



Guidance services in comprehensive schools and transition the secondary level – Tampere model

Conference on Lifelong Guidance Policies and Systems – Building the Stepping Stones
Jyväskylä, Finland

Post conference workshop

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GUIDANCE AND COUNSELLING

NATIONAL CURRICULUM (2003):

- for everyone
- goals for guidance and counselling for grades 1-2, 3-6 and 7-9



GUIDANCE AND COUNSELLING



**Covers study skills, self-knowledge, further education and training options, occupations, working life incl. 1-2 week work experience per year for pupils at upper stage of comprehensive school
Classroom guidance (special lessons from 7 th grade) to guarantee the process**



Personal and individual or small group counselling available

GUIDANCE COUNSELLORS are trained comprehensive school teachers with specialisation studies in guidance and counselling

**TRENO
YOUTH PARTICIPATION PROJECT
IN TAMPERE
2003-2007
STEERING GROUP
COORDINATOR
FOR 15-20 YEAR OLDS**

**CHILDREN'S
OMBUDS-
MAN**

**A.
SUPPORTING
PERSONAL GROWTH
AND DEVELOPMENT
OF YOUNG PEOPLE**

**B.
DEVELOPING OF
PARTICIPATION AND
ACTIVE CITIZENSHIP**

**A1.
IMPROVING
BASIC SERVICES
FOR YOUNG
PEOPLE**

**A2.
SUPPORT FOR
YOUNG PEOPLE
IN TRANSITIONAL
PHASES**

**A3.
DEVELOPING
CO-OPERATIONAL
NETWORK**

**B1.
ENCOURAGING AND
STRENGTHENING THE
PARTICIPATION
OF YOUNG PEOPLE**

**B2.
RENEWING OF
CHILDHOOD POLICY
PROGRAMME
IN TAMPERE**

STEERING GROUP

- **Representatives from the Sector for Basic Education, Vocational Education and Training, the Department of Youth and Exercise, the Sector for Social and Health Affairs, city administrative units and children's ombudsman**
- **Representatives from the employment authorities, working life, the third sector and parishes**

VISION

When the project ends there will be a wide-ranging, permanent network of cooperation to encourage and support the active citizenship of young people in Tampere by means of enabling them to manage their own lives and participate in the community.





A 1. SUPPORTING YOUNG PEOPLE'S PERSONAL GROWTH AND DEVELOPMENT

- **Welfare services for young people are being improved within strategic programmes**
- **Services of personal guidance and counselling and student welfare are provided for everyone**
- **Transitional year education on a voluntary basis – different models of voluntary, additional education in Tampere**
- **Multi-professional co-operation**

A 2. SPECIAL SUPPORT FOR YOUNG PEOPLE IN TRANSITIONAL PHASE

- **Extensive monitoring on the age group of pupils who graduate from comprehensive school**
- **Everyone will be provided with personal study plans or participation plans in order to help them to find their own path**
- **If necessary, they will be provided with other forms of personal guidance and support (e.g. supplementary teaching, workshop activities or other training)**
- **All comprehensive school graduates are guaranteed a place in further studies or work**

A 3. COLLABORATING NETWORK

- **Multi-professional co-operation on a local, regional, nationwide and international level**
- **The best practices in different projects are used and disseminated**
- **Networks created for operating project and the promotion of youth participation will be a permanent feature when the project ends**
- **AKU model special support for those young people who are outside of the education system – a second chance for 15 – 17 years old people**



THE JOINT APPLICATION SYSTEM FROM COMPREHENSIVE SCHOOL TO SECONDARY LEVEL

- **The joint application system to general upper secondary schools, vocational upper secondary schools and some folk high schools is a national procedure that Finnish educational institutions use when selecting new students.**
- **Flexible application if there are special reasons e.g. health problems, no certificate**
- **Education given in a foreign language (other than Finnish or Swedish) is however not included in the joint application system, which means that students apply directly to the school.**



FLEXIBLE TRANSITION FROM COMPREHENSIVE SCHOOL TO SECONDARY LEVEL

- **The aim of the strategy of the City of Tampere is to secure a study place for each young person**
- **The basic additional year is on a voluntary basis**
- **Different educational and pedagogical settings**
- Two groups for theoretically oriented students
- Vocationally oriented group
- Working life oriented group
- Time out –group for girls
- Group for students with special needs



Last week's ball



FLEXIBLE TRANSITION FROM COMPREHENSIVE SCHOOL TO SECONDARY LEVEL



- **Basic goals: Supporting a young student's personal growth and development**
- **Promoting the developments of learning skills and offering help with learning difficulties**
- **Counselling and guidance for students in educational and occupational orientation**

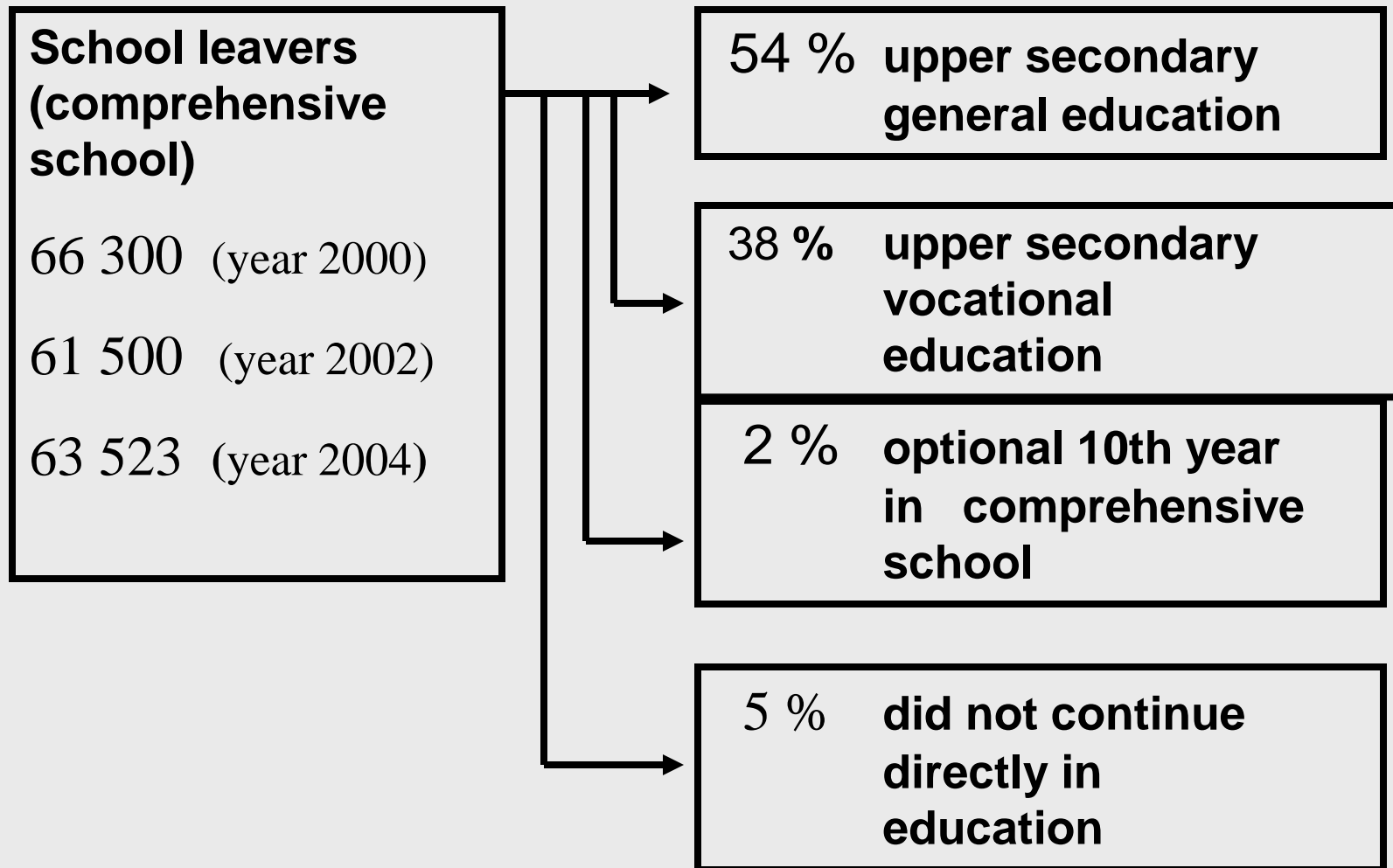
VOLUNTARY EDUCATION (the 10th grade)

1100 working hours per school year, no compulsory subjects

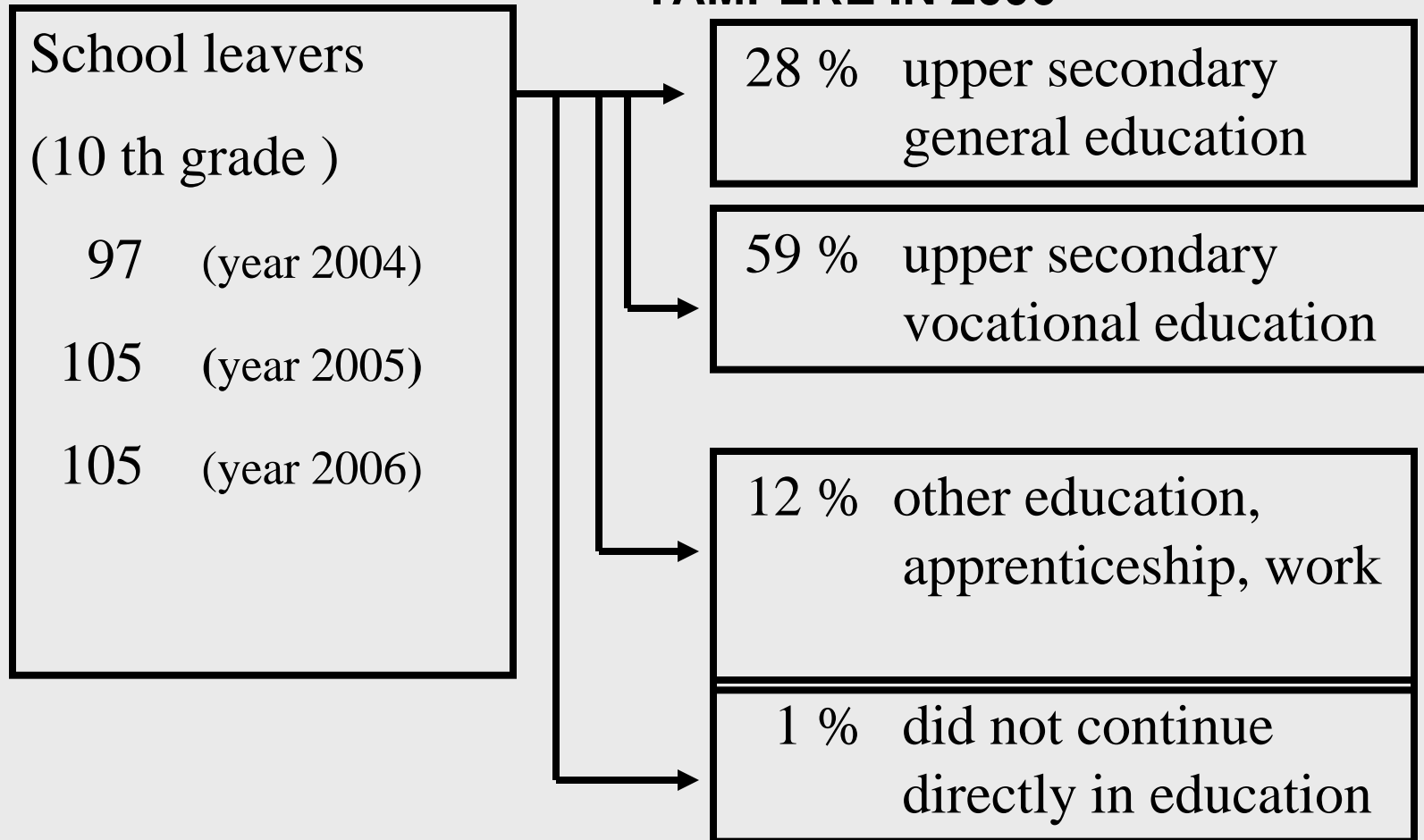
- **A student may concentrate on the subjects which are important for her/his further studies**
- **Some students may familiarize themselves broadly with vocational education**
- **Some students' studies may emphasise getting to know about job opportunities while for others mastery of their own lives is emphasised**
- **Overall clarification of young person's life situation**



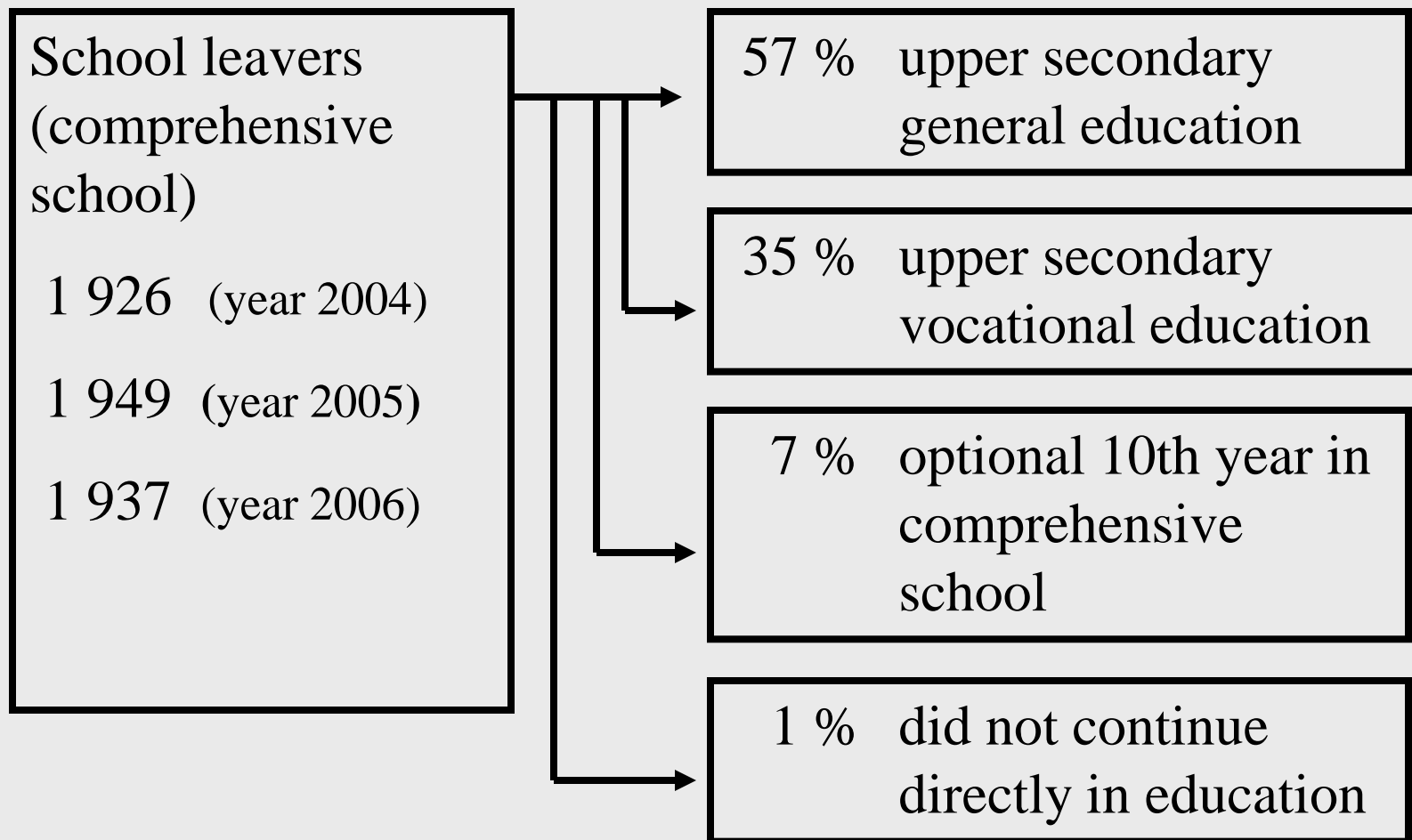
SCHOOL LEAVERS AFTER 9 YEARS OF COMPULSORY EDUCATION IN FINLAND IN 2004



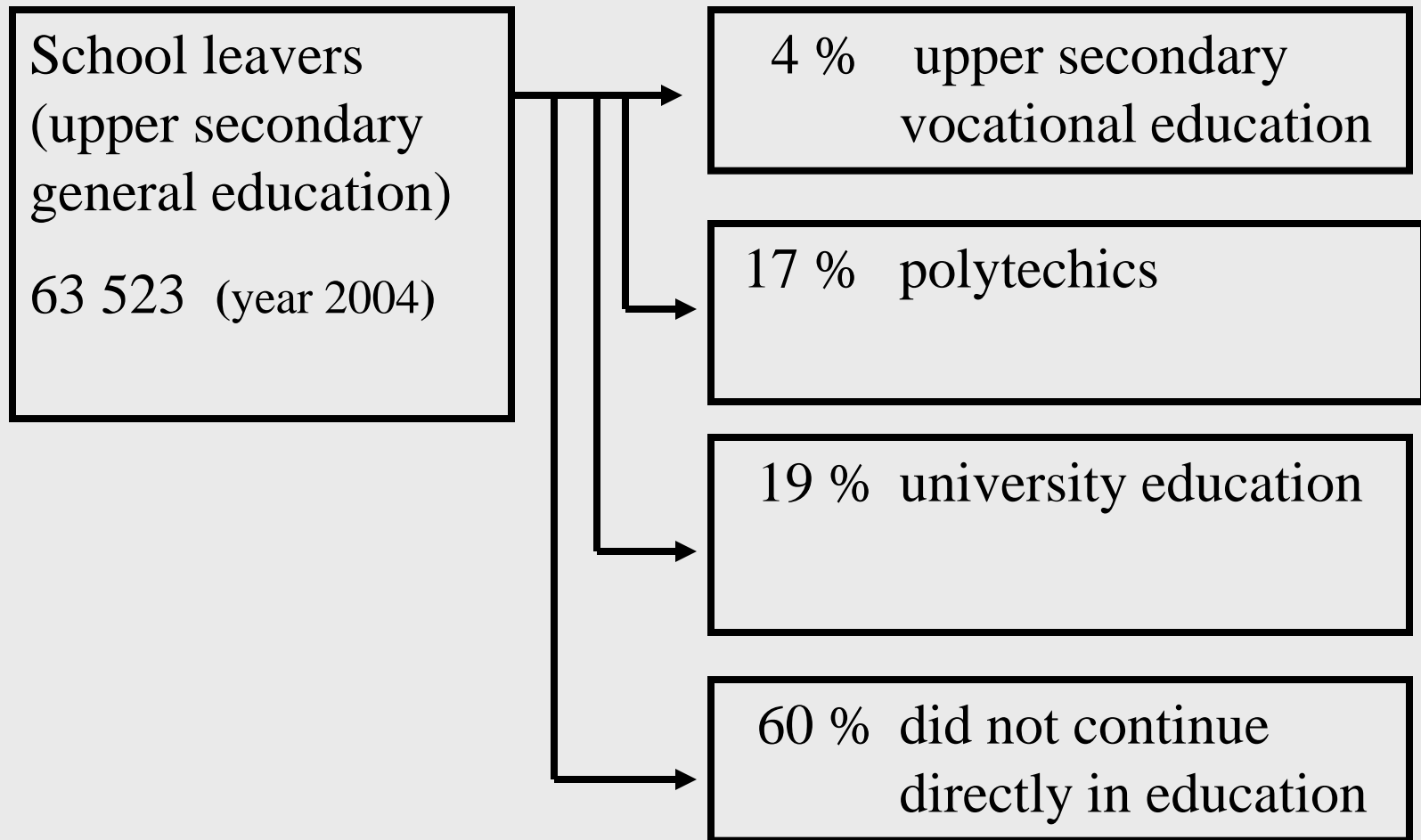
SCHOOL LEAVERS AFTER OPTIONAL ADDITIONAL 10 TH YEAR EDUCATION IN TAMPERE IN 2006



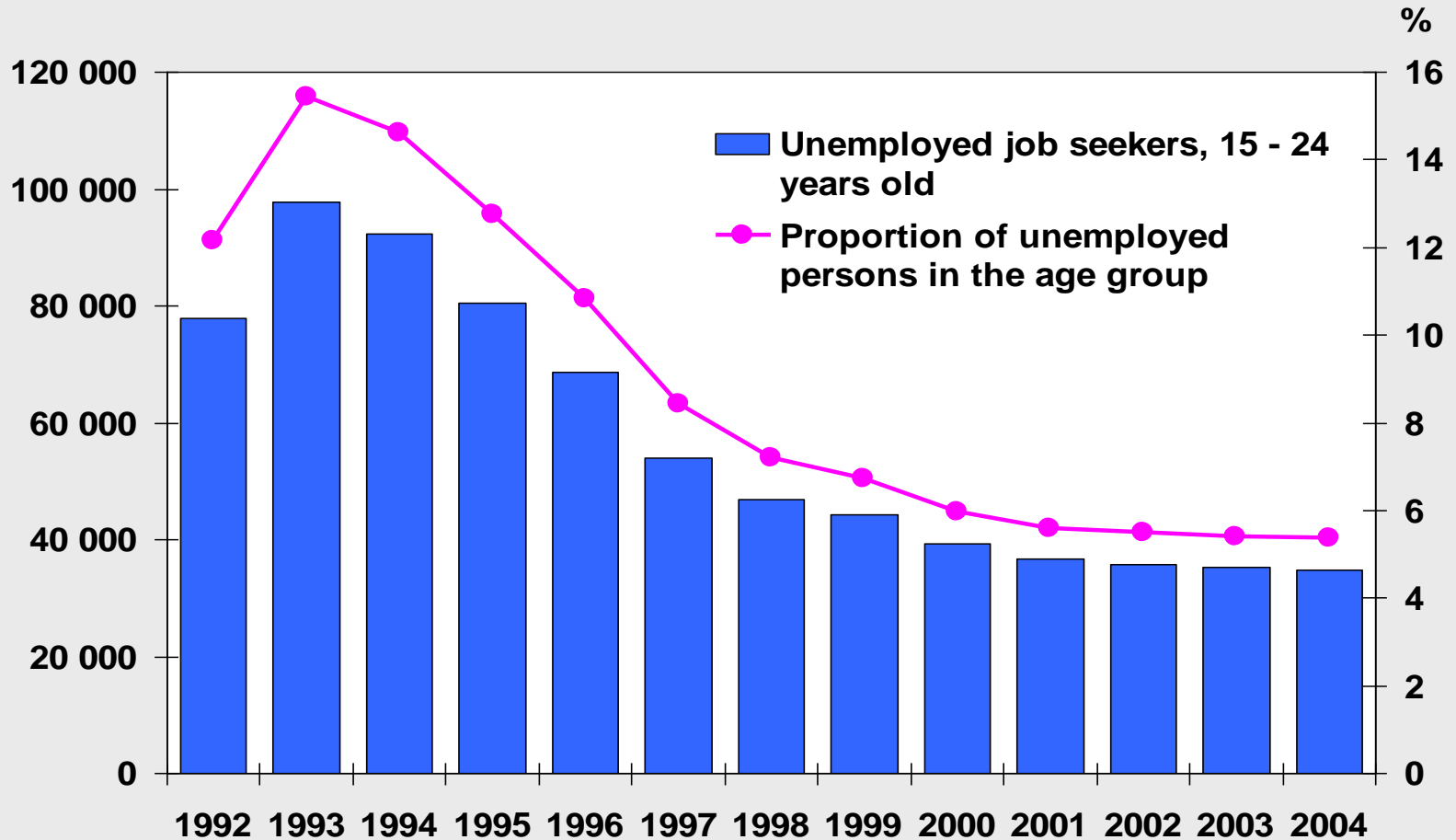
SCHOOL LEAVERS AFTER 9 YEARS OF COMPULSORY EDUCATION IN TAMPERE IN 2006



SCHOOL LEAVERS AFTER UPPER SECONDARY GENERAL EDUCATION IN FINLAND



YOUTH UNEMPLOYMENT 1992-2004 IN FINLAND



DROP OUT RATES

Educational sector			Drop out
			%
Upper general education		Tampere 2004	0,2
Upper general education		Finland 2003	2
VET		Tampere 2004	7
VET		Finland 2003	10,2
Upper general education		Tampere 2005	0,6
Upper general education		Finland 2004	1,9
VET		Tampere 2005	6,5
VET		Finland 2004	9,6

CHALLENGES

- **Strategic plans into action**
- **Systematic cross-sectoral activities**
- **Sustainable evidence base for policy development**



CHALLENGES (2)

- **Transition phases**
- **Special emphasis on:**
 - **students who have mental problems**
 - **students who have different kind of learning difficulties**
 - **immigrant students**



Contact information

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*"We don't know about tomorrow
but it is important to have hope"*

