

Finland



Care Work with Children

Helsinki City College of Social and Health Care
Helsinki City Social Services Department



Leonardo da Vinci

FIN-00-B-P-PP-126556

"This project has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of the European Community or the National Agency, nor does it involve any responsibility on the part." The expansion of the transnational module and development of the work placement supervising. The ETM-pilot project 2000-2003 FIN-00-B-P-PP-126556

Content

1. Introduction

- 1.1. Dear Student
- 1.2. Children's Rights and Social Policy in the EU
- 1.3. About Finland
- 1.4. Introduction to the Content

3

3

4

4

5

2. A Visit to a Day Care Centre

6

3. The Aims of Educational Care Work

- 3.1. Early Childhood Education
- 3.2. Ethical Principles
- 3.3. Play
- 3.4. Projects
- 3.5. Portfolio
- 3.6. Multiculturalism
- 3.7. Preschool Education

11

11

13

14

14

15

16

16

4. Childcare Policy and Practice

- 4.1. Family Policy
- 4.2. Provision of Services
- 4.3. Structure of Service System
 - 4.3.1. Child Care Arrangements
 - 4.3.2. Health Care Services for Children and Families
- 4.4. Benefits Available on the Birth of a Child

19

19

20

21

22

29

30

5. The Professional Childcare Worker

5.1. Job Descriptions

5.2. Guidelines for Best Practices

33

33

36

6. The Developments in Childcare

6.1. Past

6.2. The Future

39

39

41

7. Education and Childcare Training

7.1. Practical Nurses' Core Curriculum

7.2. Children's and Youth's Care and Education

43

44

45

8. Bibliography

48

9. Glossary

50

1. Introduction

1.1. Dear Student

◆ *Welcome to Finland! We are very pleased to have you here doing your work placement study period, and hope it proves to be a productive and pleasant experience for you.*

The purpose of this handbook is to give you an overall view of the development of the health care and social welfare services for children and their families in Finland. The handbook charts the history of the Finnish health care and social services from early 20th century up to the present day, and also outlines the future plans of development. On a practical level, this book is as guide to the entire social welfare and health care services available for families with children. It also gives you an inside perspective on the role of a care worker within the Finnish health care and social welfare system.

A lot of information is packed into this handbook. You get the most out of it by using it as both a reference and guide book. Please read the table of contents carefully in order to find the relevant material when you need it in different situations.

A glossary of terms used in Finland in the areas that concern children and their families is also included.

We believe you will find this book a useful resource in becoming familiar with the Finnish social and health care system.

*We wish you all the best for your time in Finland
- learn and enjoy!*

1.2. Children's Rights and Social Policy in the EU

◆ The Convention on the Rights of the Child (1989) is the most universally accepted human rights instrument in history. It has been ratified by 191 countries. By ratifying this instrument, national governments have committed themselves to protect and ensure children's rights. The Convention spells out the basic human rights that all children have "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" (Convention on the Rights of the Child, Article 2):

- ◆ the right to survival
- ◆ the right to develop to the fullest
- ◆ the right to protection from harmful influence, abuse and exploitation
- ◆ the right to fully participate in family, social and cultural life

The Rights of the Child outlines the principles of social policy and decision-making in the European Union Member States. Social policy and social protection are seen as factors that promote economic growth (The European Community Treaty, Maastricht 1992). At the EU-level, decision-making in social policy is regulated by general guidelines and principles that can be found in various Recommendations and Charters of the Council which the member states have agreed to follow. From the viewpoint

of an ordinary citizen, national social policy legislation is the key word: one of the most important responsibilities of the member states is to create and to maintain an effective social policy. The EU legislation itself sets only minimum standards and minimum rights. However, the European Social Charter represents a consensus on the basic economic, social and cultural rights. The European Social Charter defines the rights of EU-citizens on a general level, and the implementation of these rights is the responsibility of the individual member states.

1.3. About Finland

◆ Legislation in Finland guarantees the basic economic, social and educational rights for every resident of Finland. The right to comprehensive social protection is one of the most fundamental basic rights. Social protection includes social services, social welfare benefits and other income security, as well as pensions. All members of society have the right to receive social welfare services and benefits according to their individual needs. The social welfare services and benefits provided by municipalities are a key element of the Finnish social protection system. The general principle is that all people are equal and entitled to the same services regardless of economic and social status. We talk about universal social and health care services.

The main types of social welfare services are preventive social welfare, social services and income support. The Finnish social welfare system strives to prevent and combat social problems and to increase the social security of all members of society, as well as to promote participation in society and independent initiative. Social welfare services and financial support are designed to enhance the resources and capacities of individuals and improve the conditions of those people and groups who are at risk of social exclusion or who are otherwise underprivileged.

Children's day care is the most commonly used social service among families in Finland. There are at least two reasons for this: first, every child under school age has a legal, so-called subjective right to day care. Second, over 70% of Finnish women are working outside the home and almost 90% of them have full-time jobs. Day care has a very positive image in Finland. It is considered flexible, and provides help and support for families with different needs. Day care work also includes elements of preventive social work.

1.4. Introduction to the Content

◆ This material is to assist you to get a view to the care and education work with children in Finland. It gives you description of the structure of social protection on the whole.

First you visit a Finnish day care center. It provides you an insight to the care and educational work with children.

Chapter three concentrates on the aims and methods of early childhood education.

The fourth chapter focuses on the important services and benefits for children and families. It describes what services or benefits are about, who is eligible, how to apply and how much is a benefit or fee. The handbook includes also practical information.

Chapter five focuses on recommendations guiding the care work with the children. Cooperation with parents and other professionals is covered here.

Chapter six describes shortly the past and future perspectives of childcare. You find names and years of important legislation.

The final chapter of the manual represents the educational system of Finland and practical nurse's curriculum. More specifically it gives insight to the contents of the study program "Children's and youth care and education."

The following chapter takes you for a visit to a Finnish Day Care Centre. It gives you a good idea of what a typical day in a Finnish day care centre is like with its variety of activities.

2. A Visit to a Day Care Centre

◆ In organising the social and health care services, the City of Helsinki is divided into different areas. Our day care centre is located in a suburban area in Northern Helsinki. In this particular area there are a total of seven day care centres to cover the day care needs of families with children. In addition to day care, day care centres provide preschool education for six-year-old children who are going to start school the next year.

Let's meet the Virtanen family and see how their two children spend a typical day in the Cloudberry Day Care Centre where they both have a place.

The Virtanen family

◆ Jenna Virtanen is the younger of the Virtanens' two children. She is 3 1/2 years old, and lives in a Northern Helsinki neighbourhood with her family. Jenna started day care soon after her third birthday. She attends a day care group called Snowmen for 1-3-year-old children.

Aleksi Virtanen is Jenna's 6-year-old big brother. In the mornings Aleksi attends a preschool class. After class he joins his day care group for 3-6-year-old children, Snowflakes, for the rest of the day.

Mrs. Sirpa Virtanen, 32, used to take care of the children at home, but decided to return to work after Jenna turned three and the period for child home care

allowance ended. Sirpa has a college level degree in accounting and works as a bank clerk. The Virtanen family lives rather close to the Cloudberry Day Care Centre; only about one kilometre away.

Mr. Pekka Virtanen, 36, works for a big Finnish IT company as a programmer. Now he feels more secure in his job and can breathe easy, but in the early 1990s when the economic recession hit Finland he had only short-term contracts with his employers.

Five months ago, when they knew they needed a day care place for Jenna and Aleksi, Sirpa and Pekka picked up an application form from the Cloudberry Day Care Centre, filled it out and sent it to the city. The day care fee in Finland is calculated on the basis of the monthly gross income (that is, income before taxes are paid) of the family. The Virtanen family earns altogether 2542 €/month, and so they pay 199 €/month for a full time care of the two children. The Virtanens - like every family in Finland - receive child allowance from the state every month: 90€ for the first child, and 110.50 € for the second child (year 2003).

Staff members of the Cloudberry Day Care Centre

◆ In Finland, the amount of staff in day care centres is regulated by law. In a day care group there must be 1 trained staff

member per 7 children who are over the age of 3, and 1 staff member per 4 children under the age of 3. The professional qualifications of the staff are also regulated by law.

The Staff of Snowmen - a group for 12 1-3-year-old children in the Cloudberry Day Care Centre:

Ulla, 45, is a practical nurse and works full time. She lives near the day care centre and walks to work. She lives with her husband. Their grown-up children have already moved away from home.

Maija, 29, is a kindergarten teacher and works part time as the manager of the day care centre.

Leena, 38, is a practical nurse and works full time.

A Day at the Cloudberry Day Care Centre

◆ Ulla, a practical nurse who works with the Snowmen group for small children, tells us about her and Jenna's typical day at the day care centre:

6.15 The day care centre officially opens at 6.15 a.m. Usually there are only a few children who arrive before 7.00 a.m. and therefore only one staff member comes to work that early. The day care centre has two groups for the children. There are 20 children between the ages of 3 and 6 in "Snowflakes", and 12 children between the ages of 1 and 3 in "Snowmen".

This week, Maija has the early shift. She takes care of the children who arrive early from both of the groups.

7.30 Either Sirpa or Pekka drives Jenna and Aleksi to the day care centre, brings them inside and stays for a while, because some mornings it is hard for Jenna to separate from mom or dad. One of the staff members comes to the hall to receive and welcome the children as they come, and help them to take their outdoor clothes off and hang them up nicely.

8.00 Breakfast is served. Most of the children have arrived by that time, and so three more members of the staff have come to work. The cook has made the breakfast. Usually it is porridge or sandwiches. We all think that it is really nice to have breakfast with the children - it is a great way to start a new day!

8.30 Today, like every day this week, I start work at 8.30 a.m. The first thing I always do is to change into comfortable and casual clothes, because my work is also physically demanding. I check for possible messages, meetings, events and other information from the calendar in our manager's office. I notice that today at 10 o'clock I have a meeting with a special kindergarten teacher and the parents of a little girl who needs some extra attention and observation. I am the child's primary care worker. Every care worker of Snowmen has four children who are assigned primarily to their care. This means that we can pay special attention to these children. It is important for the children

to have their "own" carer, and if any difficulties arise, it is best for everybody that there is one staff member who knows the child best, discusses the issues with the parents and together with them finds the best way to work things out. We consider cooperation and regular discussions with parents extremely important. Today, there are 10 children present in my group. One child is sick and another one is on a vacation with her mom. If a child is absent from care, we expect the parents to inform us as soon as possible.

After the delicious breakfast I help the smallest children to get up from the table and wash their hands and faces. We encourage the bigger ones to wash by themselves - they usually splash water all over themselves while we are busy with the small ones but it doesn't matter! Learning is more important. Quickly we clear the tables and take the food cart back to the kitchen to the other end of the building. It is a busy time, but together we manage. By now, the rest of the children are arriving and I like to have a chat with their parents. Normally the last of the children are brought in by 10 o'clock.

Every morning after breakfast we gather the children together and sit in a circle. This is a time when a child learns to listen to other people and to wait for his or her own turn to speak. Today we start by talking about what the children have done with their parents the previous evening before bedtime. A little boy tells he had a lot of fun with his dad. Since it

is wintertime and there is plenty of snow, they took a sledge and went sliding in the park. Children love to ride on a sledge. Today it is snowing but the weather might change any time and the snow might thaw away, so you better enjoy every moment of it! When we are still sitting in a circle, I read a book for them. Our kindergarten teacher Maija is preparing the materials for a handicrafts session. It is soon Easter and all those little chicks need feathers! While waiting for her to be ready, we sing a couple of songs. Three of the children get to glue feathers today.

9.00 It is play time. We divide the children into smaller groups in different rooms. The children are supervised by adults all the time, and we also may help them to find something nice and interesting to do. Children in different stages of development have different interests. Four of the smaller ones are playing with dolls, balls and cars. I stay close to them just in case. They often climb on my lap and we play together. For these small children it is very, very important that we adults stay close and are always there for them. It provides the children with the sense of security and being cared for. If someone gets hurt, I hold them, comfort them and help them to cope with it. In the room next to us children are playing with stuffed animals and building blocks. Another practical nurse is supervising them.

10.00 We are going out to play! The snowing has turned into rain, but it doesn't stop us from running and playing in the fresh air. Children are properly dressed for this kind of weather. They have raincoats and waterproof trousers and mittens to put on top of their warm winter clothes. It is quite a heavy and time-consuming job to get the children ready for outdoor play. We encourage the older children to dress themselves and teach them how to do it. Children want to be independent, and giving praise for their efforts is important. Usually all adults take part in the outdoor activities, but today I have a meeting to go to. Maija, the kindergarten teacher, goes to the library with a couple of children to return some books, and one of the care workers of the day care centre supervises the children outside. The staff member who is on the late shift has the main responsibility for the children's nap time, and this is also the time for her to make the beds ready.

11.00-11.30 The Snowmen eat a warm lunch at 11.00 a.m. and go to sleep right after that. The others eat a half an hour later. We have two lunch shifts in order to reduce the hassle as much as possible. Lunchtime is probably the most educational time of the day for the children, and it also includes learning nice table manners. We want to make lunchtime a peaceful and cosy time with no hurry to eat. We talk about all kinds of things, but keep our voice down. Today I bring the small ones in from the yard and a nursery assistant helps me to get them undressed

and ready for lunch. Jenna is a lively and social girl with a strong personality, and sometimes she gets stubborn and does not like to follow the rules. For this reason it is her parents' wish that we set strict limits for her behaviour. Jenna also doesn't eat very well and it is agreed that at lunch she is encouraged to taste a little bit of everything.

I fetch the food cart from the kitchen and serve the food on the children's plates. I pour the milk into mugs and make the sandwiches. The children sit at the table wearing bibs, and it is time to calm down to eat. Before starting to eat we together say aloud a short nursery rhyme. Children love the custom, and even the smallest of the babies nod along with the rhyme. Lunch is always a hot meal and it is also my main meal for the day. I help the babies to eat, and when they have finished with their sandwiches and milk I have my own lunch. Adults eat together with the children because it is seen as an educational task and sets an example.

12.00 After lunch it is time to undress the children and take them to the bathroom. Children wash their faces and hands with a bit of help from us adults. This is an especially good opportunity to spend a moment with only a couple of children at a time. I have time to cuddle them, listen to them and give them quality time. In the bathroom I help them sit on potties while I sit on a chair myself.

12.15 Now it is nap time. I put on some quiet classical music. I stay in the bedroom with the children and calm them down them if needed. We try to give the children individual attention and help them go to sleep in a calm and secure atmosphere. The day in the day care centre is long for small children and they need to rest well. Everybody falls asleep rather fast. Because of the long days Jenna spends in the day care centre, her parents want her to take a nap every afternoon. Normally she does not have a problem falling asleep easily - even in a new environment. One staff member stays in the bedroom for the entire nap time.

While the children sleep I check possible messages and do some paperwork. During the children's nap time also the staff members can have a break. We drink coffee and tea and discuss the upbringing of the children, as well as make plans for their care and pedagogical activities. In this kind of a group for small children the kindergarten teacher spends a lot of time with children rather than sits in the office planning activities. In our day care centre we work as a team. We are all responsible for all activities and tasks. Everyone knows what to do and where to be at the right time. After my break I go to the bedroom to let my colleague to have her coffee or tea. I can now relax myself or read.

14.00 After the nap the children get dressed and are served a snack. The snack varies a lot and it may be sandwiches, fruit, yogurt and juice.

14.30 We have a half an hour play session and if the weather is not too bad we start getting children ready to go out. Jenna is used to playing rough games with boys, but she is also very fond of playing with dolls. Jenna needs some help dressing herself up. It is agreed that a care worker can help Jenna out a bit if she has difficulties, but otherwise she is encouraged to learn to do it independently.

16.00 Parents start coming one by one after 4.00 p.m. on to pick up their children. It makes it easier for the parents and less hassle for everyone if the children are already dressed up and playing outside. We hope that the parents have a few minutes every day to listen to how their child's day has been.

16.30 My work day ends at 4.30 p.m. and I get ready to go home. The staff member who has the late shift stays out with the children.

17.00 Jenna is picked up at 5.00 p.m. every day.

17:30 Day care centre is closed at 5.30 p.m. It is time to lock the windows and doors and say goodbye to all.

3. The Aims of Educational Care Work

3.1. Early Childhood Education

◆ The Early Childhood Education and Care (ECEC) policy in Finland is best described with the concept *educare*. It fulfils both the day care needs and the educational and instructional aims for small children. *Educare* means that education, instruction and care are combined to form an integrated whole. Play is recognised as a significant tool for pedagogical activities. It provides the learning context, “the world of learning”, for children. ECEC is applied to children between ages 0 and 6 and includes preschool education for six-year-olds. The overall task of early childhood education and care is to promote children’s welfare.

The most important body in Finland that carries out ECEC is the day care centre. An amendment known as the Section on Educational Objectives was added to the Act on Children’s Day Care in 1983. The Section states that the objectives of day care are to support the parents of children in day care in their responsibilities to raise their children and to promote the children’s balanced development together with the parents. Day care provides safe and warm human relationships and activities that support children’s development, as well as a beneficial growth environment based on children’s individual life circumstances and needs. This is a part of the principle of child-centred approach.

Day care activities should familiarise children with their cultural heritage, promote children’s physical, social and emotional development and support their aesthetic, intellectual, ethical and religious education. A child’s age and individual needs must always be taken into account. In supporting the children’s religious education, the beliefs of their parents must be respected. Day care should support the child’s development and growth into responsible adulthood. Peace education, as well as love and respect for the environment, are part of the educational aims of day care activities.



In recent years there has been a wide-ranging debate about children’s development and learning. The question of the future has become an essential part of that debate. Growing and learning are understood to be a lifelong process. Children’s self-motivation is a natural way to learn things related to their physical, emotional, social and intellectual development. A child is an active learner whose learning is guided by curiosity and exploration. However, learning does not happen in a vacuum, but always in

collaboration with other children and in continuous interaction with the environment. Child-centeredness is emphasised more and more, as well as a child's own experiences and self-expression. In short, it is the children themselves who do the learning, and the task of the adults is to be there to make a child's own learning process possible: to facilitate this learning by being sensitive to the children's individual needs, to build the best possible learning environment for them, and to provide a safe and trusting atmosphere and warm human relationships.

Education and care both at home and in day care form the foundation for lifelong learning for children. With very small children, the most important thing is to provide basic care, and instructional elements of care increase along as the children grow older and become more independent actors in their own lives. Finally, preschool education continues the support of growth, development and learning of children. It forms a systematic and conscious entity that helps children to prepare for the totally new world of school that they soon enter:

In Finland the 1990's was a time of rethinking pedagogical views and practices in day care. This has led to many development projects. As one result of that work, the principles of alternative pedagogies such as Reggio Emilia, Montessori and Freinet are again more widely used. In the practices of municipal day care centres, the new development means that the actual day schedules have

become more flexible. Instead of planning many separate activity sessions, the planning is more long-term and concerns the whole activity environment. Projects that can stretch over long periods of time and include all forms of activity around the same theme are often planned. Moreover, children's own initiatives are taken up and followed more often than before. Many day care centres collect material like drawings, photographs and written reports of events in every child's own portfolio to follow their growth, development and learning.

It is difficult to draw a schedule of a typical day at a day care centre. The needs of children should be behind all activity. The daily schedule should provide a variety of stimulating activities as well as enough time to relax, rest and sleep. There are variations in schedules according to the children's ages, group size and staff, as well as the season of the year, holidays and festivities, and other factors that can also depend on the children's parents.



Daily Programme

06.30 - 8.00	free play
08.00 - 8.30	breakfast
08.30 - 8.45	gathering together
08.30 - 9.30	indoor activities
09.30 - 10.45	outdoors
11.15 - 11.45	lunch
12.00 - 14.00	resting/ nap
14.00 - 14.30	snack
14.30 - 15.30	indoor activities
15.30 - 17.00	outdoors

Story telling and rhymes, singing, games, physical exercise and sports both outdoors and indoors, creative arts and children's free play form a large part of the daily and weekly schedule.

3.2. Ethical Principles

◆ The general ethical principles of social and health care work are also the basis of the care work that practical nurses do in early childhood education. SUPER (The Finnish Union of Practical Nurses) states the ethical principles as follows:

1. Respect for life
 - Each child is a unique individual and must be valued and respected.
 - Every family's values and beliefs must be respected.
 - Every child has his or her own life history, memories and experiences that reflect his or her values and hopes for the future.

2. Individuality
 - Practical nurses must act upon the needs, interests and concerns of children.
 - The client is the expert of his or her own life and knows what is best for him or her. To be able to decide about his or her own care work, the client needs to be well informed about services, choices and consequences.

3. Fairness
 - The duty of a practical nurse is to stand for the rights of children.

4. Equality
 - Everyone has a right to a good life. Practical nurses must provide as much help and support to their clients as needed. Practical nurses should treat every client equally regardless of his or her religion, culture, nationality or social status.

5. Responsibility
 - First and foremost, a practical nurse is answerable to the client for her/his work.

3.3. Play



◆ Play is the first and foremost basis for day care pedagogy. Through play, children learn concepts, practice roles and test ideas. Play with different materials involves investigation, problem solving, critical thinking, sharing and creativity. Children play every day at the day care centre. Play time varies from one hour to a few hours depending on an individual day. Usually there is time designated for play both in the mornings and afternoons, and free play time is arranged every day. Children may play either indoors or outdoors.

When children play, the role of the staff is to facilitate them in any possible way. They may help the children to choose what they want to play; with what toys, materials or games, and to give a helping hand when needed to arrange and organise the play. Sometimes care workers have a more active role in guiding the play and helping it progress. During play time children are divided into smaller groups either by their own choice of playmates or

by a care worker. In smaller groups there is less noise, hassle and physical roughness. Almost every day care centre has a regular 'My Favourite Toy Day' when all the children can bring one of their own toys to the day care centre, introduce it to others and share it in play.

3.4. Projects

◆ Project work is a very widely used working method in day care centres. Project work means working together around a theme for a certain period of time, and includes all forms of daily activity such as arts, crafts, reading, singing and playing. Themes arise from children's own life and experiences with the help of adults. Project work fosters a child's concrete thinking and learning. It emphasizes the approach to active learning which involves activity, experience and discovery. Learning occurs most effectively when the learner is personally involved in a purposeful activity that captures his or her interest, or arises from it. A project integrates all content areas to provide a solid foundation for learning. Those areas are language, literacy, math, science, social studies, health, art and music.

Example

Project “ME” started from the curiosity to know who we are and who I am. We have studied “ME” in different ways. First we learned about our own birth and infancy. We looked at our own family photo albums and drew pictures of ourselves, like ‘Me in Mom’s Stomach’ and ‘Me as a Baby’. We read books about the birth of a baby and the mysteries of human development and growth. During the ‘Baby Days’ we took good care of baby dolls - we gave our babies baths; we played taking them to doctor’s appointments, and took them to Baby Music Class. We also took photos of our babies.

After the baby time we started to study our faces and expressions. We made mirrors for everyone and they had a big role in our research work. Using the mirrors we studied our own facial features, as well as expressions and emotions. We made real-size masks and used those in different role plays.

and comments by the care workers and even parents. It records and describes the child’s life and growth and holds memorable moments and stories about him or her. Care workers are responsible for updating portfolios, but usually the items are chosen together with the child him or herself.

Portfolios are also part of the child’s self-evaluation process. The purpose of self-evaluation is to help the children to see the influence of their own activities in their development and growth. The pedagogical staff of the day care centre assists the child through the self-evaluation process by discussing issues that come up with him or her and focusing on the goals of the child. Assessment is realistic and encouraging.

The portfolio gives an understanding of the progress and learning for the child him or herself, as well as to his or her parents. It also provides a means of contact between the home and day care.

3.5. Portfolio

◆ Many day care centres use portfolios in one way or another in the follow-up process and assessment of the children’s growth, development and learning. Every child has a portfolio of his or her own that consists of a wide variety of the child’s works, such as pictures, handicrafts, stories and photographs, as well as accounts of events and incidents

All children are given their own portfolio as soon as they start day care, and it is regularly added to during the years the child spends in day care. The portfolio follows the child from one group to another, and when the child leaves day care for good, she or he is presented the portfolio to take home and keep. It is a concrete object to remember by the years of early childhood, and gives joy and conjures up fond memories long after the child has said good-bye to his or her day care centre.

3.6. Multiculturalism

◆ One of the aims of early childhood education is to foster the child's cultural and lingual identity. According to the Act on Children's Day Care, each local authority must provide day care in both Finnish and Swedish, which are the official languages of Finland. Also the Sámi (the indigenous people of Lapland), Romany, and any other native language, culture and religion of the children must be respected and taken into account in their everyday care. In practise, there are still many challenges left. The availability of resources, lack of care workers from diverse cultures and difficulties in finding interpreters when needed limit the everyday practices even when the intentions are good.

The education and care of migrant children follows the general goals of day care and preschool education. In addition to this, one of the aims of preschool for migrant children is to support the child's linguistic development in such a way that he or she is able to cope with the everyday life in day care, and has the essential language skills to attend school when the time comes. If possible, the child will receive education in his or her native language. Some day care centres offer Finnish language classes to improve migrant children's Finnish language skills.

Some local authorities provide and develop foreign-language day care services according to the needs and wishes of parents. Language immersion pedagogy became widespread in Finland in the 1990's.

Language immersion is a scientifically developed method of language instruction in early childhood education and care, and also sometimes used in primary education. Most often immersion day care centres use either English or Swedish as the immersion language.

3.7. Preschool Education

◆ Preschool education means the pedagogical instruction provided to six-year-old children in the context of either day care centres or school. It is also a part of the overall early childhood education and care. Preschool education functions as a bridge between day care and school. Finnish preschool education has specific goals and objectives. Its task is to support children's growth towards humanity and their development into ethically responsible members of society. Preschool education also helps the child to learn the knowledge and skills needed in the everyday life. Moreover, preschool education improves children's learning abilities and prepares them to step into the new world of school education.

The Aim of Preschool Education in The City of Helsinki

Preschool education in the City of Helsinki aims to support children's individual and communal development, willingness to learn and joyful experiences as well as good self-esteem in cooperation with families. It also provides the basis for lifelong learning.

The activities in preschool are based on pedagogical knowledge of children's development, the continuous nature of learning and its significance to children, as well as on knowledge of the different subject fields, such as language, math and environmental studies. The roles of the peer group, play and an interesting variety of different activities are very important.

The teacher's understanding of the special character of childhood and children's learning is essential in preschool education. It involves exploring various phenomena together with children around a theme or a topic, often with the method of project work. The different subject fields are linked together with the means of a holistic study of the topic. Many of the preschool subject fields form a flexible continuum with the topics dealt within initial education in the first years of school. The guidelines for preschool education come from national Core Curriculum for Preschool Education. The curriculum gives the general objectives, content, methods to be used and criteria for assessment. It also describes the perspectives and values of children's learning and development. Every municipality or day care centre outline their own practices and local curriculum is based on the national one. It is suggested that an individual educational and care plan would be constructed for every child in preschool. Children may also get a certificate for attending preschool.

In the national curriculum the subject fields are (1) mathematics, (2) language and literacy, (3) music, (4) religion and ethics, (5) nature and environment, (6) creative arts and (7) physical activity and health. Each seven areas cover a broad area of learning. They provide preschool children with the opportunity to acquire experiences and knowledge and to learn skills. The different areas of the everyday life are integrated in the preschool education, and are present in play and social interaction. Nowadays, information technology is also integrated as part of preschool education and it is widely used in different activities and projects. However, when it comes to the everyday practices in individual day care centres, there are plenty of differences in between ways and styles of providing preschool education.

Cooperation with the children's parents is one of the main bases for preschool work similarly to the general day care services. After all, the parents have the overall responsibility for their children's upbringing, and it is their task to raise them how they see fit in all the different areas of life. Continuous cooperation with the parents ensures that the basic principles in upbringing both in the home and in day care do not clash.

Legislation for basic education states that preschool education must be provided for at least 700 hours per year. This means about 18 hours per week and approximately 4 hours per day. Usually preschool starts at 8:45 am. and ends at 12:45 pm. Children who attend day care in addition to preschool, spend the rest of the day in their day care group. Preschool education is provided by the municipality for all six-year-old children in the context of a day care centre or a school regardless of whether they have a municipal day care place, are in privately organised day care or are taken care of at home.



A typical preschool day includes:

- ◆ Gathering in the morning
- ◆ Story telling/ music
- ◆ Activities on different subject areas and themes
- ◆ Outdoor play
- ◆ Lunch
- ◆ Free play

4. Childcare Policy and Practice

4.1. Family Policy

◆ The basic objective of the Finnish family policy is to create and maintain a safe environment for children to grow up, as well as to provide the parents with the necessary support, both material and psychological, to have and raise children. The society provides families with children a variety of financial support and child care arrangements to subsidise their expenses.

In terms of family policy, the Government will:

- ◆ promote such conditions and co-operation that support responsible parenthood, a secure growth environment and progress towards balanced adult maturity
- ◆ develop morning and afternoon care for small schoolchildren
- ◆ safeguard varied alternatives in the organization of child care
- ◆ increase the flexibility of day care so that it will better correspond to the needs of early childhood education and care and the changed labor market
- ◆ advance equality in working life

In the end of 2001, the population of Finland was over five million people. The demographics show two significant characteristics: first, the population is ageing rapidly similarly to many other European countries, and second, since the year 1997 the number of children in the age groups between 0-14 has significantly decreased. This is also the estimated future tendency. The following diagram shows the number of the different age groups in the end of the year 2001:

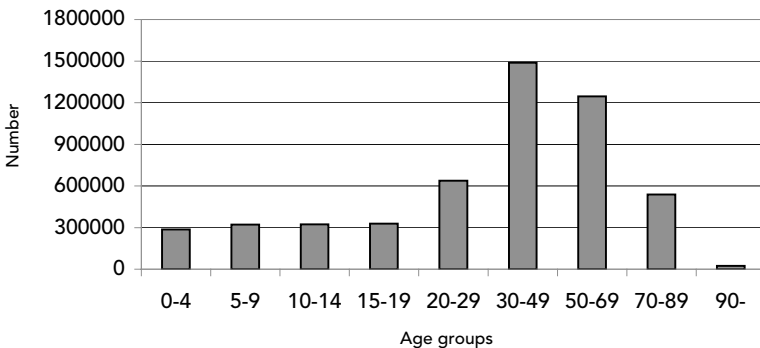


Diagram 1. Population by age group, end 2001

(Statistics Finland, Demographic statistics:
<http://www.tilastokeskus.fi/tk/tp/tasku/taskusvaesto.html>)

In the end of 2001, there were about 1.4 million families in Finland and a little less than half of them were families with children. In most families (64%) the spouses are married, even though their relative proportion has dropped continuously. The proportion of unmarried couples with children who live together (22%) has increased during the last few decades. Over a tenth of all families are single-parent families, where only one of the parents is living with the children. The biggest change in the family structure concerns the size of families. The families generally have fewer children than before. Nowadays the average number of children is 1.8 per family.

Distribution of type of families with under school age children was as follows:

Family types with children under 7 years of age

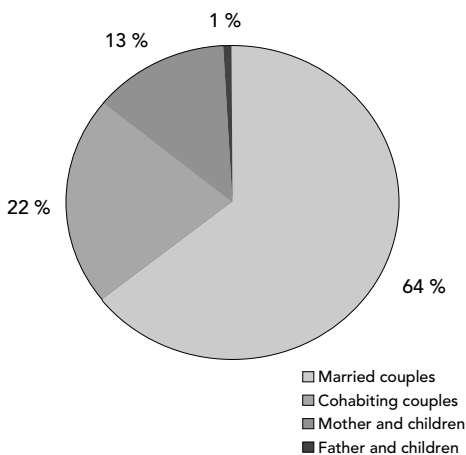


Figure 1. Family types in Finland 2000 with children under 7 years of age

4.2. Provision of Services

◆ Municipalities are responsible for providing social and health care services. Municipalities can either produce the services themselves, together with other municipalities, or purchase services externally from private service providers and organisations. Day care is also available in the private sector. The Finnish Evangelical Lutheran church provides early childhood education and care programmes. The parishes offer playgroups, preschool education, afternoon care and several types of other activities for families with children. Sometimes the church cooperates with the local authorities in planning their child care programmes. There are also several associations and child welfare organizations who provide care and activities for children, and support parents in their work of bringing up the children. Municipal services are funded with municipal taxes and state subsidies. In some cases fees are collected from clients.

The Ministry of Social Affairs and Health directs the national development and operating policies of social security and social and health care services. Together with the Government and Parliament it lays down the national guidelines.

4.3. Structure of Service System

◆ Families with children receive the majority of support from the society in the form of different benefits and day care services. Finnish day care system is over 100 years old, and Finland was the first Scandinavian country to offer day care services for children. The largest single category of social protection expenditure in Finland is old age, while the second largest is sickness and health. Expenditure on families and children remains at 12 per cent and has not changed much in the last few years.

The Finnish family support system consists of services, benefits and financial support. All these aim at safeguarding and providing security for families in different life and risk situations. Some services and benefits are given as a lump sum, such as the maternity grant, and some are long-term or continuous, such as day care services and child allowance. The public health care services and many social services and benefits are universal. This means that everyone in the same life situation is entitled to them regardless of their economic or other status. These include parental leave and child allowance. In some cases the client may choose the type of service he or she

prefers. In terms of day care, the parents have the choice between municipal day care, private child care allowance and private day care, as well as child home care allowance for under three-year-old children. All residents of Finland are covered by the national social insurance system which includes the basic sickness and maternity benefits. According to opinion polls the Finnish social protection system enjoys widespread public support.

The following figure represents the most important services and benefits for families with children:

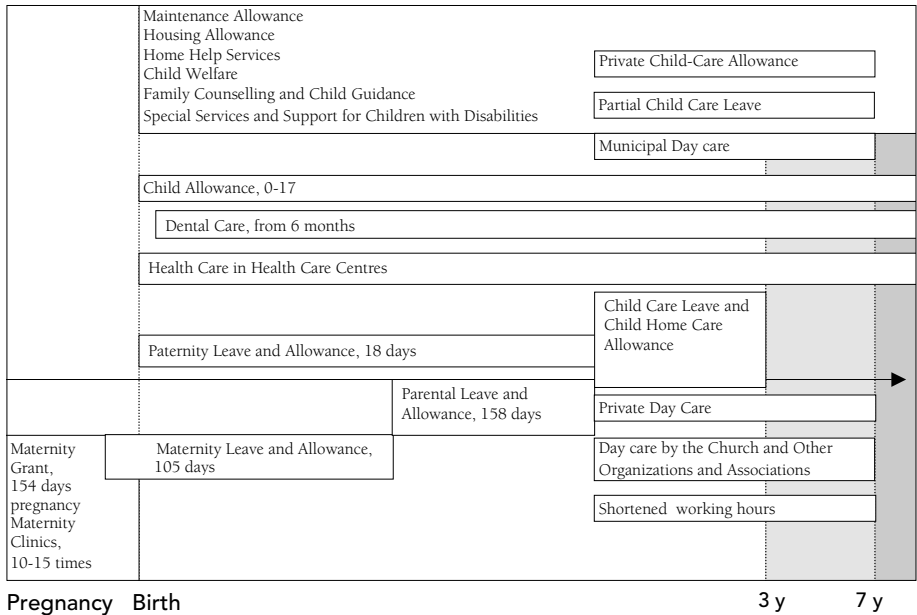


Figure 2. Services and benefits for families and children

4.3.1. Child Care Arrangements

◆ According to the Act on Children's Day Care (36/1973) day care means care and education which is given in a day care centre, family day care, playgrounds or is organized in some other way. The parents of children may choose between different day care arrangements. Most children attend publicly run day care systems before going to school. When the maternity leave ends, it is usual for one parent - most often the mother - to stay at home during the

rest of the parental allowance period. After that, one parent is entitled to look after the child at home and receive child home care allowance with full employment security until the child is three years old.

A child can attend municipal day care either at a day care centre or in family day care, or other day care arrangements can be made using the private child care allowance. All these systems support families in their

educational and care task. By law every municipality in Finland must provide day care services, but there are local differences in availability.

Home Care Leave and Child Home Care Allowance

◆ The parents of a small child have the right to take unpaid care leave from their work until the child is three years old. Either parent may take the leave, but usually not both parents at the same time. When the home care leave ends, the parent has the right to return to his or her job.

Care leave is unpaid, but the family is entitled to receive child home care allowance from the municipality for the duration of the leave. The family is eligible for the allowance if the youngest child is under three years of age and does not attend municipal day care services. If granted, child home care allowance can also be paid for other children in the same family who are under school age and taken care of at home. The child home care allowance can be granted immediately after the end of the parental allowance period. It ends when the youngest child starts attending municipal day care, or if the family chooses to use the private child care allowance and arrange care otherwise. Child home care allowance is taxable income.

Learn more about child home care allowance at:
<http://193.209.217.5/in/internet/english.nsf/>

Private Child Care Allowance

◆ Private child care allowance is paid for the care of a child under school age either by a private day care centre or other organisation that charges for its services, or an individual (not a family member) who has signed a contract with the family. Private child care allowance consists of a basic care allowance and of a supplement which depends on the size and income of the individual family. Private child care allowance is paid directly to the child care provider, and it is taxable as the provider's income.

Municipal Day Care

◆ Municipal day care is the basic pillar of the Finnish day care system. According to the Children's Day Care Act, the objective of day care is to support parents in raising their children, and to work in cooperation with them in promoting the individual and balanced development of children. By extending the subjective right to day care to cover all children under school age, the educational aspect of day care has been given a stronger emphasis in addition to its practical aspect.

Municipalities provide day care most commonly in day care centres. In Finland there are over 2400 state subsidised municipal day care centres. Day care centres offer part-time and full-time care for children in different age groups. Day care may also be arranged in the form of family day care at a child care

worker's home (or in the child's home) or as a group family day care. Many municipalities also organise supervised play activities in playgrounds and open day care centres that are available for anyone interested. Open day care centres are especially designed for the needs of mothers and fathers who stay at home with their children, as well as and other primary caregivers of children. Open day care centres provide both children and adults a place to have social contacts, to chat, to attend activities, or just to spend some time. Municipalities also provide 24-hour day care and some day care centres have extended opening hours to provide care for the children of parents who do shift work or have otherwise irregular working hours. Moreover, there are special day care groups available for children with special needs, as well as groups where children with special needs are integrated with other children (See figure 2.) The content of the boxes with bold frames is more precisely described in text.

The Official Objectives of the Children's Day Care Act (304/1983 2a§)

The objective of day care is to support the parents of children in day care in their upbringing task and, together with the home, promote the well-balanced development of the child's personality. On its own behalf, day care must provide the child with sustained, secure and warm human relationships, a variety of activities that support the child's development, as well as a beneficial environment of growth.

According to the child's age and individual needs, as well as taking into account the general cultural circumstances, day care must promote the child's physical, social and emotional development as well as support the child's aesthetic, intellectual, ethical and religious upbringing. In this task, the religious beliefs of the child's parents or custodians must be respected.

As it promotes the child's development, day care must support the child's growth to joint responsibility, peace and respect and nurture for the living environment.

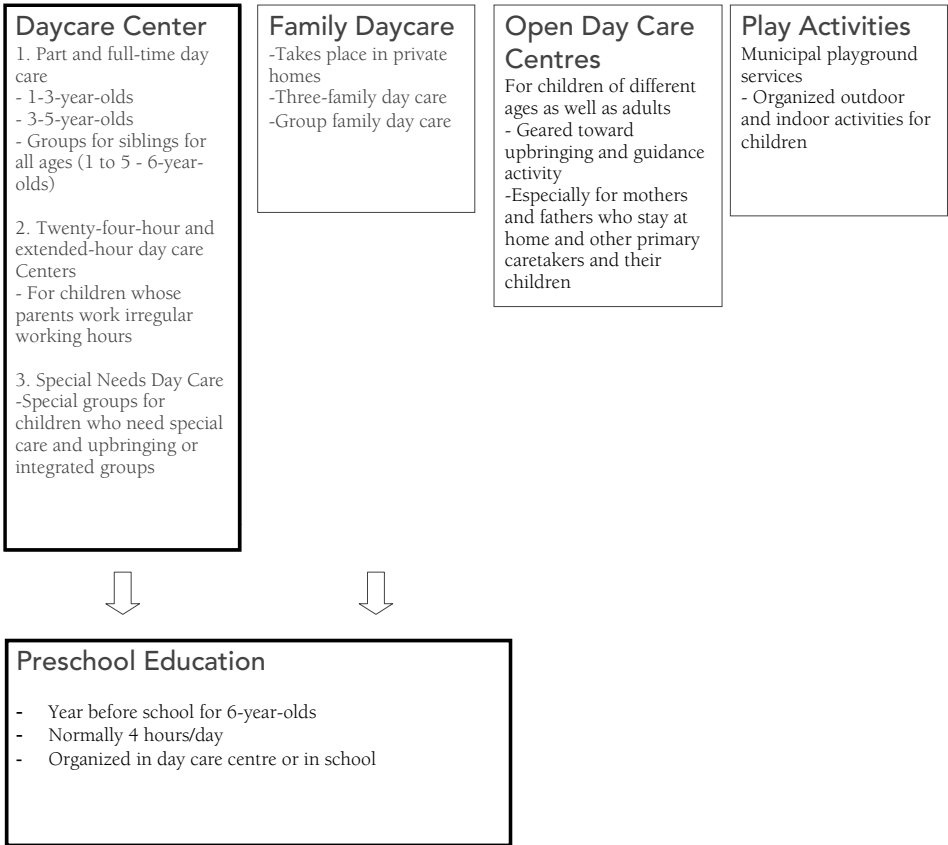


Figure 3. Day care for children under 7
(In this material only the work of daycare centers and preschool education are discussed more broadly.)

In day care, children are served a hot meal every day. The weekly menu of day care centre is posted on the board so parents may look at it already in advance. The cost of meals is included into the monthly fee. The menu is planned for a 6-week-period at a time (See menu in an appendix). Milk, buttermilk and water as well as bread and soft margarine are

served at lunch. In addition to hot lunch, the children get breakfast and a snack in the afternoon. If a child has food allergies, they are carefully taken into account and a special meal is served.

Finland's four very distinctive seasons must naturally be taken into account when children are dressed. During the day children have both indoor and outdoor activities. Indoors, children wear a light shirt and pants or a skirt, preferably made of soft and comfortable materials. In fall, winter and spring a

child also needs to wear long underwear or tights under the indoor clothes. Every child must wear a pair of slippers or light shoes with non-slippery soles indoors to prevent accidents. Because children often get their clothes dirty or wet during the day, they should have a set of spare clothes that is kept in the day care centre. The parents must also make sure the small children always have enough diapers for them in the day care centre.



The choice of outdoor clothing depends on the weather. When it is raining, the children should wear rainproof clothes (raincoat, waterproof trousers and mittens) and rubber boots. In winter a child must wear a very warm winter coat and trousers or overalls - "snowsuits" - warm mittens or gloves, socks, hat, scarf and winter boots. All the clothes must be marked with the child's name to prevent them from being mixed up.

Day care fees are regulated by law, and calculated as a percentage of the total gross income (that is, income before taxes) of the whole family. If the income does not exceed the limit for the minimum monthly income, no day care fee is charged. Preschool teaching is free of charge for all children.

You can find the latest information about day care fees at: <http://www.hel.fi/sosv/palvelut/pvhoit.htm>

Preschool Education

◆ Preschool education means instruction provided for six-year-old children. Preschool teaching is included as a part of early childhood education and care and it is defined as provision of systematic support for the child's growth, development and learning.

Municipalities have the obligation to provide preschool education to all children for one year prior to their starting school, but parents can choose whether their children attend preschool or not. Preschool education may be given at children's day care centres or at comprehensive schools and participation is free of charge. About 80% of preschool education is given at day care centres. Three in four six-year-olds take part in preschool teaching. Children attending preschool education still have the subjective right to day care services outside preschool hours.

Despite of where preschool education is provided, it must be organized according to the Act of Basic Education and the National Core Curriculum for Preschool Education. An individual preschool plan is recommended to be outlined for every child who attends preschool in cooperation with the child, the parents and the teacher.

Children-Staff Ratio

◆ The structure of the staff at a day care centre is regulated by the Decree on Children's Day Care. According to the Regulation of the Staff-to-Children Ratio, one of every three people who work in a day care centre in a care and pedagogical assignment must have professional qualifications required in the Decree on the Professional Qualifications of Social Welfare Personnel (post-secondary degree; such as kindergarten teacher). Other personnel with care and peda-

gogical duties must be qualified practical nurses (upper secondary level qualification).

According to the Decree, there must be at least one trained staff member present for the maximum of seven children who have reached the age of three. For younger children, there must be at least one person with vocational education for the maximum of four children. With regard to children aged three or over in part-time care, the ratio of staff-to-children is 1:13.

If preschool education is provided within the school system, the number and qualifications of preschool staff is regulated by the Decree on the Qualifications of Educational Staff. There is no legislation regulating the children-staff ratio, but the Ministry of Education has given a recommendation on the national level that 1 staff member should be present for 13 preschoolers.

Age of Children	Group Type	Children	Number of Staff
1-3	Full-time	4	1
3 and up	Full-time	7	1
3 and up	Part-time	13	1

Figure 4. The children-staff ratio

Eligibility to Services

◆ Every child under school age has the subjective right to municipal day care after the parental allowance period ends, regardless of the income level of the parents or of whether the parents work, study or stay at home.

Applications for day care places can be handed in throughout the year. Parents of children under 3 years of age can choose between day care and child home care allowance. Applications for part time day care places are handed in once a year at the same time as registration for school takes place for 7-year-olds. Application forms and other information for day care places are available from social service centres, children's day care centres and central day care centres.

There are no formal procedure arrangements for starting day care in Finland. However, it is common practice that the day care place invites the parents are invited to visit the new day care place with their children in advance, meet the staff and get familiar with the other children and the place. If the parents wish, the child can start his or her day care gradually in short periods of time and the parents are welcome to spend time at the day care place. Starting day care in a new place can be a distressing time for a child, and it is everyone's wish that the child feels safe and secure.

Client Satisfaction on Service Provision

◆ The clients' satisfaction and the quality of work is one of the primary concerns of care workers. Many work places conduct opinion surveys every year in one form or another, in which the both children and their parents are asked about their experiences and opinions about the care and education. Research is also conducted on the national level. Eeva Huttunen's study "Family Day Care and Day Care Centres as Growth Environments" assesses day care in Finland with an aim to improve the quality of the Finnish day care system. The views and feelings of parents, children and personnel were studied. In her study Huttunen interviewed both day care centre and family day care clients. According to the study, most parents are very satisfied or satisfied with the forms of activities and the overall quality of care and education.

Parent's views

◆ In general, families had a very positive attitude towards day care. Only 6% of the families felt there were problems, or were not altogether satisfied.

- ◆ "I trust the day care personnel in every respect..."
- ◆ "...games, arts and crafts are most important activities for our child right now, and there are excellent teachers for this type of activity in the day care centre..."

- ◆ "... our child likes going to the day care centre, s/he has found new friends and likes the food, the teachers seem nice, they are good at guiding the children and keeping order. Good excursions..."

Children's views

◆ The children themselves felt that it was fun to go to day care, where they could be with friends and play. The most positive responses had to do with the staff. Nap time was by far the least favourite thing.

- ◆ "...the teachers were really nice. They could think of all kinds of fun to do both indoors and outdoors..."
- ◆ "I remember my day care centre friends the best, they were kind, honest and fun..."
- ◆ "...we went on an outing, it was fun. We played tag and hide-and-seek. We ate cookies and drank juice..."

4.3.2. Health Care Services for Children and Families

◆ Maternity and Child Health Clinics Finland has a comprehensive maternity/child health clinic system, which is an important part of the municipal health care services. The clinics work in cooperation with the local health care centre. The purpose of mother-child clinics is to take care of the well-being and health of the expectant mother and the unborn baby, the new-born child, as well as other children under school age and the family as a whole. All services are free of charge.

Maternity clinics

◆ About 95% of expectant mothers have a health check at a maternity clinic during the first four months of pregnancy. At the clinic, a public health nurse monitors the mother's health and the development of the unborn baby. During a normal pregnancy, the mother visits the clinic 10-15 times. The clinics also arrange prenatal training and family training, in which the fathers also actively participate. The clinics cooperate closely with maternity hospitals and child health clinics. More than 99% of Finnish women give birth in hospitals.

Child health clinics

◆ The role of the child health clinics is to monitor and support the physical, psychological and social development of children under school age. If the public health nurse or the doctor at the clinic finds it necessary, they can refer the child for further tests or treatment elsewhere. The clinic also provides support and guidance for the whole family in bringing up the children and coping with family life.

When the child is born and the mother and the baby come home from the hospital, the public health nurse from the local child health clinic visits the family to make sure everything is well. This is when the child transfers to be a client of the child health clinic. During the first year, babies are taken to the clinic for check-ups approximately 8

times, 1-2-year olds 4 times a year, and bigger children once a year until they go to school. After that, the school public health nurse continues to follow up on the child's health and well-being. The public health nurse at the child health clinic also gives children their routine vaccinations.

Children's medical care

◆ The municipal health centres, whose task is to provide primary health care for the entire population, are also in charge of children's medical care in addition to the health care they are provided by the child health clinics. When the need arises children are referred to hospitals for further tests and hospital care. Hospitals usually have separate paediatric wards.

Dental care for children

◆ Children's dental care starts when they are six months old at the maternity/child health clinic, usually in connection with local health care centres. Every child's teeth are checked at regular intervals, and the parents of small children are given advice about how to best look after their children's dental health. Dental care is free for children under 19 years of age.

School health care

◆ When the child starts school he or she becomes a client of the school health care system. The school nurse and doctor see children regularly every year at health checks. The school nurse is also available

for the children to go for first aid with little scratches and bruises, or to discuss problems or other issues. School health care continues to give the routine vaccinations that began at the maternity/child health clinic. Dental care and the services of certain specialists, such as a school psychologist and a speech therapist, are also part of school health care services.

4.4. Benefits Available on the Birth of a Child

Maternity Grant

◆ Maternity grant is one the first means to provide support for families at the time of birth. This is something we Finns are very proud of. Parents can choose between a maternity package containing child care items or a cash benefit. In 2001 the value of the maternity grant was €140. The benefit is given for each child born, and if the mother is expecting twins, she can choose either two packages, two cash benefits or one of each. The contents of the maternity package may change slightly from year to year. It usually contains child-care items, a sleeping bag and clothing, including overalls for outdoors, and various other garments that a new-born baby needs. If the items were bought retail they would cost a lot more, and this is why most parents choose the maternity package instead of a cash benefit.

Content

- ◆ 4 shirts, 2 bodysuits, 2 pairs of pants, 3 sleeveless rompers
- ◆ 1 romper suit, 2 playsuits, 2 caps, 1 pair of socks, 1 pair of mittens, 12 diaper covers, 12 cloth diapers, a bib, a bath towel
- ◆ one sheet, a duvet cover, a blanket, a sleeping bag that converts into a cover, a snowsuit
- ◆ Other items are a mattress, a mattress cover, a changing pad,
- ◆ a toy, baby lotion, wipes, a hairbrush, absorbent cotton, nail - scissors, a bath thermometer, a water bottle, a pacifier,
- ◆ condoms, sanitary napkins, a picture book, a leaflet with
- ◆ recipes, a box (can be used as first bed) and brochures

Expecting mothers whose pregnancy has lasted for at least 154 days and who have undergone a medical examination at a maternity clinic or a doctor before the end of the fourth month of pregnancy are entitled to a maternity grant. Originally this criterion was designed to get mothers to visit clinics during the pregnancy, and hence secure their own and the baby's health.

Child Allowance

◆ When the Act on Child Allowance came into force in 1948, it was one of the great historical reforms of the Finnish family policy. Child allowance is paid to the primary caregiver, usually the mother

or a father, for each one of their children under the age 17 who live in the same household. The amount of child allowance depends on the number of other eligible children in the household, and it is same for all families regardless of their economical status. Single parents also receive a raise for each child living with them. Child allowance is estimated to cover about half of the expenses of a child and it is free from tax.

More information about monthly amounts of child allowance is available at:

<http://193.209.217.5/fin/internet/english.nsf/>

Leaves and Allowances for Parents

◆ During the pregnancy and after childbirth there are several options for parents to stay at home and take care of their child. Mother and father may take maternity, paternity or parental leave and consecutively receive maternity, paternity or parental allowance. Maternity, paternity and parental allowances are financed by the national health insurance system. The allowances provide minimum income.

Maternity Allowance and Leave

◆ The maternity allowance period preceding birth promotes the health of the mother and the unborn child by enabling the mother to be off work for some time before the birth. During the maternity allowance period following the birth, the mother can recover from childbirth and care for her new-born baby. A pregnant mother may start her maternity leave

no earlier than 50 and no later than 30 weekdays before the due time of birth. For the period of the maternity leave, mothers receive maternity allowance for the duration of 105 weekdays. The amount of the allowance is usually based on taxable annual earnings and covers approximately 60% of the mother's previous income. However, all mothers receive at least the minimum maternity allowance regardless of whether they worked, studied or stayed at home before. Maternity allowance is taxable income.

Paternity Allowance and Leave

◆ The aim of paternity allowance is to help the father to participate in caring for the child and to support a positive development of the relationship between father and child.

All fathers of new-born children are entitled to paternity leave and allowance if they live in the same household with the mother and the child. While the mother is still on maternity leave, the father can have 5-10 days of paternity leave. During the rest of the maternity or parental allowance period (if the mother uses it; see below), the father can take an additional 5 days off work. Paternity leave is becoming increasingly popular, and in 1997 almost 60% of fathers of new-born children exercised their right to it. For the period of paternity leave, the father receives paternity allowance. Similarly to maternity allowance, it is based on annual earnings and is taxable income.

Parental Leave and Parental Allowance

◆ After the maternity leave, either parent can take parental leave and receive parental allowance. The system is designed to make it possible for the family to choose whether they want the mother or the father to care for the child at home. The allowance cannot be paid to both parents at the same time. Parental leave is 158 weekdays and is extended by 60 weekdays per child in the case of multiple births. Parental allowance is also based on earnings. So far only a few fathers have used their right to parental leave; less than 2 % of fathers took it in 1997.

More information: <http://www.kela.fi>

5. The Professional Childcare Worker

5.1. Job Descriptions

◆ Almost all Finnish day care centre staff is professionally educated for early childhood education and care. Work in multi-professional teams combines the know-how of all professional groups, and it is the best way to achieve the goals for education and care for each individual child. The care and pedagogical staff has various educational backgrounds: kindergarten teachers, special kindergarten teachers, social educators or Bachelors of Social Sciences, Bachelors and Masters of Education, practical children's nurses, kindergarten practical nurses and practical nurses. Moreover, day care centres include other staff, such as kitchen and cleaning personnel, who also interact with the children in their everyday work.

According to the Act on health care professionals (559/1994) and decree (564/1994) practical nurses have to register on the National Authority for Medicolegal Affairs. It grants the right to practice as a health care professional. Also general obligations to profession like ethical principles, rights and responsibilities come from this act.

Practical Nurse

Purpose and scope of the post

A practical nurse works in basic care and educational tasks in the social and health sector.

Working hours

38 hours 15 minutes/ week

Salary

1490 e / month. Bonuses are given every 4th, 7th and 10th year of working experience (5% of the basic salary).

Vacation

Full length of vacation is 20-38 working days in a year.

Other

Occupational health care services.

Essential skills, qualifications

- ◆ Level three
- ◆ Upper secondary level Vocational Qualification in Social and Health Care
- ◆ Caring, with initiative, honest, determined, flexible, responsible
- ◆ Communication and interpersonal skills

Key duties

- ◆ Working in a multi-professional team
- ◆ Day-to-day basic care and educational work of children. Implement Educare in practice.
- ◆ Cooperation with parents
- ◆ Choosing and maintaining equipments and materials
- ◆ Other tasks

Kindergarten teacher

Purpose and scope of the post

Teachers are responsible for planning and implementation of ECEC in day care. Planning, organisation and implementation of all education and care, including preschool. (When the preschool education is organized within the school sector the main responsibility for instruction rests on qualified class teachers.)

Working hours

38 hours 15 minutes/ week

Salary

1580 € / month (kindergarten teacher)

1924 € / month (director of a day care centre)

Vacation

Full length of vacation is 20-38 working days in a year.

Other

Occupational health care services.

Essential skills, qualifications

- ◆ Level two education
- ◆ Kindergarten Teacher, Social Educator, Bachelor of Education or Masters of Education
- ◆ Ability to analyse the needs of children and families in the society, and to meet these need through pedagogical means.

Key duties and responsibilities

- ◆ Assisting, encouraging and supporting children in their learning.
- ◆ Developing, planning and organising activities together with the team according to the different stages of development of the children.
- ◆ Cooperation with families. Annual meetings with parents to discuss and assess the development, growth and education of their children
- ◆ Evaluating the progress of children; keeping records of their progress.
- ◆ Developing curriculum for preschool education.
- ◆ Building beneficial and supportive learning environments.
- ◆ Management tasks.

A practical nurse can and is encouraged to develop his or her professional competence and working skills through vocational courses and further education. Unfortunately, the current trend is that

employers are less and less willing to pay for the costs of further education for their workers. Professional and labour market organisations sponsor a wide variety of professional development programmes and conferences for their members. Sometimes education is organised at the working place. Employees are entitled to work supervision for the working teams at the working place when needed. Almost every unit of municipal day care hold individual work development discussions once a year between the

director of the day care centre and each staff member (in family day care, the closest supervisor. The system varies locally). The objective of the meeting is to discuss the employee's goals in developing his or her work, his or her general satisfaction at work and other relevant issues.

Open jobs are available at newspapers and on web-pages. According to the Finnish law (The act working with children 504/2002) the hired has to show an extract from his or hers police records to the employee.

The City of Helsinki / Social and health care administration

Job: practical nurse (day care)

Description: A permanent post for child a care worker.

Salary: According to the (KVTES) general standards the basic salary is 1 347,52 - 1 484,09 e /month.

Qualifications: Decree on the Professional Qualifications of Social Welfare Personnel (804/92) 5 §. Participation in a multi-professional team. Developing group activities. Interaction and cooperation with other carers and families. Must be willing to develop educational and care work. Must show a doctor's certificate for health before starting in the job.

Tasks: Child care tasks in a day care group for under 3 year-old children.

Working hours: Full-time, 38.25 h/week

Address: Vilppulantie, 00700 HELSINKI

Contact information: Maija Virtanen, (09) 888 888

Number of posts available: 1

Accommodation: No

Experience: No requirements

Starting date: As agreed

Duration: over 12 months

Closure date: 06.03.2002

Apply: Letter + CV

Source: The data base of the labour services of the Ministry of Labour (Työministeriön työvoimapalvelujen tietojärjestelmä) 01.03.2002

(KVTES = Municipal labour market agreement)

Figure 5. Open jobs for practical nurses

5.2. Guidelines for Best Practices

◆ The parents know their own children and family situations best. Their views must be taken into consideration in planning and developing day care activities. Parents must have the right to express their opinions and to be heard. Parents are the experts in issues concerning their children. Frequent meetings and continuous discussion between staff and parents are the foundation for cooperation.

Most of the parents of children in a day care centre think that the social aspect of day care and teaching of different skills to the child in interaction between the staff and other children are the most important objectives of day care education. Care workers and parents should share views on the grounds for education and care. The children's parents are the ones that define the values and principles that form the basis for their child's care. These issues include the language that is spoken with the child, his or her religious and ethical education, as well as arrangements for meals and rest.

All day care centres work in cooperation with parents at some level. Objective-setting and forms of cooperation vary according to how significant cooperation is understood to be. The care work is guided by an educational model based on cooperation.

The methods of cooperation

Everyday discussions

Informal discussions with parents in the mornings and evenings are the basis of good cooperation.

Consultation

Twice a year, the parents of a child meet the primary care worker of their child and discuss issues they find important in more detail. The child's care and education plan is checked and revised if necessary. The parents and the care workers share their experiences and assess the child's learning and development.

Events and happenings for parents

Day care centres often invite guest speakers to talk about a certain topical issue. Afterwards, there is time for a common discussion.

Parent's councils/ committees

In some municipalities, groups of parents have designed surveys evaluating the quality of municipal day care and expressed their opinions on day care issues. Some day care centres have a parents' council to discuss or decide the objectives and principles of the day care centre's activities and financial management within the framework set by the municipal budget.

Fund raising

In some day care centres parents are involved with fund raising. Most common form is to have flea-markets and organize study trips for children with the profit.

Associations

In some rare cases children's parents have established an association and founded a day care centre as an association. In such cases the local authority purchases day care services from this association.

Educational and Care Plan

◆ Even though the law does not specifically oblige day care staff to make an individual care and educational plan for the children in day care, many municipalities - the City of Helsinki among them - use it



as one method of careful consideration of a child's individual needs and goals of care, as well as to

reinforce dialogue between day care staff and the parents.

In a day care centre, usually a kindergarten teacher draws up an individual care and education plan for the child together with the parents and the child's primary care worker. The plan consists of information about the child, the history of his or her development, growth and learning, and the future aims for his or her care and education. If the child has specific needs of any kind, they are carefully considered, and if necessary, other professionals are consulted. The parents are an important partner in the process and have the

possibility to influence the contents of the plan. The plan is checked up twice a year in a meeting with the parents, and results, possible changes and new goals are written down.

In preschool, a similar plan is outlined for the child. It is called the Plan of Preschool Education. The child's individual plan is based on the core of preschool curriculum. When the child finishes preschool and starts school, she or he brings the plan with her or him to the teacher.

The plan provides the new teacher with valuable information about the child's personality and process of development and learning, and guarantees that the child's education follows his or her development in a continuous and systematic way from preschool education to initial education.

As an Appendix 1 you find an example of an educational and care plan.

Cooperation with Other Professionals

◆ Work in day care centres is based on close cooperation with other professionals from different fields, such as social welfare, health care and education. The needs and methods of cooperation vary from one situation to another. Multi-professional teams (team work) provide broad knowledge and skills to educational and care work. Most commonly cooperation takes place locally, such as preschool teachers from local schools and day care centres meeting each other and arranging

visits for the children. Activities and happenings for children in playgrounds and different centres are arranged a few times a year. Cooperation with other professionals follows the principles of preventive care work.

When necessary, the services of an interpreter are organised to better communicate with the families of migrant children. Unfortunately this is not always possible due to the lack of resources.

If any special needs or problems arise, the child and the parents are guided to contact appropriate services. Other local services such as local museums and art institutes, as well as the church and sport facilities, become familiar to children during field trips.

6. The Developments in Childcare

6.1. Past

◆ The very early history of Finnish day care lies in the work of Friedrich Fröbel, a German educationist (1782-1852). He believed that human beings are essentially productive and creative, and wanted to build inspiring educational environments which involved practical work and the direct use of materials. The kindergarten activities developed by him also formed the foundation for day care activities in Finland. In the mid 19th century, Uno Cygnaeus, a Finnish minister in the Finnish Evangelical-Lutheran Church who had insight in educational issues and had widely studied the latest pedagogical literature, was assigned the task of planning a public folk school system in Finland. He proposed that kindergarten activities similar to crèche child care would be linked as part of the public school system.

Hanna Rothman (1856-1920) was the pioneer of the Finnish day care system, who brought the ideology of kindergarten to Finland from Germany and initiated kindergarten teachers' education in Finland. She started so-called folk kindergarten activities in 1888, which aimed at preventive child welfare work among the children of the poorer families. From the very beginning, a distinct objective of the folk kindergarten system was to both provide child care for families to make it possible for mothers to go to work and provide a beneficial environment of learn-

ing and growth to children. The pedagogy that was applied to kindergarten activities was a practical method to meet this objective. Folk kindergartens were first founded in cities and industrial towns, and spread gradually all over Finland.

Kindergartens were granted state subsidies for the first time in 1913, and since 1917, state budgets have regularly included an appropriation for kindergarten activities. Municipal kindergartens have only been established since 1919. The Act on State Subsidies for Kindergartens was passed in 1927. Crèche child care, which had no specific educational aims, was excluded from this state-guaranteed financial aid. It was only in 1970 that an appropriation for crèches and extended crèches was included in the state budget. Kindergartens operated under the National Board of General Education up until 1924, when they were transferred to the Ministry of Social Affairs.

The Child Welfare Act issued in 1936 provided that a local authority should, where necessary, either establish or maintain institutions that support and complement upbringing at home, as well as undertake other measures for this purpose. Kindergartens were brought under the municipal welfare boards. In the context of the Act, day care was defined with the concept of socially oriented day

care. Its forms of operation included crèches, day care centres and kindergartens, but also organised neighbourly help, play activities at recreational grounds and playground work, as well as child-park services. Home help was also partially regarded as a form of socially oriented day care.

Finland began to construct its family policy support system in 1948, when the child allowance system was introduced. At the time, child allowance was a considerable addition to the income of families with children and its impact was seen even on the level of society as a whole.

During the following few decades, the emphasis in the construction of the welfare society was on creating a health insurance and pension security system. The situation changed again in the mid-1970s, when family policy issues began to attract more attention. In the first half of the 1970s the work on developing the child care systems for small children began. In contrast to so many other countries, most mothers of small children also work full time in Finland. In such a situation a reliable and reasonably priced child care system is essential.

The Children's Day Care Act came into force in 1973. The Act places responsibility for the day care for children under school age to the municipalities. The municipalities can provide day care services either at day care centres or in the form of supervised family day care. Since 1990, parents have had the so-called

subjective right to day care for children under the age of three either in a day care place provided by the municipality or, if they choose to take care of their child at home, by receiving child home care allowance. In 1996, the subjective right to municipal day care was extended to all children under school age. Families have had the option of receiving financial support in the form of private child care allowance for arranging private day care for their children since 1997.

Legislative Timeline	
1866	Folk school system
1888	First kindergarten
1921	Compulsory education
1927	Act on State Subsidies for Kindergartens
1936	Child Welfare Act
1948	Child Benefit
1971	Official guidelines for supervised family day care
1973	Act on Children's Day Care
1973	Decree on Children's Day Care
1968	Act on the Premises of the School System
1982	Social Welfare Act
1983	Child Welfare Act
1992	Decree on the Professional Qualifications of Social Welfare Personnel
1992	Family Care Act
1996	Act on the Child Home Care Allowance and the Private Care Allowance
2000	Pre-School Education Reform

Figure 6. Legislative timeline.

6.2. The Future

Falling demand for day care

◆ According to demographic forecasts, the number of children under school age will decrease by about 26 000 over the next five years. This consequently leads to a fall in demand for day care over the next few years. Because of internal migration from rural to urban areas, demand for new day care places will focus primarily on only a few major urban centres like the Helsinki capital area. In sparsely populated municipalities demand for day care places is destined to fall. Internal migration also increases the pressure on other social and health care services, as well as municipal economies in general. In the future, private social welfare and health care organizations are important service providers in areas where the services provided by the public sector are insufficient and can not meet the needs of all clients.

Responsibility to upbringing task

◆ During the last decades the responsibility of children's upbringing has shifted over from parents to care workers. The issue is already fiercely debated over in the Finnish society. The role and tasks of parents and care workers should be reevaluated and carefully considered. There must be a broader discussion about the responsibilities of educational and upbringing work in the future.

Migrants

◆ Since 1990's the number of migrants has increased in Finland. This is also the forecasted future trend. Clients in day care come more commonly from different ethnic backgrounds. In the Helsinki city metropolitan area the largest migrant groups are from Russia, Estonia and Somalia. The number of spoken languages, belief systems and cultural variation pose a big challenge for the everyday practices in early childhood education.

Care hours

◆ Because of the changes in the society, there is going to be an increase pressure to offer more flexible care for families with children. Parents have increasingly often short-term and part-time jobs. There is already a pressing demand to extend evening care for children whose parents are working irregular hours. Because of the increased risk of social exclusion due to various factors in the society, the role of care workers as preventive care workers becomes greater. Moreover, the number of children with special care and education needs is on the increase.

Basic education

◆ For the past few years, a lively discussion has been going on in Finland about the possibility to change the age

of starting school from 7 to 6 years. The issue is widely researched for instance by the Ministry of Education. There is pressure from the example of many other European countries, as well as the threatening labour shortage in Finland within ten years.

Afternoon care

◆ One of the major challenges within the field of day care and education is the question of how to organize afternoon care for children in their first few years of school. School ends early, and many children face returning to an empty home for the afternoon. So far, afternoon care rests largely on private organisations and the church, and local variation is great. The challenge is to construct a nation-wide system that is reasonably priced and follows the principles of equality and fairness.

7. Education and Childcare Training

◆ The basic vocational education for young people and adults is mainly organised at vocational institutions. The Vocational Qualification in Social and Health Care is an upper secondary level qualification and the graduates qualify as practical nurses. Students may apply

to vocational educational programmes after completing comprehensive school or upper secondary school. After the basic vocational education it is possible to continue one's studies in a polytechnic or university.

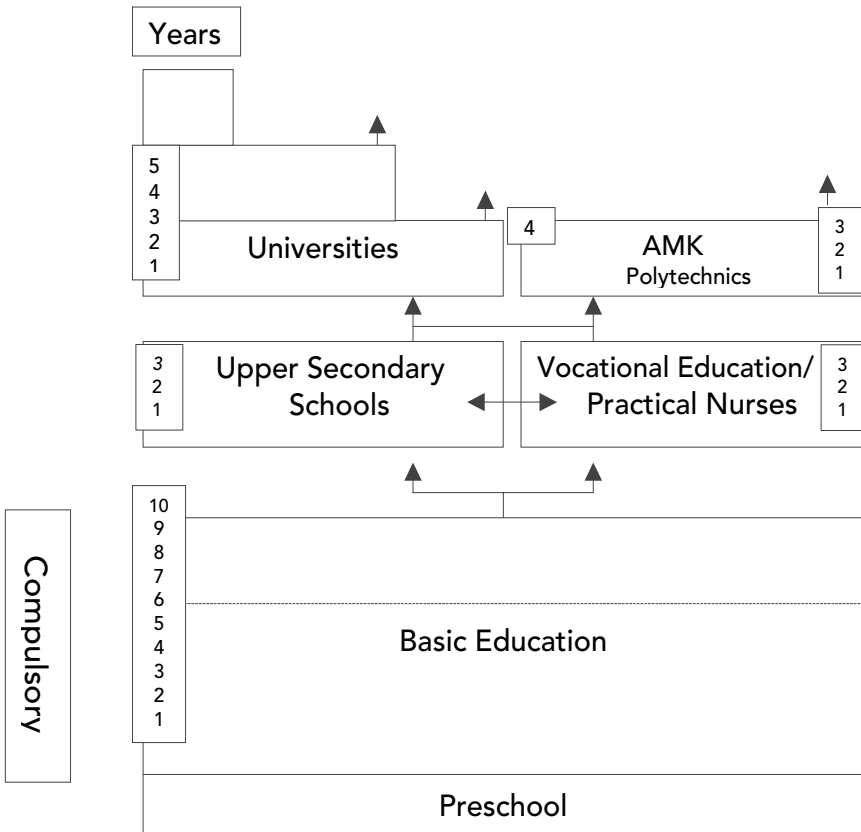


Figure 7. Finnish education system

7.1. Practical Nurses' Core Curriculum

◆ The duration of studies for the diploma of a practical nurse is 3 years (120 credits). The qualification includes vocational basic studies (50cr), general studies (20 cr), optional studies (10 cr) and a specialised study programme (40 cr).

The specialised study programme is completed towards the end of the studies. The study programme provides specialised expertise in one sector of practical nursing that the student is most interested in. The student can choose one of the following

options: children's and adolescents' care and guidance, customer service and information management, work with the aged, work with the disabled, oral health care, mental health work and substance abuse work, rehabilitation or paramedical first aid.

Practical nurses are among the core personnel in many different institutions, community care and other environments of social and health care services. Practical nurses work, for instance, in day care centres, schools, homes for the elderly, health care centres, in the homes of clients, hospitals and institutions or housing services for the developmentally disabled.

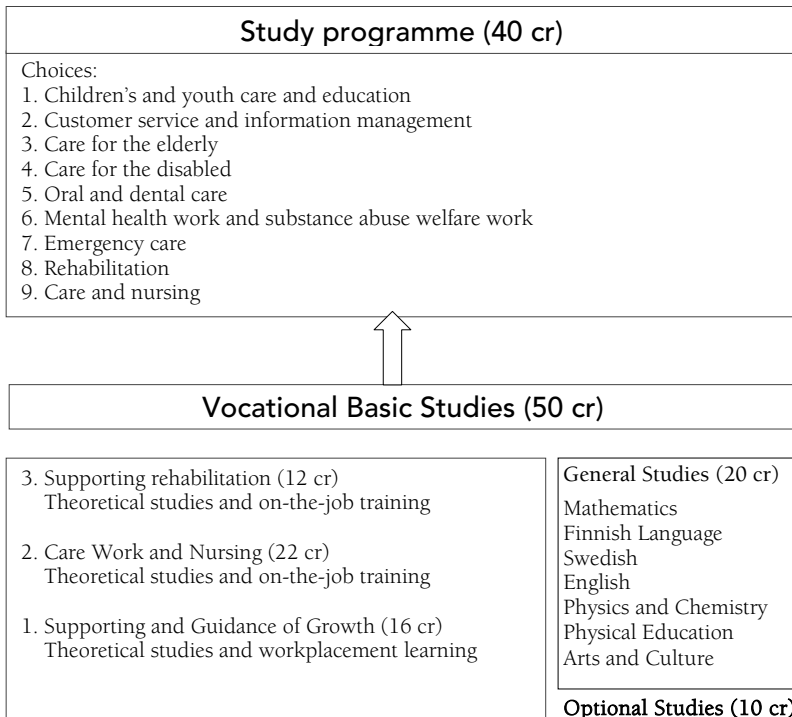


Figure 8. The structure of practical nurse curriculum

1 cr = 40 hours work

7.2. Children's and Youth's Care and Education

◆ The study programme is completed towards the end of the entire studies, and provides the student with specialised expertise in work with children and young people. The study programme consists of the following study periods:

1. Education and care work of children and youth 6 cr

Contents:

- historical background for the care work of children and youth
- legislation concerning children and youth
- working ethics
- child- and family-centred work
- physical, cognitive, socio-emotional and personal development
- the families in Finnish society
- child's and youth's environment as a basis of care work
- benefits and services for families with children
- multicultural care and education work
- working in a multi-professional team
- working methods in social work
- professional growth
- Swedish language
- entrepreneurship

2. Supporting growth and development of children in early childhood 16 cr, workplace period 7 cr

Contents:

- the care of newborn child
- service structure for maternity care
- basic care of a child under the school age
- child's nutrition
- preventing infections
- secured growth environment for a child
- preventing accidents
- the history of early childhood education
- the pedagogy of early childhood education
- Day care act
- cooperation between home and day care center
- educational and care plan
- planning, implementing and evaluating care work
- the methods of early childhood education
- music, art, physical education and mother tongue in early childhood education
- basis of preschool education
- support and guidance a child and a group of child
- alternative pedagogic
- developing working community

Workplacement period:

Care settings

Workplacement learning may happen in day care centre, school, home help service, youth work, children's home or afternoon care for school-age children.

Goals

Working with clients

Student:

- works according the social and health care regulations and ethical codes
- works with child-centred and family-centred approach
- is able to build confidential relationship with parents and child
- is able to work according the goals and plan, evaluate and develop his work

Cooperation

Student:

- is able to work as a member of multidisciplinary team
- works in cooperation with team and develop professional work
- knows responsibilities as a member of a team
- keep environmental aspect in mind while working

Professional growth

Student:

- seeks supervision and help
- is able to take feedback and change performance according the assessment
- is able to reflect own work performance
- recognizes strength and weaknesses in his working
- is willing continuously to develop his own professional skills and identifies staff-development needs

Supporting growth and development in early childhood

Student:

- take care and gives guidance in different care areas
- is able to take care of children's healthy nutrition and special diets
- applies knowledge about hygiene in care and education work, and prevents infections in basic care situations
- prevents children's accidents and works according first-aid responsibilities
- use pedagogical knowledge of early childhood education in daily activities
- plans and maintain child-oriented environment and quality principles
- is able to build care and educational plan for a child in cooperation with parents and co-workers
- use broadly the methods of early childhood education
- supports and gives guidance for children in their self-expression and artistic and creative work

3. Supporting growth and development of children in school age and youth 4 cr

Contents:

- the process of becoming independent in youth
- youth and society
- guiding school age children and youth
- special difficulties when going school
- the risks of youth's development
- promoting health and well-being through the way of life
- youth's sexual development
- youth culture
- isolation

4. Care work of sick children and young people 12 cr, workplacement period 7 cr

Contents:

- principles of the children's care work
- the model of care work (Roper-Logan)
- primary care
- physiology and anatomy
- most common illnesses of children
- mental disorders and helping in these
- the most common operations
- first aid
- medical treatment: principles and following up
- nutrition of a sick child
- play and activities as rehabilitation method
- dying child and supporting his family
- crisis in families and helping in these
- principles in child care and protection work

- protection work of drug and alcohol abusing
- supporting rehabilitation of children and youth with special needs
- most commonly used therapies in rehabilitation

5. Project work 2 cr

Every student independently plans and implements a project that gathers up his or her overall knowledge he or she has acquired during the theoretical and practical studies and is related to the workplacement training. The topic that the students choose may rise, for instance, from the needs of the clients or staff at their practical work placement. The outcome of the project can be in different forms, such as a written paper, a broader set of written works, a multimedia or hypermedia work, a concrete product, or an academic study. The students write a report that describes the practical or concrete outcome of the project, and how the work was done. A relevant theory must be used. The students give a presentation of the project in the classroom. Students are expected to work independently and methodically, and required to rely on several sources for information. Students must show self-evaluative skills, critical thinking and independent problem solving skills.

Workplacement period can take place in day care centres (groups for different ages of children), schools or children's homes, within home help services, youth work, or afternoon care for school-age children.

8. Bibliography

Brotherus, Hytonen & Krokfors. 1999. Esi- ja alkuopetuksen didaktiikka [Didactics of Preschool and Initial Education]. WSOY.

Early Childhood Education and Care Policy in Finland. 2001. Ministry of Social Affairs and Health. Publications 2000:21. Edita. <http://www.oecd.org/copyr.htm>

Forssen. 1998. Children, Families and the Welfare State. Studies on the outcomes of the Finnish family policy. Research Report 92. Gummerus Printing.

Helenius, Karila, Munter, Mäntynen and Siren-Tiusanen. 2001. Pienet päivähoitossa. Alle kolmivuotiaiden lasten varhaiskasvatuksen perusteita. [Small Children in Day Care. Introduction to early education for under three-year-old children] WSOY.

Högström and Saloranta (toim.). 2001. Esiopetus tavoitteellisen oppimispolun alkuna. [Preschool Education as the Beginning of a Goal-Oriented Learning Path] Opetushallitus [National Board of Education].

Karila, Kinos, Virtanen (Toim.) 2001. Varhaiskasvatuksen teoriasuuntauksia [Theoretical Trends of Early Education]. PS-Kustannus.

Kettunen, Ihalainen & Heikkinen. 2001.

Monimuotoinen sosiaaliturva [Multi-Faceted Social Security]. WSOY.

Esiopetuksen opetus suunnitelman perusteet 2000. [The Basis for Preschool Curriculum 2000]. 2000. Opetushallitus [The National Board of Education]. Yliopistopaino [Helsinki University Printing House].

Helsinki Social Services Department. 1999 Children's Day Care. Care and Development Agreement. Tiimifoorumi.

Lähihoitajan eettiset periaatteet [The Ethical Principles of the Practical Nurse]. Super.

My child in day care. Information on the Finnish day care services for immigrant parents. 1996. Mikämikämaa. Ministry of Social Affairs and Health; Office for Refugee Affairs. Helsinki.

Päivähoidon kuntatason hallinnon vaihtoehtoja [Alternatives for Day Care Administration on Municipal Level]. Työryhmämuistio [Working Group Report] 2000:15. STM [Ministry of Social Affairs and Health].

The Financing of Lifelong Learning. Finland's country report for the OECD. 1998.

<http://www.unhchr.ch/html/menu3/b/k2crc.htm>

<http://www.vn.fi/stm/suomi/vastuual/vast01fr.htm>

<http://www.stm.fi/english/pao/publicat/paocontents9.htm>

<http://www.stm.fi/suomi/julkaisu/julk01fr.htm>

www.esikoulu.com

<http://www.hel.fi/sosv/palvelut/esiopetus/suunnitelma/nettiversio0102.doc>
Helsingin kaupungin esiopetus-suunnitelma.

9. Glossary

Child-centred approach

To meet child's individual needs.

Early childhood education

The aim of early childhood education is to meet the needs of children and their families. It covers the care in different day care settings and preschool education.

ECEC

Early childhood education and care

Educare

The early childhood education and care policy in Finland is best described with the concept of educare. It fulfills both the day care needs and educational aims for small children.

Language immersion pedagogy

Scientifically developed method of language instruction in early childhood education and care

Preschool education

Pedagogical instruction provided for six-year-old children

Primary care worker

Care worker who is assigned primarily to child's care

Social protection

Includes social services, social welfare benefits and other income security.

Appendix 2

Care and Educational Plan

1. Bringing the child to the day care centre
 - When I am bringing my child I hope....
 - When I come to pick up my child I hope....
2. Basic care and hygiene, health care
 - Restroom?
 - Dental care?
 - Allergies, sensitivity, inclination?
 - Medication?
 - What if the child gets sick?
 - Accidents?
3. Nutrition and eating
 - Does the child eat breakfast at the day care centre?
 - Does your child need help in eating?
 - Does your child have a special diet?
 - Eating habits?
 - Eating sweets?
4. Sleeping and the need of sleep
 - What is the need of sleep of your child and how does she/he sleep at home?
 - Does your child need a nap at the day care centre?
 - Does your child have any special sleeping habits or needs?
5. Clothing and dressing
 - Does your child need any help in dressing up?
 - Easily cold/hot?
- Indoor and outdoor clothes, water-proof clothes for rainy weather, shoes?
6. Outdoor recreational activities and exercise
 - Outdoors?
 - Exercising habits?
7. Your child's independent initiative
8. The child's own wishes
9. Other special matters
 - Substitute care in case of illness, family day care schedule
10. The child's feelings and emotions
 - How does your child express his/her emotions?
 - How does she/he react when having to cope with disappointments?
 - What kind of support and encouragement does your child need?
11. Considering others
 - Who are the most important people in your child's life?
 - How does she/he express affection to others?
 - What would you like us to do in case of your child hurts other child's feelings or her/his feelings are hurt?
 - What would you like your child to learn from her/his relationship between others and the environment/nature?

12. The child as an individual and as a member of a group

How does your child play alone and in a group?

What limits do you set to your child?

Which things your child can decide by himself/herself?

How are disagreements resolved?

What do you want your child to learn about dealing with others?

What kind of habits do you want your child to learn?

13. The child's experiences

What activities does your child enjoy?

The child's experiences in home environment?

Fears?

What would you like your child to learn in everyday life of day care?

14. The child's thinking, motivation and learning

How does your child express her/his thoughts and wishes?

What kind of things does s/he ask?

Imagination and playing?

Computers, TV, videos and stories in your child's life?

What kind of knowledge would you like your child to acquire?

15. The child's religious upbringing

Would you like to tell about your family's beliefs and religion?

What kind of responses do you want us to give to your child?

Can your child attend a church or other church-related events in the day care centre (Christmas, Easter)?

16. The child's own wishes about

being in a day care centre, about

playing, friends and learning?

What does your child hope or anticipate about being in day care, playing, friendships and learning?

17. Cooperation

Would you like to hear about what happens in day care centre?

What kind of cooperation do you prefer with the day care centre?

How would you like to be involved with the day care centre?

18. Other agreements

As the foundation of the value of your child's care, growth and learning this educational and care plan has been made by us together. We will return to this agreement by the following date

On Helsinki 29th of May 2002

Parent's signature

Signature of responsible day care worker

Appendix 2

Weekly menu in day care

	Breakfast	Lunch	Snack
Monday	Fresh vegetables or fruit Porridge Milk	Minced meat and spaghetti casserole Grated fresh root vegetables	Sandwich/ rolls Cheese Milk
Tuesday	Fresh vegetables or fruit Sandwiches Cold cuts/ Egg Milk	Fish fingers/ - fillets Mashed potatoes and carrots Tartar sauce Grated fresh root vegetables	Strawberry soup/ Blackcurrant soup Bread Milk
Wednesday	Fresh vegetables or fruit Porridge Cheese sandwich	Turkey orange sauce Rice/ Oats Grated fresh root vegetables	Fruit pudding Milk
Thursday	Fresh vegetables or fruit Porridge Milk	Black blood pancakes Vegetables Potatoes	Fruit curd cheese Rye crisps
Friday	Fruit juice Bread roll with cold cuts Tea/ Hot chocolate	Cream of root vegetable soup Karelian rice pasty Fruit	Pizza Drink

Acknowledgements

This Handbook has been produced by the Finnish National Team

Mrs. Kaija Haataja	Helsinki City College of Social and Health Care
Mrs. Sirpa Lindroos	Helsinki City College of Social and Health Care
Mrs. Lisbet Blomberg	Health Department, City of Helsinki
Mrs. Ulla Snellman	Social Services Department, City of Helsinki
Mr. Matti Remsu	Helsinki City College of Social and Health Care

In addition the Finnish National Team wishes to express grateful thanks to the following for their guidance, support, donation of appropriate materials and proof reading for accuracy of this package of information.

Mrs. Aijaleena Ahonen	Tampere
Mrs. Kris Clarke	Tampere

Central Union for Welfare of Elderly People in Finland - Helsinki

The Diaconia College in Helsinki

The Federation of Education in Central Ostrobothnia

Mrs. Arja Niitynen and staff at The Finnish Union of Practical Nurses - Helsinki

Mrs. Anu Paukkeri & Mrs. Tiia-Leena Lassila at Pilot Ltd Graphic Design - Espoo

Seinäjoki College of Social and Health Care

Staff of Day Care Centres Pikku-Duunari, Tähtitorni and Vihtori - Helsinki

Students of HCCSHC during 2002-2003

Students of partner colleges who participated in testing phase in spring 2003

All materials of the project are downloadable for free from partners websites:

www.caritas-mg.net/frame9.htm

www.haus-berg.com

www.davinci.nl

www.whitehallcollege.com

www.hesote.edu.hel.fi/english

www.linkoping.se/birgitta

www.linkoping.se/ljungstedtska

www.dundeecoll.ac.uk/work_placements_abroad