “what particular people do, in a particular place and time”; social practice “contributes to the formation of their identities as people of a particular kind, and their agency and sense of agency” (Kemmis, 2009, 23).

The theory of
practice architectures
(Kemmis & Grootenboer 2008)

- study of prerequisites of social practices in terms of
 - **the cultural-discursive preconditions ('sayings')**
 - the material-economic preconditions ('doings')
 - the social-political preconditions ('relatings')

The history of youth work curriculum in Finland

2011-2012. Youth Work Curriculum in the city of Kokkola.

2014-2016. Youth Work Curriculum with cities of Hämeenlinna, Kouvola, Oulu and Tornio.

2016-2018. City of Lappeenranta

2019 – 2020. City of Helsinki

2018- Regional processes in two counties in Finland.

2021- Processes with larger and smaller municipalities.

Finland.



Helsinki
Helsingfors

Finland



Helsinki
Helsingfors

Finland



Helsinki
Helsingfors

Four cycles of action research

1. Cycle: Creating concepts and basic structure for youth work. 2011.
2. Cycle. Creating the first youth work curriculum in Kokkola. Applying the concepts. 2012-2014.
3. Cycle. Designing a youth work curriculum in other cities. 2014 – (on going)
4. Cycle. Reflecting on youth work management and evaluation. 2019 -

Elements of youth work curriculum (Kiilakoski, Kinnunen & Djupsund 2018)

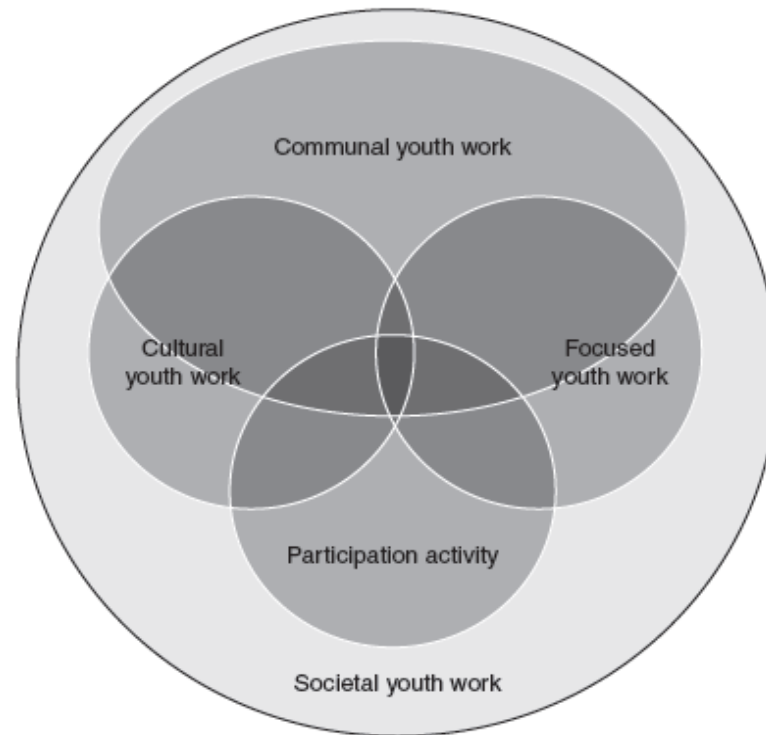


Figure 43.1 New organizational chart based on curriculum

Scientific reports, mostly in Finnish.



Thank you.

Tomi Kiilakoski

Leading Senior Researcher, Finnish Youth Research Network; Adjunct
Professor, University of Tampere

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Why NUPS?

- Common discussion of youth work was important and needed
- To keep up with the change in operational environment and youth cultures
- The need for being able to clear about our rationale of practice and to develop a better articulation of youth work
- To understand the role of youth work in relation to other services in the Sector of Culture and leisure (the growth of the population in Helsinki is especially high in young population: related to immigration)
- To clear up our role among the others actors working with youth
- To strengthen the ability for long-term planning of youth work but still keep up with the flexibility of it

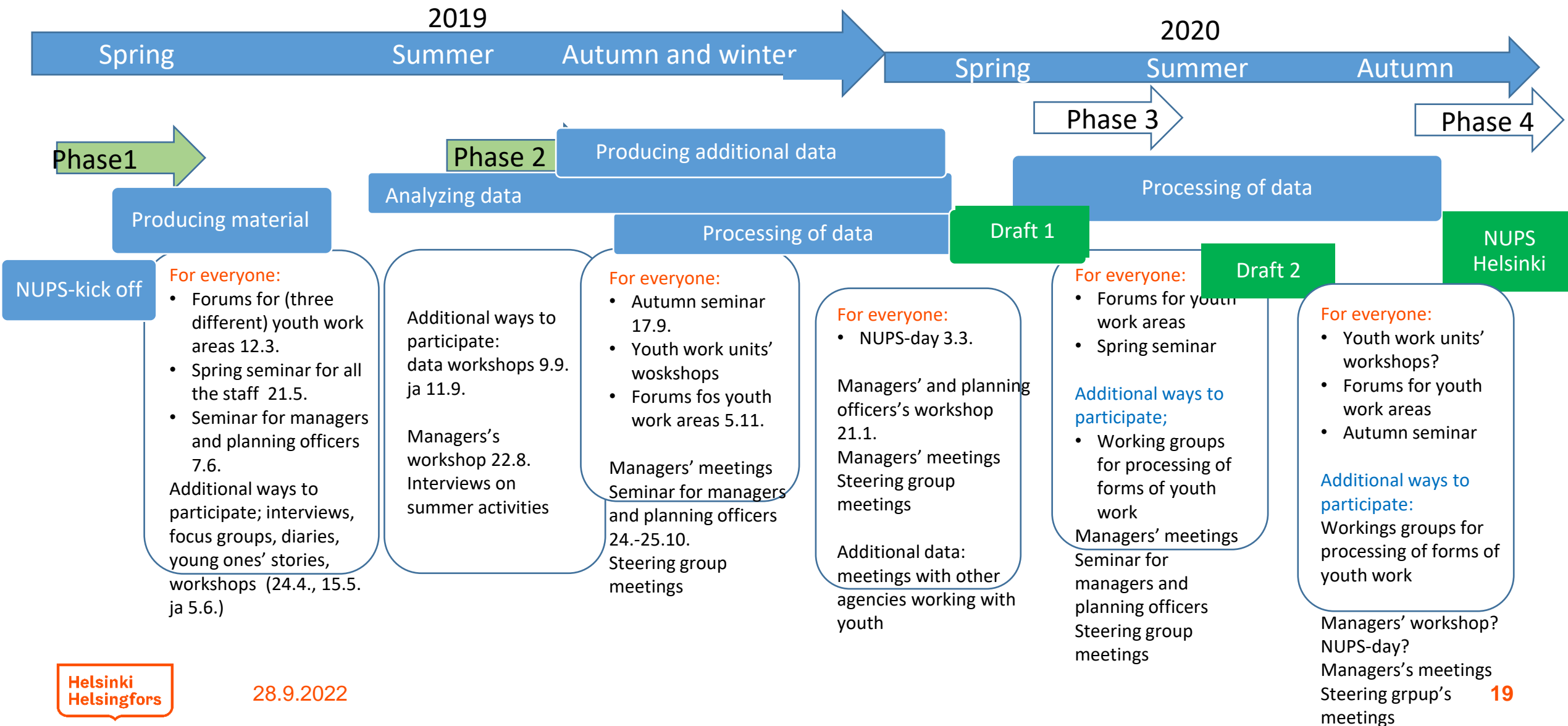
The aims of Basic Plan of Youth Work (=NUPS) in Helsinki

- The process aimed at producing a curriculum of youth work in Helsinki
- The process was based in participation of the staff of Youth division
- The aim was to create a common framework for youth work now and in the future
- Core questions were:
 - What we do in youth division and what are our "target groups"
 - What are the goals and why?
 - What are the methods used and why they are used?
- The process was carried out together with the Finnish Youth Research Network

Data collection / 2019

What?	How?	When
Focus group-discussions	<ul style="list-style-type: none">• Theme: my youth work and youth work in Helsinki oma ja nuorisopalveluiden työ Helsingissä• Groups of 2-6 persons • Theme: summer activities in youth work	Spring Autumn
Individual interviews	<ul style="list-style-type: none">• Same themes as above• For those who want to discuss individually	Spring
Diary of youth work	<ul style="list-style-type: none">• Writing of diary of youth work, one month period	Spring
Young people's stories	<ul style="list-style-type: none">• Young people are asked to write a story of the length they wish to, concerning their experiences of youth work• Youth worker who knows the young one personally, writes his/her story on how this young person has entered the activity youth work	Spring

NUPS Helsinki process



...And what we got:

The vision of Youth Division (processed earlier)

- The entire city is a fun place for young people. Fun means having friends and things to do, and being important to others. Young people in Helsinki are able to view the world through other people's eyes.

The mission of Youth Division

- In youth work, youth is considered to have inherent value. We work with young people wherever we are needed.
- We boost young people's faith in themselves and the future. By working together with young people, we are creating a more sustainable, more functional and safer Helsinki.
- We are also having an impact on young people's living conditions. Furthermore, we improve their operating opportunities, help them to be better heard in society, and promote their place in the city.

The principles guiding the Youth Division's work:

- We actively promote equality, human rights and sustainable development.
- Our work is also based on young people's participation, being a peer, voluntariness and activity.
- We mainly work with young people during their free time.
- Our operations promote young people's ability to learn.
- Our work is based on information about young people, their needs and the youth work operating environment.
- We recognise other operators' work alongside our own and work together with our partners.
- We work with those people and in those areas where needs are greater.
- We take the families and close ones of young people into account in our work.

The four forms of work:

- 1. Enhancing the agency of the young person**
- 2. Community work**
- 3. Encouraging youth participation and activism**
- 4. Advocating of young people's rights and influencing their living conditions**

Term	Question	Description	Example
FORM OF WORK	What type of youth work is carried out?	<ul style="list-style-type: none"> • Describes the core of a youth work activity. • Includes several methods. • Is carried out together. • Is the responsibility of several employees. 	Enhancing the agency of a young people
METHOD	How is youth work carried out?	<ul style="list-style-type: none"> • Is a way of implementing a form of work and involves several tools. 	Youth work that promotes study and work opportunities
TOOL	Through what means is work with young people carried out?	<ul style="list-style-type: none"> • Promotes the implementation of a method and involves practical work. • Depends on time, place and target group. • May be used with various methods. 	E.g. summer jobs, thematic evenings on getting to know various jobs and on joint application system

Form of work 1: Enhancing the agency of the young person

Young people form their identities through interaction with other people and the surrounding environment. We promote their well-being and trust in their abilities to gain a good life.

Method	The method's purposes	Examples of tools
YOUTH WORK TAILORED TO NEEDS DURING EARLY ADOLESCENCE	<ul style="list-style-type: none"> • Promotes a young person's positive self-image. • Improves a young person's ability to cope with daily life. • Enhances a young person's social and emotional skills. • Promotes young person's friendship skills. 	<p>For example:</p> <ul style="list-style-type: none"> • Tools used in substance abuse prevention • Tailored small groups • Cooperation with guardians • Camps
YOUTH WORK TAILORED TO NEEDS DURING MIDDLE ADOLESCENCE	<ul style="list-style-type: none"> • Promotes the formation of a young person's personal and social identity – an understanding of who am I. • Enhances a young person's skills needed in everyday life, including daily routines, nutrition, sleep, physical activity and avoidance of intoxicants. • Improves a young person's life skills: emotional skills, independent thought, ability to set goals, commitment to and assessment of these goals, resilience. • Promotes the development of a young person's interaction skills, and helps them form and maintain relationships. • Helps and supports a young person with challenges connected to school, home, leisure time or any other aspect of life. • Directs a young person to receive other services, if necessary. 	<p>For example:</p> <ul style="list-style-type: none"> • Individual support based on needs expressed by young person • Long-term support based on needs expressed by young person • Tailored small groups • Operation of peer leaders • Bridging • Cooperation with guardians • Tools used in substance abuse prevention
YOUTH WORK TAILORED TO NEEDS WHEN BECOMING INDEPENDENT	<ul style="list-style-type: none"> • Promotes a young person's independence, e.g. in terms of money, daily routines and housing. • Supports a young person with relationships, e.g. becoming less dependent on parents, and having friendships and romantic relationships. • Helps a young person form a world view and engages in considering ethics with them. • Directs a young person to receive other services, if necessary. 	<p>For example:</p> <ul style="list-style-type: none"> • individual support based on needs expressed by young person • Long-term support based on needs expressed by young person • Bridging • Peer activities • Tailored group activities
YOUTH WORK THAT PROMOTES STUDY AND WORK OPPORTUNITIES	<ul style="list-style-type: none"> • Enhances a young person's faith in his/her future. • Improves a young person's chances of finding a place to study after comprehensive school and later in life. • Improves young people's working life skills and opportunities to find work. • Provides young people with work experience. 	<p>For example:</p> <ul style="list-style-type: none"> • Summer Job Vouchers • CV workshops • Summer jobs • Trainee positions • Thematic events: introduction to various jobs or the joint application process

Form of work 2: Community work

Young people grow and develop through interaction and encounters with others. At that age, friends, peers and communities are important. Young people need space and time to spend with others and do things together. Communities provide support with daily routines, planning for the future and during rites of passage. We understand the significance of youth cultures to young people's shared activities and their communities and recognise the value of these in the

Method	The method's purposes	Examples of tools
FACILITATING YOUNG PEOPLE'S MEMBERSHIP OF GROUPS AND COMMUNITIES	<ul style="list-style-type: none"> Helps young people to find interesting groups and communities and encourages them to participate. Enhances young people's sense of solidarity. Enables young people to have safe experiences of being part of a group. Supports young people in creating and developing their own groups. 	<p>For example:</p> <ul style="list-style-type: none"> open activities at youth centres group activities events building team spirit study trips and exchange programmes abroad operation of group/s of youth leaders offering facilities and equipments for young peoples' being together
HOBBIES AND SELF-EXPRESSION	<ul style="list-style-type: none"> Enables young people to have meaningful, low-threshold hobbies. Allows young people to experience success and enjoyment during leisure time. Provides young people with opportunities to learn various skills. Improves young peoples' social interaction, sense of belonging to a community and ability to work together with others. 	<p>For example:</p> <ul style="list-style-type: none"> hobby groups, such as sports groups, varying groups of cultural youth work, groups of environmental education introductory sessions to different hobbies operation of exhibitions
IDENTITY ENHANCEMENT	<ul style="list-style-type: none"> Enhances a young people's identity and self-knowledge as a member of a group If necessary, can steer towards activities and services that help with identity formation. Encourages young people to take part in youth cultural environments. 	<p>For example:</p> <ul style="list-style-type: none"> small groups targeted to specific young people thematic evenings workshops for creating lyrics steering young people to a certain peer group
WORK WITH PHENOMENA CONNECTED TO YOUNG PEOPLE	<ul style="list-style-type: none"> Recognises the diverse range of phenomena present in young people's lives, as well as their meanings and effects. Works with current phenomena and discusses them with young people. If necessary, helps young people distance themselves from challenging or unsafe groups. 	<p>For example:</p> <ul style="list-style-type: none"> detached work groups, e.g. targeted small groups events thematic evenings and weeks, e.g. anti-racism, climate change motorcycle meet-ups

Form of work 3: Encouraging youth participation and activism

Young people take part in constructing their own lives and living environment, and they make the world a better place. Young people, together with others, have an influence on things that matter to them, including in their own daily existence, various aspects of life and at different levels of society. Through youth work, young people can find positions and ways of participating that suit them. In the Youth Division, young people can take part in the decision-making that affects them.

Method	The method's purposes	Examples of tools
PROMOTING YOUNG PEOPLE'S PARTICIPATION	<ul style="list-style-type: none"> • Ensures that young people are able to take part in planning and carrying out activities. • Provides a young person with an enhanced sense of belonging. • Improves young people's faith in their ability to influence their own life and the surrounding society. • Encourages young people to use their influence together with people of varying ages. 	<p>For example:</p> <ul style="list-style-type: none"> • community-based decision-making, e.g. youth centre's joint meetings • co-creation projects • young people's initiatives • participatory budgeting
DEMOCRACY EDUCATION AND YOUNG PEOPLE'S PARTICIPATION	<ul style="list-style-type: none"> • Helps young people be aware of their rights and opportunities in society. • Helps young people learn skills to participate in the society. • Improves young people's ability to show empathy and guides them towards responsible participation. • Provides young people with channels and opportunities for having their opinions and perspectives acknowledged. 	<p>For example:</p> <ul style="list-style-type: none"> • activity groups for influencing certain themes • supporting the young people to become a candidate for the Youth Council • community-based decision-making, e.g. youth centre's joint meetings • establishing dialogues • participatory budgeting • political fêtes • young people's initiatives • influencing in the media and social media
YOUNG PEOPLE'S VOLUNTARY ACTION AND ACTIVISM	<ul style="list-style-type: none"> • Supports young people to act out together and have an influence on things that matter to them. • Helps young people find interesting avenues to have an influence and practise hobbies, such as communities, activity groups and activities. • Helps young people transform their own ideas into reality. • Recognises and promotes various forms and methods of activism amongst young people. 	<p>For example:</p> <ul style="list-style-type: none"> • sharing information and counselling young people • financial support for youth groups • offering facilities and equipments • establishing dialogues • young peoples' initiatives • influencing in the media and social media

Form of work 4: Advocating of young people's rights and influencing their living conditions

Adolescence is an important phase of life, and the purpose of youth work is to defend it. Young people's living conditions affect their agency and equality. The youth work carried out in Helsinki is effective, promotes well-being and takes young people's side.

Method	The method's purposes	Examples of tools
KNOWLEDGE-BASED DEVELOPMENT OF YOUTH WORK AND ENSURING ITS EFFECTIVENESS	<ul style="list-style-type: none"> • Collects and utilises youth research and data concerning the city. • Collects, utilises and shares the knowledge and experiences of young people, staff members, partners and networks. • Further develops youth work and its tools to match young people's needs and the phenomena affecting their lives. • Sets goals for the development and monitors how well they are met. • Actively shares information about the internal and external youth work carried out in Helsinki. • Regularly evaluates the effectiveness of the youth work carried out by the Youth division. 	<p>For example:</p> <ul style="list-style-type: none"> • analysis of local context • evaluation and monitoring tools • projects • the Youth Division's internal discussions and/or trainings • internal communications • external communications, e.g. websites, social media, press releases • "service strategy"
BUILDING AND UTILISING PARTNERSHIPS	<ul style="list-style-type: none"> • Enhances city-wide and regional networks. • Actively participates in national and international networks, promoting matters pertaining to adolescents and youth work. • Enhances existing partnerships and actively looks for new partners. 	<p>For example:</p> <ul style="list-style-type: none"> • projects • co-creation • international co-creation work • seminars and workshops
INFLUENCING YOUNG PEOPLE'S AFFAIRS AND LIVING ENVIRONMENT	<ul style="list-style-type: none"> • Has an impact, both on its own and together with relevant stakeholders, on young people's living conditions and environment. • Ensures that youth and matters pertaining to young people are accounted for in decision-making and services. • Takes part in developing the structures linked to young people's influencing and participation. 	<p>For example:</p> <ul style="list-style-type: none"> • budget and strategy preparations • lobbying, e.g. through networks • statements to the media and local authorities • media visibility • safety walk-arounds
ENSURING AND ALLOCATING RESOURCES, PROVIDING SUBSIDIES	<ul style="list-style-type: none"> • Implements youth work in accordance with "the service strategy". • Ensures appropriate allocation of resources (money, staff members and facilities). • Ensures the staff's competence. • Grants subsidies to organisations and youth groups. • Acquires youth work services. 	<p>For example:</p> <ul style="list-style-type: none"> • preparing a municipal budget • applying for project funding • Indicators for positive discrimination • trainings • discussions on goals of work between the manager and the staff member • projects • subsidies • service acquisition

The Basic Plan of Youth Work as part of our work

- NUPS steers the planning, assessment and development of the youth work carried out by the Youth Division. In practice, this means that it serves as a foundation for the annual score card and operational planning, among other things. Furthermore, it steers the way in which our cooperation efforts and partnerships are formed. NUPS has an effect on the role descriptions of the personnel, management and development structures, as well as the assessment of our operations.
- Our work is based on NUPS. Our work is guided by specific principles, and the forms of work serve as the basis for our youth work. NUPS provides the direction, policies and boundaries for the type of youth work we do and how we do it. NUPS also serves as the basis for the development of youth work content and tools, employee training, and the improvement and planning of other skills.

THANK YOU - KIITOS

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