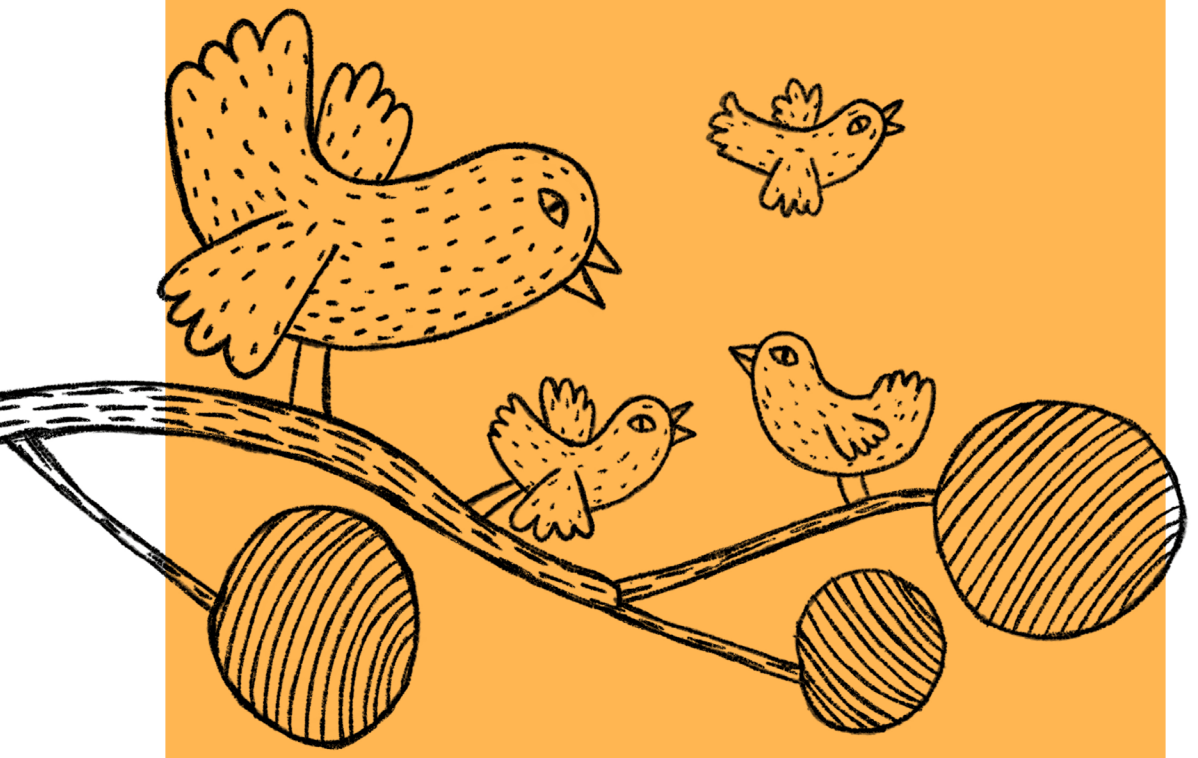
HUMAK

Humak: Towards a more humane world



Katri Kaalikoski & Hanna Kiuru & (eds.)

HUMAK UNIVERSITY OF APPLIED SCIENCES

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ISBN 978-952-456-422-9 (printed)
ISBN 978-952-456-423-6 (online)

ISSN 2343-0664 (printed)
ISSN 2343-0672 (online)

Humak University of Applied Sciences Publications, 145.

Layout: Emilia Reponen

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Introduction

Katri Kaalikoski

Hanna Kiuru

This collection of articles introduces Humak University of Applied Sciences (Humak), our activities and special expertise. We want our readers to get to know Humak and to see us as an exciting university partner in the field of education and research, development and innovation (RDI) in national and international working life networks in our focus areas. We hope these articles convey our knowledge and enthusiasm and open fresh, new perspectives on the development of our fields of activity.

This article collection is structured around Humak's new strategy for the years 2021 to 2030. The core of the strategy is to strengthen our expertise in our focus areas and the related key competence areas. Through our education, RDI and other service activities in these areas, Humak generates new knowledge and skills that make an impact in society. Strengthening expertise means strengthening the expertise of the entire Humak university community and each member of the community.

Universities have a major responsibility for creating and developing the human capital – knowledge and skills – needed in future working life. They must therefore pay particular attention to social developments and megatrends when focusing their activities. Sustainability, digitalisation, globalisation and social polarisation are phenomena that also underlie our strategy at Humak. Our mission is to collaborate with our students, staff and partners to build a humane world that takes into account the needs of individuals and communities.

The authors invited to contribute to this collection include both representatives of the Humak management team and principal lecturers in our focus areas, who are responsible for steering the content of the competence areas, developing our education, RDI and other service activities.

In his article, *Jukka Määttä* examines Humak's vision and mission as part of the Finnish higher education system, and how these are reflected in Humak's new strategy. Määttä emphasises that applied research, development and innovation activities are an important part of the operations of universities of applied sciences. These activities support teaching, working life and regional development and restructure the regional economy. He describes Humak as a unique nationwide university of applied sciences that focuses on the renewal and development of competence in its selected fields. Määttä stresses that Humak has a special role to play in strengthening and developing the knowledge and skills required to develop people's wellbeing, civil society and accessibility. According to Määttä, Humak's key strategic choices are profiled competence, a value-based orientation, nationwide operations and expanding markets, and a networked operating model.

Määttä explains these choices and their background to the reader and concludes his article with a contemplation on the future of Humak.

In her article, *Päivi Marjanen* analyses Humak's coaching pedagogy and pedagogical model in relation to both the goals set for higher education in Finland and social change. The starting point for developing education, Marjanen notes, is social change and responding to change by providing the right kinds of skills and knowledge for working life. She emphasises that Humak represents special expertise. Our focus is on building a more humane world and creating a more equal society by developing the knowledge and skills that bring people together. In her article, Marjanen describes Humak's coaching pedagogy strategy, a cornerstone of pedagogical development at Humak. Among other elements, coaching pedagogy focuses on collaboration, working life skills, multidisciplinary cooperation, student-centredness and students' active participation in studies and integration into their professional field. Marjanen sums up her analysis by concluding that Humak's competence-based strategy and pedagogical model support our operations and the development of competence among staff and students and in society.

In her article, *Laura Päiviö-Häkämies* describes the establishment of the key competence area of the Creative Economy, resulting from the strategy work done in the focus area of Arts and Cultural Management. She examines the starting points of the key competence development work against Finnish social, cultural policy and business and industrial policy debates. Activities in the key competence area aim to support the growth of businesses in the creative field and related industries, both nationally and internationally. An essential perspective related to the key competence area of the Creative Economy is entrepreneurship education. Päiviö-Häkämies emphasises that creative industry entrepreneurship skills and cultural content knowledge are intertwined, and that these perspectives can be combined in the focus area of Arts and Cultural Management. She describes the background and role of Creve, Humak's creative entrepreneurship service, as well as the development of training products related to this key competence area. She concludes her article by describing RDI activities and projects related to the key competence area and reflects on its future goals and orientations.

Looking back on the early days of arts and cultural management training, *Pekka Vartiainen* describes the orientations and objectives of Humak's new strategy for the key competence area of Project Management and Entrepreneurship. He takes the reader back to the period between 2007 and 2009, when Humak organised international seminars to establish the boundaries of the cultural and arts management sector, its position in the field of science and its relationship with globalisation. Vartiainen sheds light on the new strategy against the backdrop of discussions on the topic. He emphasises that in the multidisciplinary field of cultural and arts management, it is essential to critically evaluate solutions and operating models, to base development work on research and to have ongoing international discussions. Vartiainen outlines the most important topics in current and future discussions in the field of cultural and arts management. He highlights technological change, the ability to manage change factors, the need to respond to the challenge of commercialism and market orientation, and issues related to ethics, global responsibility and trust, and the preservation of human heritage.

In her article, *Tytti Luoma* describes the two key competencies included in the focus area of Interpreting and Linguistic Accessibility. Our strategic objective in this area is to be a European specialist in multimodal communication. The two key competences – Sign Language Interpreting and Multimodal Communication and AAC Interpreting and Instruction – aim to promote linguistic accessibility in various dimensions. Luoma outlines the history of Finnish sign language training and interpreting to provide a background for the emphasis of the key competences in Humak's new strategy. She analyses the different aspects of communication expertise, as well as the ever-increasing need for specialist knowledge and skills related to multimodal communication. Society is rapidly becoming more diverse and digitalised in Finland and internationally. Luoma's perspective focuses on the goal of ensuring that vulnerable individuals have equal access to participate in society, so that the EU Web Accessibility Directive, based on the UN Convention on the Rights of Persons with Disabilities, can be implemented in practice in terms of linguistic accessibility.

In her article, *Tarja Nyman* analyses the important role that the key competence area of NGO work plays in Humak's education and RDI activities. She also examines how this key competence area contributes to the development of NGO activities in society from different perspectives. According to Nyman, the main goal of this key competence area is to provide future-oriented education arising from the identified needs of NGOs, as well as RDI activities and knowledge production based on various funding channels. In her article, Nyman also examines the special nature and importance of professional NGO work in promoting participation and agency and enabling individuals to make an impact in society. Running through Nyman's article are themes of multidisciplinarity and a future-oriented approach, which cut across the key competencies within Humak's Community Education focus area.

In her article on the key competence area of Youth Work, *Merja Kylmäkoski* considers communities to be at the heart of youth work activities, with the related concepts of community spirit, participation and social capital. Kylmäkoski argues that the importance of communities in this key competence area is derived from the fact that Finnish youth work focuses on groups and group counselling. Kylmäkoski examines the institutional position of youth work in Finland, locating Finnish youth work within the European field of youth work. She also analyses social capital in youth work and youth work as a means of strengthening young people's participation and empowering them. Other current themes examined in the article include the digital operating environment and the challenges to youth work posed by technological developments and ageing. Throughout her article, Kylmäkoski reflects on Humak's role in the development of the youth work sector.

In her article, *Anita Saaranen-Kauppinen* discusses Humak's key competence area of Adventure and Outdoor Education and argues that Humak plays a central role in the production and development of adventure and outdoor education competence in Finland and internationally. As Saaranen-Kauppinen points out, Humak is currently the only higher education institution offering international bachelor-level community education training in English. It is also the only higher education institution providing adventure and outdoor education training in Finland. According to Saaranen-Kauppinen, the strategic goals and tasks related to Humak's education, RDI and business activities in adventure

and outdoor education include two priorities. The first concerns creating better conditions for the growth, development and wellbeing of individuals, groups and communities. The second priority emphasises the development of knowledge and skills related to the experience economy. Together, these provide the basis for developing adventure and outdoor education competence. In her analysis of these priorities, Saaranen-Kauppinen also highlights their societal relevance. In addition, she describes the history of adventure and outdoor education from the Finnish perspective and from the perspective of Humak.

Like Saaranen-Kauppinen, *Anu Järvensivu* points to Humak's unique role as an education provider, noting in her article that Humak is the only Finnish provider of a bachelor's degree in community education specialising in Workplace Development. It is likely that this degree programme is also unique if compared internationally. According to Järvensivu, the community educator profession is based on social and education sciences, but the knowledge and skills that workplace developers need are even broader in terms of disciplines and thematically more focused. Multidisciplinary working life research is at the heart of building this competence. In addition to the above disciplines, workplace development involves management science, health science and psychology. In line with Humak's strategy, Järvensivu argues that the tasks of the key competence area of Workplace Development are to modernise organisational cultures, streamline the activities of work communities and strengthen employees' wellbeing at work. In her article, she analyses the paradigmatic background of Humak's workplace development training, the diversification of work communities and the related need to expand the idea of what workplace development involves in the context of changing work life.

This article collection was compiled alongside the finalisation and implementation of Humak's new strategy. Writing these articles was therefore not an easy task. During the process of completing this collection, the authors have had to reflect on their personal perspective on Humak's strategy and competence area approach. They have also had to clarify their own role in strengthening the expertise of the UAS and increasing its social impact. While the writing process has not been easy, it has hopefully served to clarify the authors' thoughts, structure Humak's new strategy and help set in motion the developments outlined in the strategy. Indeed, this publication is the first to examine Humak's new strategy against the theoretical background of its competence areas. As editors, we would like to express our gratitude to the authors who made this collection of articles possible. We hope these texts offer our readers an insight into the principles underlying Humak's strategic choices and activities. We also hope Humak comes across as an institution with a unique role to play in the field of higher education, both in Finland and internationally.

Chapter 1:
The mission of Humak University of Applied Sciences

The Mission of Humak University of Applied Sciences

Jukka Määttä

In my article, I look at Humak University of Applied Sciences (Humak), its vision and mission as part of the Finnish higher education system, and how they are reflected in Humak's new strategy. The Finnish higher education system consists of universities and universities of applied sciences. The system is called a dual model. Universities focus on scientific research, and education based on this research. Universities of applied sciences, on the other hand, provide practical training that meets the needs of working life and carry out applied research and development.

In Finland, there are 22 universities of applied sciences, structured as limited liability companies. Most universities of applied sciences are multidisciplinary and involved in the regional development of working life. Some universities of applied sciences have a more focused profile and have a specific mission at the national level. Humak is one of these. The role of these universities of applied sciences is related to the renewal and development of competence required in one or a few selected fields. Universities of applied sciences do not have the right to award postgraduate degrees in Finland, and doctoral training takes place at universities. Universities of applied sciences and universities cooperate extensively, and some have formed joint consortia in order to strengthen their regional development role, for example.

Applied research, development and innovation (RDI) activities are an important part of the operations of universities of applied sciences. These activities support teaching, working life and regional development and restructure the regional economy. Initially, the RDI activities of universities of applied sciences were very limited and focused on teaching. As a result of legislative reforms and genuine working life needs, the volume of RDI activities carried out by universities of applied sciences has increased significantly, as has their impact on industrial and regional development work. In accordance with current legislation, RDI activities are the second key task of universities of applied sciences.

Humak within the field of Finnish higher education

Humak is a nationwide university of applied sciences that focuses on the renewal and development of competence in its selected fields. Humak has campuses in several Finnish cities. We recruit students nationwide, and implement RDI projects that develop

national industries. Humak has a new strategy that extends to 2030 (see Figure 1). It is an ambitious strategy and highlights our unique profile and mission. Our profile includes core competences that no other Finnish higher education institutions specialise in. The strategy is a continuation of the 2017–2020 strategy, during which we carried out a more thorough reform. During those years, we mapped out the future labour market environment more extensively and created a broad participatory web-based workshop for our students, staff, working life representatives and other partners.

We are an internationally recognised expert in our fields

Community Education

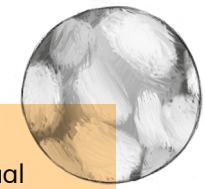
Youth Work, NGO Work, Workplace Development, Adventure and Outdoor Education

Arts and Cultural Management

Production and Project Management, Entrepreneurship and the Creative Economy

Interpreting and Linquistic Accessibility

Sign Language Interpreting, Multimodal Communication and AAC Interpreting and Instruction



PROFILE

We create more equal societies by developing competences that unify people.

We train **experts** with courage to defend people, humanity and civil rights.

We promote sense of community, accessibility and well-being, by **providing a sustainable way of living for the generations of today and tomorrow**.

STRATEGIC CHOICES

Profiled Expertise| Value-based operations | National Structure | Network Operating Model

OPERATING MODEL

We develop in a bold and sustainable way | Together we succeed | We encourage and inspire

AT YOUR SERVICE

Students develop into constructive and critical experts.

Co-workers are offered a unique work community and a meaningful job.

Partners are offered a trustworthy expert for developing a better world.

Figure 1. Humak's strategy for 2030.

Conditions were favourable for starting work on our new strategy. During the previous strategy period, we had established new education programmes in Workplace Development, Adventure and Outdoor Education and Communication Expertise, for example. We had built a good knowledge base and had enthusiastic and competent staff, who were inspired most by the societal relevance and intellectual appeal of the work. The demand for our education programmes was and remains strong. Cooperation between Finnish higher education institutions has increased and, when developing our operations, we also considered the development of other higher education institutions. We sought to clarify our profile among other higher education institutions and highlight our strengths. The higher education institution funding model was also reformed, which speeded up strategy reviews and changes in priorities. The industries and environments we operate in are also constantly evolving and this necessitated a response. Our staff participated in the strategy work at different stages of the process, and we were therefore able to ensure the commitment of the entire organisation to the implementation of the new strategy.

Humak's profile and strategic choices

Humak's new key strategic choices are 1) profiled expertise, 2) a value-based orientation, 3) nationwide operations and expanding markets, and 4) a networked operating model. *Profiled expertise* enables us to focus on strengthening our core competences in line with our strengths, to stand out from other universities, and to sell our competence to new markets. Our focus areas and the related competence areas create a unique profile for our university of applied sciences.

The second strategic choice means that Humak is a *values-based* university, and our common operating culture is based on our shared values. We generate competences that enable the development of a more humane world, and we train experts who have the courage to speak out for people, humanity and human rights and thus create a more-equal society. Humak seeks to promote wellbeing and to help build a sustainable world for today and for future generations. Many of our employees want to work for us because of our values. Our values are linked to our shared commitment to *developing and reforming sustainably and boldly, succeeding together, and encouraging and inspiring each other*. We have created these principles with our staff.

The third key choice relates to *the extent of Humak's operating environment*. Humak operates nationwide, and the new strategy takes into account sector-specific changes in both the national and the international operating environment. In this respect, our new strategy is a continuation of the strategy of 2017–2020. Digitalisation enables us to reach our students and customers better than before. *The networked operating model* refers to Humak's structure: we have operations in several geographical locations, but we also collaborate with various kinds of partners. This is a necessary condition for a small higher education institution with a broad operating environment. Humak seeks partners with whom we can collaborate in solving societal challenges. We also seek service networks to support us in implementing our operations to the highest possible standard.

A strategy for building competence

Mission and vision

Humak plays a special role in strengthening and developing the knowledge and skills needed to develop people's wellbeing, civil society and accessibility. We want to create experts who can build a humane world that takes into account the needs of individuals and communities. We want experts with the courage to defend people, humanity and civil rights, enabling a sustainable way of life for present and future generations. Our mission emphasises values and contains a touch of idealism. Our basic mission has not changed over decades. Back when Humak was founded, its education programmes included content areas that continue to form the basis of our operations. The competences these programmes produce can be applied in new operating environments today, and this has expanded our playing field.

Building competence is at the heart of our new strategy. We accomplish this through education, RDI activities and other service activities. In accordance with our vision, *we focus on developing our strategic strengths in Finland and abroad. We will be a strong international specialist in Community Education, Arts and Cultural Management, and Linguistic Accessibility by 2030*. When creating a strategy, one of the most difficult tasks is writing down the vision. We wanted our vision to be concise, as simple as possible, and easy to understand and 'sell'. We believe that by focusing on our profiled core competences, we will also succeed in the future regardless of the changes in our operating environment. This vision does not make any particular promises, but it does provide us with a clear direction – one in which we want to go.

Our core competences

We are generating new competences to strengthen civil society, between the public and private sector. This means the task of building competences in our specialist fields. At the same time, it means we are developing and strengthening our community's competences through our focus areas – Community Education, Arts and Cultural Management and Interpreting – and the key competence areas within them.

Community Education includes the more specific key competence areas of Youth Work, NGO Work, Adventure and Outdoor Education, and Workplace Development. Communities and community competence have gained new importance as traditional communities have changed and people still long for a sense of community, and as digitalisation has also enabled new kinds of community.

Youth Work aims to produce the competence needed to encounter young people through preventive work methods in order to prevent the exclusion of young people. To strengthen civil society, we develop the knowledge and skills to support the participation and active citizenship of young people. In addition, we develop the competences to build a sustainable and equal way of life in a global and media-saturated world. With our partners, we want to contribute to building a centre of competence for youth work.

In NGO Work, our goal is to strengthen the competence of NGO professionals by supporting the vitality and capacity of various associations and organisations, as well as the quality and effectiveness of their activities, through education, RDI and other expert service activities. Our aim is to develop a centre of competence for professional NGO work, which will serve all actors interested in NGO competence, research and development. We do this by producing training and development projects, as well as a wide range of publishing activities and research and expert services.

In Adventure and Outdoor Education, we promote competence related to adventure pedagogy and adventurous activities in different sectors and operating environments. Adventure and Outdoor Education produces and develops competence that 1) supports the growth and development of children and young people, 2) strengthens the mental, social and physical agency of people of all ages, and 3) promotes cooperation, inclusion, community and responsibility for oneself, others and the environment. In addition to these, we also want to strengthen people's relationship with nature and their nature and outdoor skills in an urbanised society through experiential education. Our goal is to create a well-known and recognised centre of competence for adventure and outdoor education in Finland.

Changes in work and work communities and ensuring their functional capacity require new and novel understanding and development skills for working life. We respond to this need with our key competence area of Workplace Development and its education programmes, RDI projects and service activities. These education and development activities are based on the latest knowledge from multidisciplinary working life research and its application. Our strategic goal is to become Finland's leading education provider in workplace development and a developer of community-oriented methods.

The key competence areas of Arts and Cultural Management are Project Management and Entrepreneurship, and the Creative Economy. The competence of cultural managers and agents, and creative entrepreneurship skills, may create new opportunities and strengthen expertise in cultural accessibility and wellbeing.

The aim of the key competence area of Project Management and Entrepreneurship is to develop diverse environments for cultural and artistic productions and services and build related competence. Another aim of the key competence area is to develop multiprofessional production management expertise and support, as well as to promote citizens' participation in cultural productions. Our priorities for the coming years include sustainable development (culturally, socially and ecologically sustainable cultural productions), new technologies and digital production environments. Our operations are supported by an extensive national and international network, with which we strengthen our expertise in this key competence area.

The purpose of the second key competence area, the Creative Economy, is to support the use of creative competence in business activities in different industries and in the evolving business environment. We produce the competences needed in entrepreneurship education and training based on the principle of continuous learning and we strengthen the entrepreneurial competence of creative sector actors. In this key competence area, we aim to create a service concept that strengthens entrepreneurial competence in the creative industries, recognises competences in entrepreneurship, increases the availability of

educational business services, improves the efficiency of agency activities and broadens funding opportunities. The services in this area are built around the education path in our focus area of Arts and Cultural Management, wide-ranging RDI activities and Creve, our creative entrepreneurship service. Activities in the Creative Economy key competence area are implemented in cooperation with companies, business service providers, educational institutions and industry associations.

The School of Interpreting and Linguistic Accessibility includes the key competence areas of Sign Language Interpreting and Communication Expertise. There has been a significant shift in the needs of clients of interpreting services due to developments in technology and the establishment of a new national service system that regulates the labour market. Based on a report on the future of the interpreting sector (Rainò &Vik 2020), the number of deaf people will remain reasonably stable in the near future, and there will therefore continue to be a demand for sign language interpreters.

In Sign Language Interpreting, we produce competences that can be used to promote respect for diversity, the inclusion of people in need of special linguistic support, and the exercise of autonomy and linguistic rights in society both nationally and internationally. Sign language interpreters are experts in interpreting, translation, human interaction and linguistic accessibility for deaf and sign language customers of different ages in diverse multilingual and multicultural operating environments. Humak also trains deaf interpreters and Finland-Swedish Sign Language interpreters.

In the key competence of Multimodal Communication and AC Interpreting and Instruction we build communication expertise that can be used to make life easier for people with communication difficulties and increase their wellbeing. Through both traditional and new forms of linguistic interaction, the aim is for this competence to be used to communicate in new operating environments and with target groups for whom interaction is challenging and the traditional methods are insufficient. This knowledge and these skills are needed, for example, to develop the interaction skills required for teleworking, as well as when working with target groups for whom the usual means of communication are insufficient, such as cultural minorities. We produce competence that can support signed speech or image communication, for example, and that complements or replaces the language used in an interaction situation.

As the above descriptions of our key competence areas show, the scope of use of the competences we produce is broadening at the interfaces between traditional industries and in completely new operating environments. The fact that we have directed our focus to new sectors and environments has strengthened and broadened our competences and made our market wider. Our goal is to be involved in solving societal challenges and in this, we want to build competence with others. We therefore seek collaboration partners both nationally and internationally. We want to be involved in different competence communities and provide them with the “missing piece” of our expertise.

Development programmes

To implement our new strategy, we built development programmes that will be updated where necessary. With the help of these programmes, we will develop a new operating model that meets the needs of education, RDI activities, internationality, staff wellbeing and competence, and the future. If necessary, we may update our strategic focus areas and choices to respond to changes in the operating environment and markets.

The eternal challenge of any strategy is to bring it to life in everyday activities. There's a saying that an operating culture eats a strategy for breakfast. This apt phrase refers to the power of established practices and working methods in work communities. There will be no change if the work community does not adopt the strategy as a shared resource, a mindset and an established working method. Systematic measures and concrete actions are needed to achieve a new and fully adopted operating culture. This was one of our challenges during the past strategy period, and it led us to create more specific and ambitious development programmes, which can also be monitored with indicators.

We will develop our education programmes and student guidance so that students can more easily choose a suitable learning path and environment according to their needs and life situation. In RDI activities, our aim is to join and/or build competence communities that support our core competences to strengthen our competences and those of others and to make our mark in solving societal challenges. At the international level, we will increase our study offerings in English, develop international degree programmes and build new educational products for international markets. We will also participate in joint networks and projects between universities and cities to support education- and work-based immigration. We will systematically develop the competence and wellbeing of our personnel through separate programmes. We will reform Humak's operating model to meet future needs, which means we will revise the campus and service structure. Like the other Finnish universities, we also are involved in the implementation of joint sustainability objectives, as well as in the implementation of a broad national project promoting the digitalisation of universities.

The future

In the coming years, we will closely monitor the development of society to be ready to respond to changes in competence requirements and if necessary, to change our strategy and related measures and programmes. The strategy was drawn up considering the currently known change factors such as the decreasing age groups in higher education in the 2030s, increasing digitalisation, sustainable development and the increasing opportunities for cooperation between higher education institutions. The future is full of opportunities and challenges in which Humak can participate more fully.

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Chapter 2: Coaching pedagogy and the pedagogical model

Coaching pedagogy and the pedagogical model

Päivi Marjanen

The Finnish system of universities of applied sciences is based on a 'dual' model. This means universities of applied sciences and universities are considered separate in legislation. In 2021, there were 22 universities of applied sciences in Finland. In addition, Åland University of Applied Sciences operates in the Åland Islands, and the Police University College operates under the Ministry of the Interior. Apart from the universities of applied sciences, 13 universities operate within the administrative branch of the Ministry of Education and Culture. Under the Universities of Applied Sciences Act, the mission of the universities of applied sciences is to provide education related to working life and its development, and to carry out applied research and regional development. Consequently, the activities of universities of applied sciences are characterised, among other things, by close links with business life, entrepreneurship and regional development (University of applied sciences (Finland) 2021).

The Ministry of Education and Culture has set an ambitious goal for Finnish higher education: to become the most competent nation – a country in which higher education produces the best learning and learning environments in the world (Ministry of Education and Culture 2020). This goal poses a challenge to the entire Finnish higher education field. Indeed, higher education institutions have actively participated in this development. In particular, ecological reconstruction and digitalisation are issues that have been tackled in the 2020s through national development programmes. What is certain is that technology is transforming our operations and bringing different AI applications into our everyday lives, and constantly evolving digital technologies (e.g. Dufva 2020, 38) are challenging not only the development of education but also our strategic operations.

The Digivision 2030 project, among others, supports national ambition and change. Over the next ten years, the goal is to reform Finnish higher education with the help of digitalisation and to make Finland a model of flexible learning. According to Digivision, 'in 2030, Finland will have an open and recognised learning ecosystem that provides quality, versatility, flexibility and efficiency and that is adapted to individual's circumstances and needs, to produce ever better learning outcomes.' The project will develop joint higher education operating models and create a common digital service platform. Other key development areas include pedagogy that supports digitalisation and guidance based on learners' paths and shared data (Digivisio 2030).

Individual higher education institutions must also consider how we can develop our activities so that we can meet the national targets. Of course, the starting point for developing education is social changes and how we can respond to these by providing the right kinds of skills for working life. Humak represents special expertise. It focuses

on building a more humane world and creating a more equal society by developing the knowledge and skills that bring people together.

Coaching pedagogy strategy

Through Humak's strategy, we aim to respond to the challenges of a changing society. We will build future higher education by developing better future learning environments and student-oriented learning paths, investing in research, development and innovation activities, and developing more international education (Strategy 2030). Humak develops its pedagogical approach by relying on its coaching pedagogy strategy. This strategy was formulated to support Humak's work on pedagogy, which is based on a humanist view of human beings that supports our special expertise. We have special expertise that helps us increase a sense of community, accessibility and wellbeing, enabling a sustainable way of life for present and future generations (Valmennuspedagoginen strategia 2021).

Among other things, coaching pedagogy emphasises collaboration, working life skills, multidisciplinary cooperation, student-centredness and students' active participation in studies and integration into their professional field (Lämsä, Nyman & Sirkkilä 2015). The coaching pedagogy strategy is linked to work-based learning. Work-based learning is grounded in the idea of developing competence through continuous working life cooperation (Valmennuspedagoginen strategia 2021). In Humak, it is built on our focus areas: Community Education, Arts and Cultural Management, and Interpreting and Linguistic Accessibility. The goal in coaching pedagogy is that throughout the studies, learning and various implementations are linked to the RDI activities and other forms of working life cooperation between the educational institution, working life and various stakeholders (Lindholm 2019).

The core of coaching pedagogy is the idea of deepening competence during the studies and strongly linking this competence to working life practices. Students progress from learning to applying their knowledge and skills, becoming experts and finally themselves contributing to the development of working life. Students play an active role in the development of their own competence. Humak has published a coaching guide to make the coaching pedagogy strategy more concrete to students. The coaching guide describes students' study path and the related coaching and guidance process (Coaching Guide). Our master's degree programmes have also been designed to support this path of competence development, so that students acquire general and special expertise.

Pedagogical roots of coaching pedagogy

In coaching pedagogy, the importance of collaborative agency and learning by doing is manifested, in terms of knowledge formation, through integrative pedagogy. According to integrative pedagogy, expertise is built on four main elements: conceptual knowledge, practical knowledge, knowledge of self-regulation and sociocultural knowledge. Students' growth into expertise happens through a combination of these elements when they perform real problem-solving tasks in working life. Learning takes place in close

Image 1. Coaching Guide.

interaction between practice and theory, so that students acquire an understanding of the theoretical concepts included in Humak's degrees, which are linked to practical experiences and related tacit knowledge. In integrative pedagogy, the main elements of expertise suggested by Tynjälä–theoretical and practical knowledge, self-regulatory knowledge and sociocultural knowledge–are all actively present in the process of a student becoming an expert (Tynjälä 2010). An essential part of the integrative pedagogy model is to consider these elements when planning instruction. Expertise is a path, and becoming an expert is a process. When planning instruction, we aim to utilize a wide range of teaching methods. Teaching should include authentic problem-solving, wide-ranging interaction, dialogue between theory and practice, and timely guidance for the learning process.

Coaching pedagogy also includes some of the main principles of the 'networked culture model' (Nykänen & Tynjälä 2012). In this model, relations with working life and the development of working life skills in education are built into the management system and curricula, and the emphasis is on authentic learning environments, pedagogical innovations, and teachers' and students' simultaneous learning. Activities are grounded in research and the development of theoretical understanding. The learning process is based on lectures, literature, good data collection methods, working life observation and reflection.

Integrative pedagogy has similarities with sociocultural learning (peer learning). According to Vygotsky (1978), learning and knowledge construction take place through linguistic activities in social situations in which the learner is seen as part of the institutional, cultural and historical context. Sociocultural interaction research has focused on group activities and the characteristics, form and quality of groups. Sociocultural learning involves the sub-concept of collaborative learning, which centres the development of cognitive and metacognitive skills and the creation of a conversational and reflective atmosphere in the classroom. At Humak, our teaching emphasises the development of

thinking through discussion. Coaching is supported by exploring shades of meaning and broadening interpretations (e.g. Laininen 2018).

Humak's pedagogical model also draws on ideas from critical pedagogy. In line with the ideas of critical pedagogy, coaching pedagogy emphasises the importance of the social nature of knowledge and the possibility of change, as well as seeking alternative future perspectives in the development of our fields. What matters is experiential collaborative learning (Freire 2005). Both Humak's approach and critical pedagogy rely on social and educational justice and equality, the elimination of human suffering and insecurity, inclusion and the prevention of marginalisation (cf. Suoranta). Critical pedagogy is based on relying on research to change educational practices so that the need for change is recognised as part of society's power and value system structures. The goals are capacity for action, democracy and justice (Kiilakoski, Tomperi & Vuorikoski 2005). These themes are also included in Humak's values.

Humak's coaching pedagogy changes with time. We will place greater emphasis on our new pedagogical focus on sustainability and its relation to our pedagogical activities, especially in our work on the curriculum, which we began in 2021. Indeed, our pedagogical thinking is gaining new inspiration from transformative learning. The aim of transformative learning is to transform our understanding of what it means to be a human being and of our relationship with the surrounding reality (O'Sullivan, Morrell & O'Connor 2002). In particular, themes related to sustainability will be foregrounded in the coming strategy period both nationally and within Humak. Climate change, biodiversity and the overconsumption of natural resources are threats that will be tackled at Humak, while emphasising other dimensions of sustainability, such as social sustainability. The aim is to ensure that all our graduates obtain sufficient knowledge, skills and attitudinal competence on sustainability themes.

Another significant perspective for transforming pedagogy is digitalisation and its impact on learning. Rapid technological developments and increased online learning also challenge coaching pedagogy. When appropriate online learning environments are developed, a knowledge of the impacts of online learning on learning processes and outcomes is necessary. Research suggests that the new 'digital natives' are not a homogeneous group (Valtonen, Pöntinen, Kukkonen, Dillon, Väisänen & Hacklin 2011). It has been observed that students have heterogeneous ITC skills and that their willingness to study in various learning environments varies considerably.

Digital learning environments have long played an important role at Humak due to our networked structure. We put a lot of effort into developing the quality of online learning, the different study options it enables and the related learning environments. When planning instruction, we not only pay attention to various learning environments, but also to different ways of learning such as collaborative learning, independent learning methods, dialogue and multimodality. We have special expertise in real-time online presence and dialogue, which can be supported in webinars through interactive pedagogical solutions. At Humak, our goal is for our students to have the entire world as their learning environment and to take different learning paths towards expertise. Guidance and coaching enable students to plan their own learning paths using different learning environments, but students play an active role in progressing in their studies.

Competence, a competence-based approach and key competence areas

Humak's strategy and national higher education development programmes challenge us to reflect on the kind of competence that is produced by education. The documents that guide teaching, particularly the curricula documents, play a central role here. The curriculum can be regarded as a tool for the development of a higher education institution's activities and the management of teaching, but it is also a way to demonstrate the quality of teaching and education outside the institution (Kullaslahti & Yli-Kauppila 2014). Indeed, Humak is developing a new curriculum between 2021 and 2022 to be piloted in the autumn of 2023.

Competence-based curricula have already been adopted in many European countries. Furthermore, the Ministry of Education and Culture's new funding model (Ministry of Education and Culture 2018) and the Finnish National Agency for Education's background memorandum on the vision for higher education and research in 2030 and anticipation report on competences in 2035 (Finnish National Agency for Education 2019) also guide Finnish higher education institutions towards a competence-based approach. The most important reasons given for this approach are the changes in working life, earning methods and everyday competence requirements brought about by digitalisation, artificial intelligence and robotics. The aim of the new funding model is to guide higher education institutions to better achievements amidst scientific and technological developments and the transformation of work.

The competence-based approach is usually defined as the acquisition of knowledge, skills and abilities (Rantanen & Marjanen 2019). Discussions of the competence-based approach reveal that definitions of competence also include competences that are very closely linked to a person's personality and values. The emphasis on such personal competences is consistent with a broad concept of competence (e.g. Delamare Le Deist & Winterton 2005).

Nowadays, most researchers agree that competence is much more complex than skill, and competence is thought to consist of many components such as understanding, knowledge, skills and values. For example, according to a UNESCO report, there is a reasonable consensus on the separate 'skills and/or competences' considered necessary to be included in curricula. The examples of competences most often mentioned include: 1) creativity, communication skills, critical thinking, problem-solving skills, curiosity, metacognitive skills; 2) digital, technological and ICT skills; 3) media, communications, funding, science and computational skills; 4) intercultural competence and leadership skills 5) initiative, tenacity, responsibility and adaptability; and 6) scientific knowledge and STEM skills (Marope, Griffin & Gallagher 2021).

However, according to several studies, higher education graduates feel that their education has not provided them with the skills and competences they need in working life (e.g. Tynjälä, Slotte, Nieminen, Lonka & Humerus 2006). In a rapidly changing world, it is impossible to know exactly what kinds of skills will be needed in the future. Instead of individual skills, attention should be paid to creating the conditions for lifelong learning,

fostering a caring, tenacious, critical and ethical human nature, and building learning environments in which people collaborate in creating something new. Research published by the Ministry of Education and Culture has also pointed to significant shortcomings in the generic skills of university of applied sciences students in particular. On the other hand, the skills measured in the research–analytical reasoning and evaluation, problem solving, argumentative writing and language competence–do not cover all generic skills. Furthermore, the skills measured do not provide information about the skills needed by professionally oriented higher education graduates (Ursin, Hyytinen & Silvennoinen 2021).

The issue of necessary competence can also be viewed from the perspective of citizens' competence. Rychen & Salganik (2003) have identified key areas of competence for all citizens in terms of an individual's success in life on the one hand and a well-functioning society on the other. This research highlights three key civic skills: 1) interaction within heterogeneous groups; 2) autonomous action; and 3) interaction with the help of different tools, including a) linguistic, symbolic and textual tools, b) the use of data and information, and c) the interactive use of technology.

Universities of applied sciences were issued competence recommendations in 2010 (Arene 2010). The general, common competences concerning universities of applied sciences were then defined as follows: learning skills; ethical competence; workplace community competence; innovation competence; and international competence (Arene 2010). These competence recommendations for universities of applied sciences are being revised, and the new recommendations for higher education will enter into force by 2022 at the latest. The reform also takes into account the new competences needed in future working life, such as sustainability competence. On the other hand, collaboration and interaction skills have gained importance in definitions of future competences. Humak's curriculum reform pays attention to international competence research, as well as national reforms. The aim is to create a curriculum that will serve working life development needs for a long time.

Key competence areas

At Humak, students develop competence in the skills needed in working life, such as critical thinking, cooperation and interaction, and problem-solving. In addition, students deepen their competence with knowledge, skills and abilities specific to their field of education. Coaching pedagogy challenges students to seek increasingly demanding tasks and problems to solve, to operate at the upper limit of their competence and to push beyond that limit by learning more.

In developing our focus areas, it is particularly important for us to recognise and respond to changing competence needs. Humak's focus areas involve special expertise – key competence areas – designed to translate our strategic ambition into words and action. Humak has eight key competence areas grouped within three focus areas. The key competence areas within Arts and Cultural Management focus on promoting product and project management competence and entrepreneurship in the creative industries. The focus area of Interpreting and Linguistic Accessibility provides the qualification to act as

an interpreter. This focus area plays an important role in ensuring linguistic accessibility competence at the national level, for example. Our Community Education programme is our biggest focus area, and includes the key competence areas of Youth Work and NGO Work, which have a long history at Humak. Adventure and Outdoor Education and Workplace Development are more recent areas of competence development.

Student-oriented learning environments

At Humak, learning takes place through in-person teaching, RDI-based learning environments, working life, digital environments and non-formal learning environments. Digital learning environments play an important role due to our networked structure. When planning instruction, we pay attention to diverse learning environments, as well as to different ways of learning such as collaborative learning, independent learning methods, dialogue and multimodality.

In line with Humak's strategy for 2021–2030, our goal is to develop future learning environments and student-oriented learning pathways. The starting point is that learning can take place on campus, in remote learning webinars and through independent study. The aim is to design in-person teaching so that studies on campus are deepened through collaborative processes, and that knowledge learned online is linked to RDI-based regional projects. The study pathway of students who complete their degree online is based on the same common knowledge, but unlike in the previous model, the students supplement their learning with study modules more suitable for the online learning environment. Students who choose a working life-based study pathway complete their studies by either taking part in Humak projects or by participating in business incubation activities. To promote student satisfaction, it is important that our student-oriented learning paths involve clear descriptions, a presentation of the processes, good study planning and student guidance.

Summary

Finnish higher education policy is changing, and Humak is closely involved in this transformation. Digitalisation and global sustainability requirements have been recognised as some of the key drivers of change at Humak. Our strategy and the coaching pedagogy that supports it are fundamentally linked to the activities of our university of applied sciences. Focusing on our core business, interactivity, change management and continuous competence development are crucial elements in our competence-based strategy. The key to our success is built on our expertise. Our focus areas – Arts and Cultural Management, Interpreting and Linguistic Accessibility, and Community Education – are clearly profiled areas of expertise needed by society.

Changes in society and in work can challenge the competence produced by education. Our competence-based strategy and pedagogical model support our operations and the development of competence among our staff and students, as well as in society. Humak seeks solutions to changing needs in society, emphasising people and their wellbeing. We strive to strengthen inclusion and contribute to solving global problems through our expertise.

Sitra is a Finnish future-oriented fund, whose core role is to create preconditions for the reform of Finland. According to this foundation, global megatrends include the need for ecological reconstruction, the strengthening of networked multi-node power, the ageing and diversification of the population, a search for direction in the economic system, and the integration of technology into society and everyday life (Dufva 2020). These megatrends challenge Humak to look at its operations and strategy from the above perspectives.

I would like to highlight here one of the future megatrends mentioned by Sitra, namely *tribalisation*, which challenges the integrity of society. This is reflected in society as increasing antagonisms, and is built both in terms of imaginary groups, values, place of residence or political orientation but also through emphasising new ideologies that have risen alongside religion (Dufva 2020). On the other hand, various manifestations of digitalisation may provide a platform for us to experience a new sense of community, as well as related innovations that increase equality between all of us. Humak strongly emphasises values and aims to support community, accessibility and wellbeing. This is a role that I would emphasise above all, as a researcher and positive developer of these types of megatrends.

Humak trains experts who have the courage to defend people, humanity and civil rights. Our goal is that the competences we produce will increase a sense of community, accessibility and wellbeing, enabling a sustainable way of life for present and future generations.

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Chapter 3:

The focus area of Arts and Cultural Management

Arts and Cultural Management

Laura Päiviö-Häkämies

Pekka Vartiainen

Humak's current strategy period started at the beginning of 2021. In line with the new strategy, two strategic key competence areas were selected for the focus area of Arts and Cultural Management: Production and Project Management and Entrepreneurship and the Creative Economy. These specialisations share a common goal: developing cultural and artistic productions and services in multisectoral and diverse environments and strengthening management competence as vehicle for promoting inclusion. Drawing on the skills and knowledge produced within our programme, Humak strengthens the diverse production environments and processes of cultural and artistic productions such as events, services and projects. In addition, the programme focuses on promoting creative competence in entrepreneurship and multisectoral entrepreneurial environments.

Arts and cultural manager training began at Humak in 1998. In the following years, as universities of applied sciences established a clearer, more defined remit, further goals were set for research and development activities aimed at supporting regional development. Over this period, the nature of working life cooperation also changed. Co-development became more strategic and targeted, and the importance of external funding sources grew. All this contributed to the centring of social inclusion and participation–in UAS education and training more broadly and in our arts and cultural management training at Humak. Our dual study pathway framework in Arts and Cultural Management is both a result of this development and a response to the challenges of higher education in the 2020s.

At the time of writing, cultural managers work in diverse operating environments in the cultural and creative sectors in Finland, abroad and in digital worlds. Cultural managers must be able to master project-based work and to operate flexibly at the interfaces of different industries. Our graduates work as cultural-, festival- and event managers, project managers, production team leaders, cultural secretaries and managers, executive directors, NGO workers, designers, production assistants, agents, creative entrepreneurs or freelance managers. Among Finnish higher education institutions offering arts and cultural management training, Humak tops the list with the highest student enrolment.

Creativity and business

Humak's key competence area: entrepreneurship and the creative economy

Laura Päiviö-Häkämies

Embracing our creativity and innovation abilities are crucial components in ensuring a better world (UN 2021).

Entrepreneurship and the Creative Economy is the new key competence area included in Humak's Arts and Cultural Management focus area, complementing the content of our other key competence area Production and Project Management. The strategic mission of Entrepreneurship and the Creative Economy is to support the better use of creative competence in the context of arts and cultural management in the changing world of work and in entrepreneurship in different sectors.

Our aim is to create a service concept that produces entrepreneurship education based on the principle of continuous learning and strengthens the wide-ranging entrepreneurial competence of those working in the creative sector through RDI (research, development and innovation) activities and other service activities (Humak 2021b).

The service concept offers new competence to students in the field of arts and cultural management, to those planning entrepreneurship in the creative industries, and to companies and business networks already active in the field. The content of the key competence area has been developed in national and international networks. This content also reflects Humak's strategy for 2030, the core of which is to build competence. Humak's strategy emphasises our role in providing services both at the interfaces of traditional industries and in completely new environments (Humak 2021a).

Creative entrepreneurship has previously been one of the competences included in Arts and Cultural Management, but, until now, had not been highlighted as one of the key competence areas. In this article, I discuss 1) the societal need for this key competence area and its conceptual background, 2) Humak's strengths related to competence in the creative economy, and 3) the future goals of the key competence area.

The purpose of this text is to shed light on our goals and to encourage our international partners to engage with us and join us in innovating new aspects of development.

Societal need and conceptual background of the key competence area

Why has the creative economy been chosen as one of our key competence areas? Many explanatory factors lie behind the societal relevance of this key competence area.

The promotion of the creative industries is a political objective mentioned in the 2019 Government Programme of Prime Minister Sanna Marin's Government. The Government Programme states that creative industries will provide more jobs, their contribution to GDP will increase and the conditions for workers will improve. The background studies of the Government Programme explain the societal need in more detail. Creative industries accounted for less than 4% of Finland's GDP in 2020, which is below the level of the other Nordic countries and below the average ratio in the EU (7%). The figures show that these industries hold great potential both nationally and internationally. The Government Programme includes the objective of raising the ratio of creative industries in GDP to the level of the reference countries (Finnish Government 2019, 3.7.1., Objective 1). Led by the Ministry of Education and Culture, various Finnish ministries have identified obstacles and opportunities for utilising creative competence. These studies suggest that there is potential for growth in international comparisons (Ministry of Education and Culture 2017a).

In recent years, numerous creative economy studies and reports have also been published in Finland both nationally and regionally. One central process is the collaboration between the Ministry of Economic Affairs and Employment, the Ministry of Education and Culture and creative industry actors to develop the creative economy. The process resulted in the publication of *Roadmap to the Creative Economy* at the end of 2020. *Roadmap to the Creative Economy* involves the measure to launch a process with ministries and stakeholders to take concrete measures to implement the roadmap in the coming years. In accordance with the Government Programme, these are aimed at the growth of both creative industry enterprises and related enterprises in other industries, both nationally and internationally (Tarjanne 2020, Ministry of Economic Affairs and Employment 2020).

Humak's Arts and Cultural Management unit has monitored the development of these studies and reports, and they have also been used as key background material in Humak's strategy process, which started in 2019. Humak has also participated in the preparation of the above creative economy roadmap, especially through Humak's creative industry business services Creve and the related Creve 2.0 project (Creve 2021). The publication produced by the Creve 2.0 project, entitled *Luovien alojen nykytila, näkymät ja kasvupotentiaali* (Current state, prospects and growth potential of creative industries), analyses the societal goals and future prospects discussed above (Talvela, Hyyppä, Ahlavuo & Kurkela 2020). The publication also clarifies the meaning of the creative industries in the context of Humak's Arts and Cultural Management: Timo Parkkola, Director of Education at Humak, who has long been involved in the development of the creative industries, says that the creative industries and the creative economy emerge from the core of arts, culture and creative expertise and grow into industries that focus on using creativity. Parkkola emphasises the dynamic nature of creativity (e.g. Parkkola 2020, 11−13).

Humak's new strategy period extends to 2030. Many changes and developments will take place in the field of culture and the creative industries during this period. Katri Kaalikoski, Education Manager of Arts and Cultural Management at Humak, emphasises that when the strategy was formulated, and the role and objectives of Entrepreneurship and the Creative Economy were considered, those involved were well aware of the complexity of defining the concepts related to the creative industries. By its very nature, the field of creativity is difficult to pin down. One element of developing this key competence area is that during the strategy period, we strove to limit the scope of the creative industries in the direction of our customers and networks. We can increase our impact, notes Kaalikoski, by clarifying our mission (Kaalikoski 2021a).

The conceptual background of entrepreneurship education and training competence needs

It is also useful to define entrepreneurship and related competence needs in the context of the Finnish higher education field.

As defined by the Ministry of Education and Culture, entrepreneurship involves perceiving and grasping opportunities, as well as the ability to turn ideas into activities that produce economic, cultural, social or societal value. Entrepreneurship can be learned and entrepreneurial spirit acquired. Entrepreneurship encompasses creativity, innovation, risk management and responsibility, as well as the ability to plan, set goals and manage activities to achieve goals. Entrepreneurial skills are becoming even more important in light of changes in the world of work (Ministry of Education and Culture 2017d, 3).

The aim of entrepreneurship education is to increase positive attitudes towards entrepreneurship, to develop knowledge and skills related to entrepreneurship, to foster new entrepreneurship, to develop the skills of company staff and to support the RDI activities of enterprises.

Experimentation, action-based learning, learning by doing, project work methods, business cooperation, and entrepreneurial assignments and experiences are important in entrepreneurship education and training. The implementation of entrepreneurship education requires the management and development of an entrepreneurial operating culture (Ministry of Education and Culture 2017d, 4; Ministry of Education and Culture 2017c). In Arts and Cultural Management at Humak, the concepts of entrepreneurship and entrepreneurship education have been defined to reflect the above-mentioned broad ideas of entrepreneurship.

Creative entrepreneurship and cultural content knowledge are intertwined

In addition to the creative industry entrepreneurship goals, the societal relevance of Humak's key competence area is also related to the national cultural policy strategy for 2025, which combines creative industry business activities with the objectives for cultural sector content knowledge. The strategy was drawn up during Prime Minister Juha Sipilä's Government in 2017 and will apply until 2025. The strategy includes the

following objectives: a) to improve conditions for artistic and other creative work; and b) to diversify the forms of production and distribution. The aim of the strategy has been to improve cultural content product development, production, distribution, business activities and other activities aimed at the national and international markets by 2025 (Ministry of Education and Culture 2017b).

The implementation of the national cultural policy strategy involves legislation guiding the regional and local implementation of cultural services. In 2019, the Municipal Cultural Activities Act was reformed in Finland. The current Act on Cultural Activities in Local Government provides for the organisation of cultural activities in municipalities and targets related to this. Under this law, municipal cultural activities refer to activities through which municipalities promote the creation, pursuit and accessibility of culture and arts, use of cultural and arts services, arts and cultural education and cultural heritage. One target of renewed importance is the involvement of municipal cultural services in improving the conditions for the development of local and regional vitality and the creative activities that support it through culture and the arts (Act on Cultural Activities in Local Government 166/2019). From the perspective of various service pathways, we should also recognise the wide-ranging service activities based on Finnish sectoral legislation: the Public Libraries Act, the Basic Art Education Act, the Museums Act, the Theatres and Orchestras Act and the Act on Liberal Adult Education.

Municipalities and/or cultural institutions do not produce all their services in-house, and creative entrepreneurs will therefore have increasing opportunities to participate in various productions, including in the public sector, in the future. Although the municipalities and other regional cultural operators mentioned above mainly produce services regionally, they are involved in numerous international networks and co-productions. International benchmarking and the consideration of various implementation opportunities are also important in this area, and made possible through international project activities, for example (Ministry of Education and Culture 2021). The better we are at combining cultural content knowledge and entrepreneurship skills in arts and cultural management, including co-productions of public services, the better we will respond to the societal need and the development of the creative economy.

In this section, I have described the current societal need for and conceptual background of the content and objectives of our key competence area, Entrepreneurship and the Creative Economy. There is a combined need for skills in creative entrepreneurship and for knowledge of the cultural sector.

Humak's strengths in developing creative industry entrepreneurship competence

The key competence area Entrepreneurship and the Creative Economy was created as a result of the strategy process in the Arts and Cultural Management focus area. The purpose of the process was to identify Humak's existing expertise in the field of Arts and Cultural Management, anticipate the future and focus on the societal need discussed in the previous section.

Humak's creative business service Creve

Humak's creative business service Creve offers a versatile platform for creative entrepreneurship. Creve has been part of Humak since 2009 and was preceded by Humak's Kulttuurivarikko (Cultural Depot) model. The founding mission of Creve was to offer both a business incubator service and the concept for a new kind of open and networked innovation platform, actively participating in the economic development of the Turku region (Alaranta 2012, 76).

Between 2018 and 2020, Creve's creative industry incubator, training and advisory services were continued through the Creve 2.0 project coordinated by Humak, in which Creve's activities were developed and expanded nationwide. Among other things, the project built digital advisory services and a national creative industry service network. It also brought together entrepreneurs from different sectors to secure new business based on the use of creative competence. An added value was that the development was carried out on a broad, joint basis, through which various types of expertise were intertwined in one centre of competence. The steering group also reflected the broad basis of the project. It consisted of chairperson Petra Tarjanne (Ministry of Economic Affairs and Employment), Kirsi Kaunisharju (Ministry of Education and Culture), Kati Uusi-Rauva (AGMA, Creative Finland), Kalle Euro (Association of Finnish Architects' Offices), Jari Valtanen (Rotator Oy), Petri Lehmuskoski (Gorilla Ventures Oy), Sami Häikiö (Business Finland), Jouni Hynynen (Team Finland) and Timo Parkkola (Humak) (Creve 2.0 2018). During the Creve 2.0 project, services moved increasingly online, which has made it easier to produce international content and participate from anywhere in the world. Creve is also a meeting place for people from different fields, both nationally and internationally; many research institutions, organisations and businesses are involved in Creve in various ways (see Creve 2021).

At the beginning of 2021, the Creve 2.0 development project ended, and, as part of Humak's organisational reform, Creve was more clearly incorporated into the Arts and Cultural Management focus area. The services, learning resources, networking opportunities and project activities distributed through or organised under Creve are intended for all those interested in or already involved in creative entrepreneurship. In the coming years, the further development of Creve and its integration into Arts and Cultural Management and the key competence area of Entrepreneurship and the Creative Economy represent a natural and fruitful next step (Kaalikoski 2020, 134−135).

Research, development and innovation (RDI) as the foundation of competence

In Humak's strategy process, we discussed what kind of RDI-based expertise we should develop in the future in the broader field of Arts and Cultural Management and within the new key competence area Entrepreneurship and the Creative Economy.

Our RDI activities focus on project activities, working life cooperation and applied research which strengthen competence and within which we develop products and services with those working within the field. In the Creative Economy learning path, our

working life-based approach helps improve students' employment opportunities and ensure that our degree programmes meet future competence requirements. As a result of online implementations, it has become easier to make use of international experts in our RDI activities.

Timo Parkkola, Director of Education at Humak, describes the basic principles of our RDI activities in the publication *Oppia TKI kaikki, TKI-toiminta oppimisen mahdollistajana Humanistisessa ammattikorkeakoulussa* (RDI activities as an enabler of learning at Humak University of Applied Sciences). He points out that RDI activities contribute to making our university of applied sciences a higher education institution. Parkkola emphasises that the highest vocational education is impossible without cooperation with working life actors that is based on applied research. This cooperation creates new knowledge and competences. To ensure successful transfer of competence, both teachers and students must be involved in the RDI activities (Parkkola 2017, 4).

Against this backdrop, Humak's Arts and Cultural Management RDI activities have been our strength going into the strategy period, and this strength can be further enhanced in the field of Entrepreneurship and the Creative Economy. As its name suggests, this key competence area is already linked to working life and especially to the multidisciplinary development of entrepreneurship.

The related development projects aim to build centres of competence to make an international, national and regional impact. In Entrepreneurship and the Creative Economy, attempts have been made to promote networking by creating a large consortium of applicants for the latest RDI projects. The projects include international dimensions at every level. I will mention some of the projects in this section.

It is clear that during the Covid-19 pandemic, digital arts and cultural management has acquired greater significance in the most recent projects Humak has been involved in as either project lead or co-producer. In the national V*event – Boosting the Virtual Events Industry* development project, for example, we are testing new virtual technologies for use by companies and actors in the event production industry, placing the productisation opportunities in the international context. The *Digitaaliset kaksoset kulttuurialan ekosysteemin elvyttämisessä* (Digital Twins: reviving the cultural ecosystem) project, launched in the autumn of 2021, aims to produce digital twins, productise companies' digital innovations and promote their applications in the arts, events and cultural sectors in particular.

Regional business activities are being developed in many of our new development projects such as the *Digivirtaa* (Digital power) entrepreneurship training project for young people in the Uusimaa, South Karelia and Kymenlaakso regions, the *Look Out – Osaamisen uudet suunnat* (Look Out – the new directions of competence) development project in Central Finland and the *Innotutka – valmennuksessa* (Innotutka – in training) project focusing on Southwest Finland, in which sustainable innovations are creating success for entrepreneurs in the changed conditions after the Covid-19 pandemic.

The international *Educro – Creating New Customer Value Through Cross-Border Co-Operation* project develops content and works with Russian partners. One example of our

Erasmus projects is the *Diggiloo – Cultural production from Youth to Youth* project of the autumn of 2021, implemented alongside Humak's community educator education and linked to entrepreneurship education, which is carried out with Estonian and Dutch partners. Currently, we are also applying for other Erasmus development projects and are involved in several European application processes aimed at developing the future of the sector.

Our Finnish partners in the projects approved during 2021 include Aalto University, LAB University of Applied Sciences, Metropolia University of Applied Sciences, Seinäjoki University of Applied Sciences, Arcada University of Applied Sciences, University of Jyväskylä, Jyväskylä University of Applied Sciences, Turku University of Applied Sciences, the University of Turku and several vocational institutes from different regions. The projects to be launched will also involve various businesses, industry associations and other actors with extensive international contacts.

Strategy process highlights Humak's special expertise in entrepreneurship education

At Humak, we are constantly anticipating the future, but, as part of our strategy process, a particularly extensive examination of foresight data informed the substance of competence needs. The design of the key competence area involved reflection on what sets Humak apart from other universities of applied sciences offering education in arts and cultural management and entrepreneurship competence.

Humak's Creve is one of our key strengths. In a national entrepreneurship competition organised by Arene, the Rectors' Conference of Finnish Universities of Applied Sciences, and the Suomen Yrittäjät enterprise organisation, Humak won the section on transforming entrepreneurship in 2019. In particular, the competition jury thanked Humak for the versatile services provided by Creve to entrepreneurs and future entrepreneurs in the creative industries through training, development and business counselling (e.g. Peltola 2019).

The geographical reach of our operations within the focus area sets Humak apart: we provide education in Jyväskylä, Turku and the Helsinki Metropolitan Area, as well as online as a multimodal implementation. Our partnerships are based on regional, national and international networks, creating a broad impact.

At the time of writing this article in the autumn of 2021, our programme already boasts a large family of educational products, strengthening educational pathways in creative entrepreneurship. As a first step, "sneak peek" courses are being developed and offered for future students. These courses are offered online, making them widely available for everyone. The most important of these educational pathways are the bachelor's and master's degrees. Within the master's degree programmes, students can choose to hone their financial and business expertise. Bachelor's degree programme students can also choose an entrepreneurship pathway (Humak Student's Guide 2021). Students in Humak's degree programme, thus, have the option to complete part of their Arts and Cultural Management studies in an entrepreneurial environment. The content of the entrepreneurship

path is implemented and developed in cooperation with various partners such as Junior Achievement Finland and working life partners. The Open University (Open UAS) offers continuous learning modules for those who wish to complement their education and for entrepreneurs already active in the field.

Humak's online degree has been a pioneer in its field and has proved effective. The degree also offers many opportunities for the further development and specialisation of educational products in relation to entrepreneurship skills. In addition, the master's degree studies offered online, the study modules offered through the Open University of Applied Sciences, and the joint UAS study portal Campus Online have attracted students from all over Finland and around the world (Campus Online 2021).

The foresight activities also involved many surveys and workshops to consult students and graduates. In the spring of 2019, a survey was conducted with master's level students and graduates, in which the need to develop entrepreneurship competence and business activities emerged more clearly than before as one of the key areas for development. I would like to quote directly a passage of one open answer to a question about which skills are important from the perspective of arts and cultural management: As work patterns change, more people will become employed as micro-entrepreneurs or employ other micro-entrepreneurs, making understanding the mechanisms of a changing economy crucial. I include another direct quote from an answer to a question that asked respondents to describe the competences that future cultural managers needed: *An understanding of business, entrepreneurship, different forms of work, digital channels and access to finance* (Kutua huomennakin -kysely kulttuurituotannon alumneille 2019). Humak's competences in creative entrepreneurship within Arts and Cultural Management are strong. The education sector is constantly changing, and the content of creative entrepreneurship will take on renewed importance in the reform of the curriculum and the design of new educational products.

Objectives of the key competence area of creative economy and making them concrete in the future

Our strategy statements for the new key competence area illustrate how the societal need described in the first section is expressed in Humak's goals. The **strategic objective** of Entrepreneurship and the Creative Economy is **to support the better use of creative competence in the changing working life, business environment and business activities in different sectors**. This objective reflects the obstacles to the development of the creative industries that have been identified in research and attempts to resolve them. One of the obstacles to development identified in a 2017 survey by the Ministry of Education and Culture was that, in spite of a demand for creative competence in other sectors, this competence was not transferred or developed systematically enough (see Ministry of Education and Culture 2017a).

It is therefore central in all the education and RDI activities within this key competence area to bring together different fields and make extensive use of creative competence to create new business. Our partnership networks contribute to these activities.

In addition, the **concrete goal of the key competence area is to create a service concept that produces entrepreneurship education and training based on the principle of continuous learning and strengthens the entrepreneurial competence of creative sector actors**. This includes increasing the knowledge and skills of graduating students, creating new entrepreneurship and enhancing wide-ranging RDI activities.

The realisation of entrepreneurship education requires entrepreneurial pedagogy and the use of work-based learning environments (Ministry of Education and Culture 2017d, 4; Ministry of Education and Culture 2017c). Cooperation between levels and fields of education is one of the features of entrepreneurship education and will also be strengthened in the future through student pathways.

Within Arts and Cultural Management, our activities are also guided by the general strategic priorities of promoting culturally, socially and ecologically sustainable arts and cultural management and increasing competence in the development and use of technologies and digital production environments (Kaalikoski 2021b).

Currently, our work within the key competence area focuses on a constant reflection on our present activities and the question of how competence will be developed in the future in degrees, new educational products, continuous learning and RDI activities, taking into account ecological sustainability. Sustainable arts and cultural management has already become a reality with the Culture, Organisation and Sustainability Management (COSM) study module launched in the 2020–2021 academic year. This has been a big investment for Humak. COSM is strongly connected to our approach within the key competence area of project management and entrepreneurship, but it also supports the future competence needs of the creative economy. Indeed, the priorities are common to the entire focus area of Arts and Cultural Management.

The new projects launched in the spring of 2021 to develop digital productions are RDI processes in line with the goals of the key competence, and they are linked to the priority of new technologies and closely connected to the arts and cultural management education.

Education is also offered in cooperation with educational institutions, which supports the goal of bringing together different fields to create wide-ranging competence. At the time of writing this article, in the autumn of 2021, cooperation-based education is available quite extensively through the Campus Online portal and international student exchange.

In addition, students can take studies included in the curricula of the University of Turku and the University of Jyväskylä. The purpose of these new education agreements is to offer Humak students university studies in the arts, culture and cultural tourism. University students also have the option to take Humak's working life-oriented studies such as the basics of arts and cultural management and the COSM studies related to sustainable arts and cultural management. A key goal is also to bring together students so that they can engage in collaborative, multidisciplinary service design projects and at best, create new entrepreneurship together.

The strategy period has only just begun and will last until 2030, so the development of the new key competence area has only just started. Increasing international project activities and applied research is a concrete goal for the future, because we want to develop our expertise with international partners in international operating environments.

Concluding remarks

At the end of this article, I should return to Humak's strategy and the related mission in particular. Humak's mission is to collaborate with our students, staff and partners to build a humane world that considers the needs of individuals and communities (Humak 2021a). The new key competence area Entrepreneurship and the Creative Economy is one factor in the implementation of this mission, both nationally and internationally.

In the spring of 2022, our activities are still overshadowed by the Covid-19 crisis, although the atmosphere is more optimistic than last year. Due to the long crisis and restrictions, we have had to use the resources of the key competence area of the Creative Economy to overcome the coronavirus crisis and support our students and those working in the sector. As a result of the crisis, new competence needs have materialised as new educational products, RDI activities and the reorientation of activities into the post-coronavirus period. As a result of the global experience, new international partnerships have emerged in the creative sector with which future cooperation is being considered.

Each year, a new group of students begins their educational journey at Humak. The lecturers consider how to tailor the courses included in the curriculum to meet the needs of that moment. Another interesting perspective on the future of creative entrepreneurship and future student pathways is that according to Youth Barometer 2019: Good Work!, an increasing number of Finnish young people are considering embarking on entrepreneurship or are already operating as entrepreneurs in one way or another. According to the study, entrepreneurs stand out from the data–their attitudes and views are characterised by a strong self-belief and self-reliance. Up to 58% of young people would like to try entrepreneurship at some stage in their career (Haikkola & Myllyniemi 2020, 5, 61–66). Based on the barometer, we may predict that these positive attitudes towards entrepreneurship will also be visible among our future students. Our Entrepreneurship and the Creative Economy key competence area must be ready to serve this target group as innovatively as possible, because they already have a desire to create new work through entrepreneurship and reform the society around them.

The UN encourages people around the world to celebrate World Creativity and Innovation Day every year – the slogan of this day, which was cited at the beginning of the article, also matches the future thinking of Humak's Creative Economy key competence area: Embracing our creativity and innovation abilities are crucial components in ensuring a better world.

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The fleeting stations of the creative industries: the skill and science of arts and cultural management

Pekka Vartiainen

During this decade (2021–2030), Humak's development work in the key competence area of Arts and Cultural Management will be defined by the model of two key competence areas, which support project management and entrepreneurship and the creative economy (Kaalikoski 2020, 26). The first focuses on sustainable arts and cultural management and the management and development of digital production environments. The aim is to strengthen cultural sector competence in diverse and technologically challenging environments, with a focus on cultural, social and ecological aspects linked to sustainability (Vartiainen 2020, 27).

The promotion of management competence focuses on enhancing the socially inclusive impact of the education offered by Humak. Networking at the national and international level also plays a key role in the development of the sector. By strengthening networking, sustainability-related issues of inclusion, cultural rights, preservation of cultural heritage and the ecology of creative economy products are integrated into educational activities (Vartiainen 2020, 27–28).

The key competence area Production and Project Management reflects the ever-increasing state of change in the field of culture and art, driven by technological development. New ways of producing artistic and cultural experiences are bringing renewed attention to the regulation of productisation, funding and distribution. This is a question of managing change, which requires new innovations, a critical assessment of existing solutions and operating models, and research and development work.

From the perspective of the arts and cultural management sector, it is clear that, while the principles of a key competence area like Production and Project Management are very general, within the programme, education is built on more specific priorities. The challenges of the key competence area approach arise from this strategic situation, in which there is a kind of never-ending dialogue between the social and political forces in society and individual views. What is the position of the cultural sector among the sectors that build civil society? What are the specific characteristics of the cultural sector? How are they reflected in societal decision making? Why do we need culture?

What is important and essential here is that there is discussion in the first place, that the discussion is underpinned by policies to keep it going, and that its frame of reference is extended to the international level.

In this article, I briefly examine a situation ten years ago, when the development prospects of arts and cultural management were examined at Humak as part of its international networking. The question of setting priorities for the sector was also important then, although these activities took place on a more ad hoc basis. The prospects were created at that moment as part of the direct interaction between those involved in the field, without the programmatic or strategic objectives which give impetus to our work today.

Prospects of arts and cultural management

In March 2021, the European Sociological Association's (ESA) Research Network on the Sociology of the Arts organised a conference on the social effects of art. The event was organised by the University of the Arts Helsinki and the Cupore Center for Cultural Policy Research (ESA-Arts 2021). Like most public events during the coronavirus pandemic, this was also an e-conference.

The event brought together many cultural experts from all over the world. Over four days, we heard dozens of presentations on the state of art, ranging from theoretical approaches to concrete questions about the status of the artist and the possibilities of making art in the contemporary world and in the current moment. The topics discussed included cultural policy, the impact of art on wellbeing, sustainability and festival productions, as well as participatory and equalising artistic methods. Artist and researcher Laura Beloff, the conference's keynote speaker, explored the interfaces between art, science and technology, and the numerous action- and discussion-based workshops offered concrete examples of both applied and community art and contemporary art as a catalyst for social debate (ESA-Arts 2021).

The conference included a discussion on the past, present and future of arts and cultural management, entitled "Cultural Management 2020 – Retrospective and Prediction". This discussion was convened and moderated by American professor Constance DeVereaux (University of Connecticut) and attended by Aleksandar Brekić (Goldsmith University, UK), Richard Maloney (New York University, USA) and Pekka Vartiainen (Humak).

As the title of the event suggests, the participants looked back on the past and speculated about and imagined possible themes that would emerge in the near future. All the participants also took part in the international discussions held at Humak between 2007 and 2009. These were small-scale symposia on the current state of the arts and cultural management sector and its place among scientific disciplines.

Arts and cultural management is a multidisciplinary field, so issues of the status and identity of the field were – and remain – important for research in this area. At the beginning of the millennium, a seminar series entitled "State of the Field" brought together researchers, teachers and experts in the field from around the world. In addition to the Finnish participants, many attendees arrived in Helsinki from the United States, but there were also participants from the other Nordic countries, Europe and even South Africa. The number of participants ranged from 10 to almost 20.

At the 2021 ESA seminar, the discussions that had taken place ten years earlier were already viewed somewhat nostalgically. The world has changed since then, and the field of arts and cultural management has also changed as a result of developments within the sector and external events. The talks at this seminar brought out how arts and cultural management at the beginning of the 2010s had been characterised by a diversity of views – is it for business or not? art or not? theory or practice? -, which created divisions within the field. There was also some "confusion" the role of the manager in relation to the audience and to production organisers, artists or organisations was oftentimes undetermined and unclear, even questionable, to those in the field. At worst, producers were seen as the proverbial bull in a china shop, taking from here, there and everywhere and leaving nothing in their wake but broken pieces and disappointed artists (Brekić, DeVereaux, Maloney & Vartiainen 2021).

The legitimisation cultural management research within the academic field (Brekić et al. 2021) was also a topic that sparked discussion in the first decade of the 21st century. The need to position the field between cultural research and production practices seemed clear and even essential to the future of the sector. At the same time, the role of cultural managers as intermediaries between art and the audience needed to be clarified and perhaps even remembered.

At the end of the first decade of the 21st century, the challenges posed by new technologies were already visible, even though the importance of social media as a communication and marketing channel, for example, was far from the reality we see today. Economic factors gained importance in the discussions, particularly as a result of the 2008 global financial crisis, but the general shift in the focus of the sector's development towards economic and financial issues was not yet perceptible at that time (Brekić et al. 2021).

The starting point for discussions on the current state of arts and cultural management was the professional profile of the manager, and how they perceived their role as a mentor or mediator between art and the audience. Along similar lines, the discussions also concerned the nature of the sector in higher education and research, where the home of arts and cultural management has been variously located within the framework of economics, art research, or within the humanities and social sciences. Consequently, developing a research paradigm for arts and cultural management (Brekić et al. 2021) is an agenda that should not be forgotten.

Arts and cultural management and globalisation: 2007

The 2007–2009 seminars on the present and future of the field sought to resist the conventional model of academic seminars with key speakers and numerous presentations. The seminars, instead, aimed to ensure direct interaction among the participants. Preliminary materials were distributed to those who registered for the seminars, so seminar participants were primed for a discussion with the other participants. The aim of the free-form discussion was to give room for active interaction. The purpose was to get away from formal, presentation-type researcher monologues.

The round table discussions held at the two-day seminars were recorded and formed the basis of publications, which included edited dialogues accompanied by expert articles.

The theme of the first meeting in 2007 was globalisation and the position of the sector in a context of global and cultural sector change. At the time, the selected theme resonated in many ways with the issue of the effects of globalisation on the economy, politics and society as national barriers to the movement of goods and people were being lowered. There was a great deal of concern about the growing influence of transnational corporations, and the European Union was also rapidly expanding. The debate on climate change, which would be on everyone's agenda in a few years' time, was given a spectacular start when the first Earth Hour was celebrated in Sydney as a reminder that humanity needed to wake up to the development of alternative energy production models. The field of arts and cultural management was discussed from the perspective of globalisation, addressing questions such as the financial position of artists and artistic organisations and actors, as well as the possibilities of education to meet challenges arising from the field, growing competition and the private sector.

To launch the discussions, the participants were divided into rotating small groups. Each group was given a set of questions that served as a basis for discussion. The 2007 theme, "Cultural Manager as Global Citizen", raised several questions, ranging from the role and responsibilities of cultural managers in the face of the global and political changes confronting civil society, to the potential of the sector to develop existing research, methodological and practice-based solutions.

The field was seen to be troubled by the discrepancy between various competing objectives, and as a result, the sector seemed impossible to characterise. The arts and cultural management sector seemed to consist of a loose collection of various measures in the field, which were more or less linked to artistic practices. In addition to resisting definition, the sector lacked credibility and a sound interaction between theory and practice. These problems, of course, also affected the discipline of arts and cultural management, which was dispersed in many directions and lacked a common understanding of the competences needed in this field.

By 2007, however, research on arts and cultural management and cultural policy had made progress and had succeeded in creating theoretical and practical bridges with, for example, the help of international networks. The annual conferences of ENCATC (European Network of Cultural Administration Training Centres) and AAAE (Association of Arts Administration Educators) brought together stakeholders in the field, with a special focus on education. At the same time, other sectors also showed a significant interest in cooperation with the cultural sectors, and an interest in multidisciplinary approaches and research had already long been observable. (DeVereaux & Vartiainen 2008).

The 2007 seminar made a concession to academic seminar conventions in that Constance DeVereaux, then Professor of Arts Management at Shenandoah University, gave a presentation on "Cultural Citizenship and the Global Citizen" (DeVereaux 2008). In her presentation, DeVereaux unpacked the theme of the seminar by clarifying the concepts of culture, citizenship and globalisation and combining them with the question of how an individual should choose, if at all, between a culture based on nationalism and global

citizenship. According to DeVereaux, the status of an individual, whether consciously adopted or assigned, was determined by cultural policy, which gave expression to issues related to the identity of individuals, their social and global status and the formation of supranational interest groups. In relation to their social existence and culture, an individual was a citizen, a consumer of culture or a cultural worker who is "accountable only to their employer" in a globalised world (DeVereaux 2008, 22).

Ten participants took part in the 2007 seminar. After a brief introductory talk, they were divided into two groups, each of which was given four questions to answer and as a basis for discussion. The groups discussed each question for about 20 minutes and then moved on to the next question. The composition of the groups was also varied to give each participant the opportunity to interact with everyone else.

To summarise the discussions, it was noted that the central themes were the changing and mutually supportive roles of the public and private sectors as cultural management platforms, how practice and theory shape the work of cultural managers, and how concerns about preserving cultural diversity in the face of globalisation united those working in the sector, both in Europe and North America. The last issue highlighted social and professional ethics, and the determination of industry players to maintain a broad concept of culture, both historically and in terms of content. As all the participants in this first seminar were educators, the discussions focused particularly on the "entertainmentalisation" of culture and, as a counterpoint, the ability of culture to convey knowledge and aspects related to values.

Arts and cultural management as a discipline: 2008

The theme of the 2008 symposium was exploring the structure of arts and cultural management as a scientific discipline. A key question was how the borrowing of appropriate perspectives from various disciplines–social sciences, economics, art research, media research and so on–shaped the discussion of research objectives and constituted the field. Typically, there are many working in the arts and cultural management sector without formal training, whose interests focus on the development of project-specific activities rather than the whole sector. What impacts does this have on the development of the sector?

The symposium, entitled "The Science and Art of Cultural Management", was held in Helsinki in the spring of 2008. It included thirteen participants from the United States, Germany, Serbia and Finland. To prepare for the event, the participants had been given two papers, which discussed the future of arts and cultural management as a discipline and arts and cultural management as cross-cultural management. The latter theme introduces a perspective that emphasises a holistic view of culture among those in the sector. The way managers and researchers approach their target takes into account a variety of possible societal, social and political structures. Such a perspective challenges those in the field to look beyond their mundane everyday activities when they reflect on their own thinking.

As in the previous year, the participants worked in two small groups. The group-work was structured with questions given in advance, as well as by changing the formation of the groups. The questions were related to the nature of arts and cultural management as a scientific discipline: What is meant by the scientific perspective in arts and cultural management? What are the prevailing scientific methods in arts and cultural management? Are there any differences between the ways artistic and cultural management are viewed? In what direction should the science of arts and cultural management be developed?

To summarise the discussions (DeVereaux & Vartiainen 2009, 99–103), it may be noted that although there were clear differences due to the background of the participants (practices and approaches differ between North America and Europe as well as within Europe), there was nevertheless a clear common understanding of the fundamental issues related to the sector, including the need for knowledge production, multidisciplinarity, the scientific methods used in the field as well as practical action, linking the cultural policy agenda with general sectoral lobbying activities.

One outcome of the symposium was a call for a detailed review of knowledge related to the history and development of the sector and of the ongoing activities in the sector. Activities had thus far focused on practical information sharing, which meant the dissemination of best practices from one industry player to another. As necessary as this has been, a serious discipline needs much more. It may be said that the debate was stimulated by an as yet unformulated wish for a paradigm – in other words, the possibility of developing the field into a stronger discipline in terms of terminology and theories.

Multidisciplinarity is seen as a strength in the field, but it may also represent a certain kind of threat. The support from other sciences, in relation to marketing, communication, leadership theories, politics or entrepreneurship, for example, must be closely linked to the cultural sector and its characteristics, for there will otherwise be no room for scientific progress in the sector. The core of the science of arts and cultural management can be found in its own principles, and supporting sciences can help us understand them.

Similarly, the link between arts and cultural management and cultural policy was seen as mutually supportive and even necessary for the existence of the sector. Arts and cultural management is implemented within the framework of cultural policy, and to understand it, scientific knowledge about the possibilities of artistic and cultural activities in society is needed. Here, science is connected to making an impact with knowledge.

Limits of arts and cultural management: 2009

The third and final part of the Humak seminar series sought to identify development prospects of the field at a broader, more general level. The seminar title “Cultural Management and its Boundaries: Past, Present, and Future” included the idea of defining boundaries and questioning them. While previous seminars had explored the limits of arts and cultural management and called for more precise definitions of these boundaries, the purpose of the third symposium was to problematise the pre-set or self-imposed limits and to see if it was possible to redirect activities elsewhere with the help of a

re-evaluation (DeVereaux 2010, 7–10). The manager's toolbox often focuses on practices; our aim was to complement this with elements that nurture imagination and creativity, which are equally part of the production process.

The global economic crisis, which had hit the world markets, provided a current framework for the 2009 discussions.

The seminar discussions were based on a set of papers, which aimed to reform the cultural sector's production-oriented and practice-based thinking and take the sector into the new decade. Helmut K. Anheier's controversial 2009 paper entitled "How can the cultural sector survive the financial crisis" (Labforculture) calls for cultural organisations to seek solutions for their continued existence by renewing their activities. They must not get stuck in the old, or yearn for the past; rather, they must look for ways to maintain their ability to function, even in new conditions. In his paper, Patrick S. Foehl (2009) obliges managers to take the lead in marketing not only the projects they manage, but also their own work. It is a basic struggle for existence (even though Foehl does not say this), in which tough times require tough action. In her article, DeVereaux (2009) calls for a more extensive discussion of practice-based measures at the societal level – *How to apply for funding? How to market? How to network?* Managers must have other skills besides technical skills. They must have views on the development of the field, visions of the future and a detailed knowledge of the field–or must, at least, aspire to acquire such.

The 2009 seminar was attended by 19 participants from all over the world, including Bulgaria, Iceland, Italy, South Africa, Hungary, the United States and Finland. Four questions were given to the group discussion participants, challenging them to engage in mutual debate. They were asked to assess why art and culture continued to be seen as marginal alongside other essential functions of society such as health and the economy. They were also asked to identify the factors linking cultural and artistic management measures to the political, economic and social power relations in society. The role of cultural managers in bringing together art and culture, and the public and communities was also part of the agenda and participants began to share their views based on this agenda.

In summary, the two-day discussions demonstrated that when considering the importance of art and culture, the diversity of viewpoints was immediately apparent in the different ways in which each participant defined art and culture. For some, art was associated with an external aesthetic mould, elitism, the breaking or at least questioning of which was important for the intrinsic value of art. For others, art was associated with the creative process of individuals, resulting in either socially recognised or rejected products. In a way, this is also a question of the role and significance of institutions when considering the professional profile of the manager; whose side are you on? or is choosing a side just a necessary evil and actually part of the problem?

The professional profile of the cultural manager has traditionally been seen as connecting different parties: artist, public, individual and organisation. The concept of the mediator, by contrast, has been neglected in the definitions. What exactly does it mean? Is it someone who assists, guides, facilitates, mediates or instructs the implementation of productions? Is their role that of a manager responsible for the finances or an organiser

who edits the programme content? What role does a manager play in defining culture? How does the manager guide people's perceptions of culture or art? Is it just the manager's personal attitude that determines their professional profile in the field?

Discussions also raised the idea of the need to adapt the common notion of cultural management to better reflect the role and professional profile of the manager. Would it be appropriate, at least in some cases, to completely reject the term "management", which is more of a managerial and administrative term than one that specifically reflects the production activities in the cultural sector? In this context, "production", as a neutral term that reflects production, manufacture or creation, is possibly more suitable for the cross-disciplinary ethos of arts and cultural management.

It all ultimately comes back to the complexity of the arts and cultural management sector and the diversity of the manager's professional profile. The manager's duty is to ensure that a production is successful and that once everything has been done, the final result can be measured not only in euros and customer numbers, but also in terms of the humane attributes that underpin society's values.

The third publication of the State of the Field seminar series also included articles by the participants. Patrick Ebewo presents a community theatre project in Lesotho, in Southern Africa, as an example of the potential of art to engage and strengthen, or even resolve difficult social and political conflicts (Ebewo 2011). Angela Besana (2011) explores the diverse roles of managers in Italy, where their operating environment is characterised by shifts from the private to the public sector, and from non-profit to profit-oriented organisations and business activities. In her view, producers need to be open and business-minded and hungry for new ideas to ensure their livelihood and develop the sector. In her article, Karen Smith (2011) emphasises the need to use the expertise of cultural managers in higher-level cultural policy decision-making as well. With England as an example, Smith believes that decision makers too often rely on safe alternatives, especially in the creative economy, when more interesting ones are available. Icelandic Njördur Sigurjonsson (Sigurjonsson 2011) goes back to Adorno's theoretical views of the omnipotence of cultural industries, and how an instrumental view of art also characterises the discussion that takes place in the field of arts and cultural management. In such thinking, there are no points of contact for the aesthetics of art. In its own discourse, arts and cultural management should ensure that the discussion about art also addresses its experiential nature. Art is more than measuring audience satisfaction or the success of ticket sales in euros or other denominations.

Back to the future?

During the 2009 symposium, participants performed a SWOT analysis of the current situation in the sector (Vartiainen 2011). In 2009, the strengths of the sector were seen to lay in the close link between education and arts and cultural management practices, and the development of operating models derived from these practices. The best practice approach has produced innovative activities in the sector that are linked to the everyday life of industry players and thus confer a direct benefit in terms of the way culture is seen and heard in society. From an industry perspective, this strength may also be a weakness.

Excessive engagement with the present has reduced visionary activities, further denying the production field a seat at the tables where the future of the cultural sector is decided. A critical assessment of fundamental issues related to production ideology, such as the overemphasis on economic aspects and the marketisation of the field, has also remained rather limited. Managers often do things on their own, in their own way, with little joint discussion of how the sector operates.

Yet there is also potential in the field. Crises bring new opportunities. Those who carried out the SWOT analysis found positive signals; for example, in the form of new technology that allowed productions to be brought closer to artists and audiences. By lowering the threshold for interaction between stakeholders, managers have better opportunities to influence the promotion of the societal importance of culture. Gradually, research in this field has also been revived and has gained more ground as part of the policies guiding individual artistic and cultural projects 'on the ground'. A globalised economy and decreasing cultural diversity present a threat to the sector but they also represent opportunity, that at its best may raise the profile of the cultural sector. Of course, this requires proactivity on the part of industry players, and a lack of action, in relation to the cultural policy outlook, for instance, suggests a degree of apathy and defeatism, yielding the pressure of "greater powers".

During the second symposium meeting in 2008, a "side seminar" was held in which a few researchers were invited to share their views and thoughts on what arts and cultural management would look like in 2020. They were three researchers from the United States and two from Europe (Vartiainen 2011). In their visions for 2020, ten years into the future, the researchers saw the sector as increasingly market-driven and expected the funding base of culture to shift more from the public to the private sector. They also predicted the rise of issues related to the state of the environment, gender politics and multiculturalism.

It is obvious that the future visions of ten years ago were not completely wrong. Sustainability concerns have become central everywhere, from daily news reporting to the curricula of higher education institutions. Similarly, gender politics, even heated debates about gender identity in the form of the #MeToo campaign or transgender activism, have increased awareness of the existence of gendered discourses. In Finland and Europe, immigration and the debates surrounding it have been intense throughout the 21st century and have become even more pronounced in the 2010s (for the debates in Finland, see Keskinen, Rastas & Tuori 2009.).

Those ten-year-old visions of what the world would look like in 2020 may also carry us to the spring of 2021, when the ESA conference also considered the world of tomorrow from the perspective of cultural managers. In line with the spirit of the coronavirus pandemic, views emerged that stressed the ability to manage change factors (Brekić et al. 2021). Crisis management is already part of all event and festival production, and few would question its continuing existence in productions in the immediate future. There may be some justifiable concern about the future of traditional forms of art – classical music, literature, opera – as multinational tastes and production mechanisms become all-pervasive. Commercialism and market orientation are gaining ground, along with the consideration of "general appeal" and how we respond to this.

Connected to the above, perhaps, is a newly-emerging ethics, guiding the activities of individuals and expressed through art and culture (Brekić et al. 2021). The issues of global responsibility and trust guide the choices of individuals and the public and thus also provide a measure of the need for cultural forms. Preserving the heritage of humankind can also be included among the major units of measurement in the cultural field. For our part, we must ensure that our past and present are also expressed tomorrow. In various ways, we are entering a time of uncertainty (Brekić et al. 2021), if not narrow-mindedness, in which the themes of equality, diversity and cultural inclusion (Brekić et al. 2021) emerge more frequently and intensely in our work in the field of arts and cultural management.

Humak's 2021 strategy for Arts and Cultural Management focuses on technological development, the emergence of diverse and cross-disciplinary operating environments as part of the field of work of industry players, and the state of the environment, as defined by the sustainability goals. Such holistic approaches to managing change have already characterised the activities of cultural managers and cultural management education providers in recent years, and will increasingly do so in the future.

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Chapter 4:
The focus area of Interpreting and Linguistic Accessibility

Interpreting and Linguistic Accessibility

Tytti Luoma

A degree in interpreting enables graduates to work in a variety of positions related to sign language, signed communication, interpreting and interaction guidance. In Finland, two universities of applied sciences offer a bachelor's degree in interpreting. Humak's degree programme in Interpreting and Linguistic Accessibility can be studied in Kuopio and Helsinki. This interpreter training takes four years and consists of 240 credits. Interpreters' customers include hearing, deaf, hard of hearing and deafblind people, and people with various speech impairments. Customers' life circumstances vary greatly, and interpreters must therefore have diverse language, communication and interaction skills, as well as knowledge of different sectors and areas in society, situational awareness and the ability to guarantee equality through their actions. Humak plays a statutory role in training interpreters, because the provision of interpreting services is based on the Act on Interpretation Services for Persons with Disabilities (133/2010) in Finland. This act guarantees a subjective right to interpretation for those with hearing and speech impairments and people with deafblindness who can express themselves with the help of interpreting. In 2015, the Finnish Sign Language Act (359/2015) also entered into force and under it, Finnish authorities have the obligation to improve the opportunities of those using sign language as their native language to deal with authorities and gain information in their own language.

Humak's interpreter training includes two key competence areas: sign language interpreting and communication expertise. The development of the implementation of linguistic rights and accessibility, as well as multimodal interaction, are at the heart of these key competence areas. The mission of the two key competence areas is to promote various visual and physical communication methods in interaction and interpreting, and to increase the linguistic accessibility of in-person interaction, physical and technological communication environments, and websites. Training in the key competence area of Sign Language Interpreting is provided in Helsinki, and its purpose is to produce interpreting and translation experts who can act as mediators of Finnish or Finnish-Swedish Sign Language and culture in society. Humak is the only educational institution in Finland that trains Finland-Swedish Sign Language interpreters and deaf interpreters. Training in Communication Expertise takes place in Kuopio, and its purpose is to strengthen multichannel and multiform interaction competence that can be used in a variety of interaction environments and situations, as well as to develop various AAC interpreting and interaction practices. Students gain strong pedagogical competence and interaction expertise, which enables them to work in communication guidance, counselling and coaching positions with different-aged customers with speech impairments in individual and group situations.

In addition to working with special groups, the interaction and communication expertise obtained in Humak's interpreting training can be used to support various authorities and public bodies to promote accessibility, equality and inclusion, and to guarantee that the EU's Web Accessibility Directive is implemented in practice. The degree provides interpreter students with even more diverse competence in interaction and linguistic accessibility and creates opportunities to gain employment in a large selection of tasks. The interpreting degree programme is integrated into separately funded national and international projects that aim to support the business sector and involve students in the multiprofessional development of working life.

Humak's interpreter and communication expert training

Tytti Luoma

The strategic goal of the Interpreting and Linguistic Accessibility focus area is to be recognised within our field as specialists in multimodal interaction. As an education provider and societal player in the field of sign languages, interpreting sign language-based communication and AAC (Augmentative and Alternative Communication) interpreting and guidance, we endeavour to be a forerunner in the area of linguistic accessibility in Europe. The key competence areas included in this focus area guide our strategic development in our education, development and partnership activities.

In the autumn of 2018, a new curriculum was introduced, and our interpreting and linguistic accessibility training was divided into two key competence areas, both of which lead to a bachelor's degree in Interpreting. In Kuopio, the degree programme focuses on Interpreting and Communication Instruction (Interpreter (Bachelor's Degree), Interpreting and AAC Interpreting and Instruction) and in Helsinki, on Sign Language Interpreting (Interpreter (Bachelor's Degree), Sign Language Interpreting). The purpose of the key competence areas is to build competence in how various visual and bodily means can be used in interaction and interpreting. The aim of the degree is to provide interpreter students with more wide-ranging competence in interaction and linguistic accessibility, and to create opportunities to gain employment in a wide range of positions. The aim of our activities is to increase linguistic accessibility in face-to-face interaction, physical and technological communication environments, and websites.

The interpreting degree programme is integrated into separately funded national and international projects that aim to support the business sector and involve students in the multiprofessional development of working life. Humak also offers a Finnish master's degree programme in Interpreting and an international EUMASLI (European Master in Sign Language Interpreting) degree programme, which is implemented in cooperation with Heriot-Watt University, Scotland, and the University of Applied Sciences Magdeburg-Stendal, Germany. We are also the leading educational institution in training sign language interpreters in Finland-Swedish Sign Language. Humak is the only educational institution in Finland that also trains deaf interpreters.

This article discusses both the interpreting profession and interpreter training at Humak, examining the various means of communication that individuals use in their interaction with others and that interpreters use in their work. The article describes the two key competence areas within the focus area of Interpreting and Linguistic Accessibility and discusses multimodal interaction, a theme that cuts across the bachelor's degree in

Interpreting. The article also explains how multimodal interaction is manifested in the work of interpreters, and how Finnish legislation guides accessibility and interpreting services. Finally, the article reflects on the societal importance of Interpreting and Linguistic Accessibility.

The interpreting profession and interpreter training at Humak

There is evidence to suggest that there were already interpreters before the beginning of the Common Era. The interpretering profession has existed for a long time, but sign language interpreting and interpreting for people with speech impairments are relatively new professions. In 1978, with the support of the Finnish Slot Machine Association, the Finnish Association for the Deaf began sign language service interpreter training and teacher training in sign language. These training programmes were initially organised as weekend and summer courses. Interpreters were initially referred to as 'language assistants'. There was no application process for the courses, and participants were invited from all over Finland. The length of these courses was 170 hours. The 1980s saw a rapid profesionalisation of interpreting and interpreter training made great strides. In 1983, Turku Christian Institute and North Savo Folk High School established a 32-credit vocational education course in sign language studies. In Kuopio, the focus was on pedagogy and in Turku, on interpreting. The sign language teachers who graduated from Kuopio were later given the opportunity to complete interpreter training offered by the Finnish Association for the Deaf, and the sign language interpreter graduates from Turku were offered the opportunity to undertake teacher training.

As part of a 1986 reform, the year-long sign language studies became a two-year study programme under the National Board of General Education. Two years later, in 1988, the Government decided to extend the interpreter training to a three-year programme consisting of 120 credits and leading to a college degree. When Finland decided to discontinue college degree education in the early 1990s, the training programmes provided by colleges were transferred to universities of applied sciences. The interpreter training offered in Kuopio was transferred to Humak University of Applied Sciences, which was founded in 1998. Currently, interpreter training lasts four years and consists of 240 credits. In the autumn of 2018, we also started to train interpreters for people with speech impairments, who can also be employed in communication guidance and counselling positions. This historic change in education programmes has resulted in a convergence of the education level and fields of work of sign language interpreters and interpreters for speech-impaired people.

Interpreting services and interpreter training have improved significantly in a short period of time. Finland is a pioneer in interpreter training and in guaranteeing a legal subjective right to interpreting for those with hearing and speech impairments and for people with deafblindness. In addition to excellent language, interpreting and interaction skills, the interpreter profession requires strong ethical competence. It is essential that all parties involved in an interaction situation can trust that their message will not be distorted

in the situation. The needs of various customer groups are also essential: an interpreters' competence or combination of competences must guarantee good interpreting services for different users, and these services must comply with interpreters' professional ethics and support customers' right to self-determination. The professional code of ethics applies to all trained spoken and sign language interpreters, speech-to-text interpreting and augmentative and alternative communication in Finland (Kieliasiantuntijat 2021). This professional code of ethics aims to protect both the customer and the interpreter. Sign language interpreters often emphasise their role as language translators; they do not act as assistants to their customers or make decisions on behalf of their customers. Gone are the days when a deaf person was believed incapable of managing their own affairs and an 'interpreter' would act on their behalf.

The Interpreter's role and various means of communication as part of interaction between different people and as an interpreter's tool

For most of us, speech is a form of communication that we are accustomed to using in different situations. However, understanding and producing speech is not something that can be taken for granted. Every day, we encounter people in our daily life and in study and work environments who find it difficult or impossible to understand normal speech. There are approximately 3,000 deaf people in Finland who use Finnish or Finnish-Swedish Sign Language as their first language (Finnish Association for the Deaf 2021). In addition, there are approximately 65,000 people in Finland who have varying degrees of speech and communication difficulties (Papunet 2020).

Interpreters for people with speech impairments work in interpreting and communication guidance situations with various customer groups, such as people with hearing impairments, cochlear implant users, people with aphasia, people with developmental disabilities and people on the autism spectrum. An ageing population, related illnesses and various accidents also contribute to issues in understanding and producing speech. In addition, a growing number of young people in Finland and around the world have difficulties understanding their teachers' instructions at school, for example. Speech, language and communication difficulties are also common amongst individuals with a criminal background. Among young people, these issues can lead an increase in problem behaviours, and have been found to hamper learning, interaction in social situations and in dealings with the justice system, and to increase the risk of reoffending. Another key group that requires support in understanding spoken language is immigrants.

Nowadays, interpreters for people with speech impairments often have to reflect on their role and on the boundaries between interpreting, guidance and assistance. Unlike the typical interpreting situations for deaf customers, interpreters for speech-impaired people often act in situations in which the third party is not a person but some type of written material such as magazines, instructions, personal mail and advertisements, various websites, social media, emails and forms. In their work, interpreters may operate between two languages or within a single language. It has traditionally been thought

that sign language interpreters operate between two languages such as Finnish and Finnish Sign Language and interpreters for speech-impaired people within one language. However, sign language interpreters also have customer groups for which interpretation takes place within a single language. These groups include hard of hearing and deaf people and individuals with cochlear implants. Of course, people who can hear the sounds around them can also use hearing in their communication differently from those who rely on sign language (Martikainen & Rainò 2014). Interpreters must therefore be able to use various visual and auditory communication methods in interpreting situations in succession, simultaneously, occasionally and/or continuously. Interpreters must also understand how, for example, the physical space and the parties' positions in the space affect the interpreted interaction.

Interpreting for people with speech impairments is a very new profession, and the situation in the field is still comparable in some respects to the time when 'interpreters' worked as assistants for deaf people. Prior to the professionalisation of interpreting services, deaf people did not always have a say in their own affairs; instead, 'interpreters' often made decisions on their behalf. Furthermore, not every message was always conveyed between the parties, but only those that the 'interpreter' was perhaps able to convey or considered important. With the professionalisation of the sign language interpreters' job, their role changed from one extreme to the other, and the Finnish sign language community spoke of interpreters as 'cold machines', who only translated the language (see Selin-Grönlund 2005). It is true that language often plays a central role, in interaction research, for example. A typical idea concerning interpreted situations is that the interpreter focuses specifically on translating the language (see Pöchhacker 2004). Today, the role of sign language interpreters in Finland is seen as lying somewhere between assistant and translation machine.

Humak's interpreting training follows Roy's (2004) definition, according to which the interpreter is always an active participant in the interaction and plays a broader role than 'merely translating the language', because there is always interaction between all the parties in interpreted situations. The interpreter is therefore never 'odourless, colourless and tasteless', but a visible part of the interaction. During their training, students must learn the rules of visual interaction and become familiar with the communities of people who use Visual-Gestural Communication so that they can participate in interaction situations as interpreters, as well as manage the participation of the other parties in interpreted situations. An interpreted situation in which both auditory and visual communication systems are present is always a complex and multimodal interaction situation. Multimodality refers to the diversity of interaction and communication, and to how various resources can produce meanings (Haddington & Kääntä 2011, 11). For example, in interpreter training, multimodality is examined based on the ideas of Goodwin (1981) on how interaction is created by the simultaneous use of different resources, such as the body, by participants. Interaction and interpreting always involve non-linguistic means of expression as well. Such means include communicating with posture, different expressions and with external resources. Interaction can therefore be improved by using various objects to support communication or by pointing to objects, furniture or other elements in the space. Drawing with a pencil on paper or with a finger on the body can also be used as part of communication. Interpreters must be able to fluently manage the use of various communication channels and tools in various interaction situations.

Linguistic accessibility: the key competence areas of Sign Language Interpreting and Multimodal Communication and AAC Interpreting and Instruction

Accessibility is a term that includes material and immaterial dimensions. First, it refers to the physical accessibility of environments and buildings, such as ramps, lifts and non-reflective surfaces, as well as the acoustics of different kinds of spaces. Second, it can be understood as an abstract concept related to mobile networks and websites, services, attitudes, access to information and linguistic accessibility. In Finland, the concept of linguistic accessibility encompasses more than mere linguistic rights. Linguistic accessibility is realised, in practice, when everyone – in their role as customer or patient, for example - is aware of all the services to which they are entitled, when these services are provided, and when everyone is understood and understands the information given to them (Ministry of Justice 2018).

Linguistic accessibility also ensures, for example, that everyone can understand the instructions provided by the authorities or healthcare providers. This enables people to take responsibility for their own care. Among other things, this requires the accessibility of interpreting services and electronic services, as well as multimodal communications, guidance and advice, regardless of the language a customer speaks, or whether a patient has a visual or a hearing impairment, or a developmental or physical disability (Ministry of Justice 2018). Linguistic accessibility encompasses in-person interaction, physical communication environments and technology-mediated environments and websites. Linguistic accessibility concerns everyone, although it is clear that when informing and instructing people about public services or in relation to health, we should pay special attention to the groups that are least able to access information. In many countries, it is already a commonplace to take accessibility into account in urban planning, construction and public spaces. Alongside physical accessibility, greater attention should be paid to linguistic accessibility in all sectors and services of society.

The bachelor's degree programme in Sign Language Interpreting provides the qualification to act as a sign language interpreter. The bachelor's degree in Multimodal Communication and AAC Interpreting and Instruction provides the qualification to act as an interpreter for speech-impaired people and in communication guidance and counselling positions. One of the major themes that cuts across the curriculum of these degree programmes is visual and gestural interaction, which can overcome communication barriers at individual and community levels. Interpreters and accessibility experts are needed to enable various customer groups to access services, studies, hobbies and work. The mission of our key competence areas is to increase the linguistic accessibility of in-person interaction, physical and technological communication environments, and websites. In applying a community-oriented approach, we develop research on sign language interpreting and interpreting with AAC methods in collaboration with interpreters' customer groups. We also participate in the development of technologies that support linguistic accessibility.

The interpreter degree programme produces professionals with wide-ranging competence in interpreting and various communication methods, which they bring to all sectors of society. An interpreter's working environment is multicultural. The degree

programme therefore highlights international expertise to ensure our graduates can respond to society's need for professionals who can operate in international interpretation tasks and specialist positions. The primary goals of interpreting are to enable communication and ensure linguistic accessibility. An interpreter's work increases equality and autonomy, so interpreters play an important role in the realisation of human rights.

Multimodal interaction competence and interpreting: from sign language to gestures

The cornerstones of Humak's interpreter degree programme are strong expertise in sign languages as well as practical communication and interaction competence in a variety of interpreting situations. One of the overarching themes of the degree programme is multimodal interaction. As described above, multimodal interaction means communication that uses not only language, but also facial expressions, gestures, the body and prosody such as timing, stress, pitch, tone and intonation. The use of the surrounding space and objects, as well as various communication aids, are also part of multimodal interaction. In addition, students of interpreting must understand *chaining*, for example, which is a multimodal way of expressing something. Chaining enables us to express a particular phenomenon or a single word in or with different languages, modalities and tools (see Bagga-Gupta 2004). Gestures are also part of language and reflect the speaker's thoughts in various ways (McNeill 1992, 128). Gestures and non-linguistic means can be used to substitute speech entirely in an interaction situation (Laakso 2011, 154). However, gestures are culturally specific, and their expressive content and form are not necessarily linked. Gestures, as well as gaze and expressions, may indicate the emotions of the speaker and their attitude towards their interlocutor, the message and its content. Gestures are intended to communicate several things such as emphasising what is being said, urging, asking, thinking, courtesy, agreement or negation (Karlsson 2008, 10).

In interaction, a gesture or movement may be either a communicative or a linguistic expression. For example, a head shake in an interaction between hearing participants may be a non-manual element expressing negation, whereas in sign language, it is a grammatical expression of negation (Chen Pichler 2012, 672, 674). Eye gazes and manual gestures also play an important role in structuring turn-taking; pointing gestures, in particular, are essential for the success of interaction (Haddington & Kääntä 2011, 31). Interpreter students learn these various visual and physical communication methods, which enables them to work as interpreters for a variety of communities of customer groups and promote interaction. The students also learn to instruct all parties participating in an interpreted event. Interpreters enable communication between hearing people, people with hearing impairments, people with deafblindness and people with speech impairments in a variety of situations.

The mission of the key competence area Sign Language Interpreting is to produce interpreting and translation experts who can act as mediators of Finnish or Finnish-Swedish Sign Language and culture in society. Sign language expressions may also be understandable to a certain degree to those who do not speak sign language. The gestures and expressions used by hearing people are also used by deaf people, and in an interaction

situation, these may signal the emotional state of a deaf person to their hearing interlocuteur. It cannot be taken for granted, however, that a hearing person will correctly interpret a deaf person's messages. Pimiä (1987, 27–28) observes that most hearing people who do not understand sign language are unable to correctly distinguish emotions in a deaf person's facial expressions. Interpreters enable communication between hearing, deaf, hard of hearing and deafblind people in a variety of interaction situations, nationally and internationally. Another key mission of the competence area is to train deaf interpreters. As the only educational institution in Finland to provide this training, Humak strives to continue to be a frontrunner in the training of deaf interpreters in Europe.

The purpose of Multimodal Communication and AAC Interpreting and Instruction is to strengthen multichannel and multiform interaction competence for use in a variety of interaction environments and situations, as well as to develop various AAC interpreting and interaction practices. Students gain strong pedagogical competence and interaction expertise, which enables them to work in communication guidance, counselling and coaching positions with customers of different ages and in individual and group situations. A person with a speech impairment is someone who can hear but has difficulties in expressing themselves through speech in everyday communication (Papunet 2020). People with a speech impairment can have difficulties with speech production or with understanding speech, and very often the impairment is connected with reading and writing difficulties. A speech impairment may be congenital or may result from brain disease or injury, for example.

Every year, more than 20,000 people in Finland suffer from cerebrovascular disorders alone. Brain stroke emergency treatment is excellent in Finland, but the level of rehabilitation is poor in many municipalities. Municipal speech therapists lack the time for the communicative rehabilitation of people with cerebrovascular disorders (Anttila 2016). Means of communication that support and replace speech, that is, *alternative interaction methods*, should be recognised as valuable resources in communication between people. Individuals with aphasia, for example, are often very skilled at expressing themselves using alternative communication methods. They may signal turn-taking or individual words with the help of pointing gestures alone (Laakso 2011, 156−159).

For example, in interpreter training, students learn how aphasic speakers use physical expressions such as hand movements, facial expressions, eye gaze and body direction/movement to communicate with typically interlocutors, such as family and friends, in their home environment. Hopefully, in the future, professionals in this sector will better recognise and acknowledge the usefulness of such forms of expression, in the field of rehabilitation as well. Aphasic speakers can use alternative communication strategies to communicate successfully with those around them, either independently or with the help of an interpreter. Successful interaction also strengthens the speaker's feelings of competence, which is important for personal wellbeing.

Laine (2018) stresses that communicative rehabilitation is not only about medical rehabilitation, and that, at present in Finland, the communicative rehabilitation of speech-impaired people is dominated by medicine and characterised by excessive bureaucracy. Laine continues that speech therapists, as well as other interaction and communication professionals, are needed in communicative rehabilitation. According to Laine (2018),

communication and communicative rehabilitation are complex phenomena and, to be effective and ethical, communicative rehabilitation must rely on the humanities and be highly interdisciplinary. Medicine is one of the disciplines involved, but on its own, it is not enough in rehabilitation. Interpreters for people with speech impairments, communication counsellors and linguistic accessibility experts are therefore also needed in the field of communicative rehabilitation, both in Finland and abroad. This is also supported by Kela's (2018) statistics, showing a steady increase in the number of interpreting orders for speech-impaired people in Finland.

In medicine, communication difficulties are defined based on a diagnosed medical condition or impairment, because many neurological diseases, cerebrovascular disorders or conditions that cause dementia can also cause speech impairments. Of the approximately 65,000 people in Finland who experience difficulty in expressing themselves through speech or writing, as many as 30,000 need aids and methods that replace speech, such as pictures, drawing, expressions and gestures. Approximately 650,000 to 750,000 people in Finland benefit from plain language alone (Finnish Association on Intellectual and Developmental Disabilities 2016; Papunet 2020). Drawing is also a great help for people with communication difficulties of all ages. Drawing often facilitates concentration and understanding.

People with aphasia, for example, may easily stay home and shy away from participating in situations outside the home in the way they might have done before the onset of aphasia. For aphasic people and people with memory loss, an upcoming event can be illustrated by drawing a picture. This creates a sense of security and helps individuals make sense of what lies ahead (Merikoski 2019). Drawings and photographs can also be used to repeat a conversation or experience that has already taken place. Drawing is a method used by interpreters, but it can also be used in one-to-one interaction and teaching contexts. For example, interpreter students learn to use the method of drawing in rhythm with speech in a classroom interpreting situation, in which the teacher explains a certain task and the interpreter draws the steps for the student in rhythm with the teacher's speech. The drawings of the different steps can be used, as necessary, in interpreting whenever they are referred to in speech or during activities.

Communication expertise and wide-ranging interaction competence, such as using plain language and communicating meanings through linguistic and non-linguistic means (e.g. gestures, eye gaze, pictures), add value to all interaction situations in which, for one reason or another, the parties do not understand each other or are unable to make their opinions heard due to linguistic difficulties. The aim is that interpreters know how to use language and other interactional resources appropriately with different groups of people in all kinds of everyday interactions, both in-person and mediated by technology.

Legislation guides accessibility and interpreting services

In Finland, the provision of interpreting services is based on the Act on Interpretation Services for Persons with Disabilities (133/2010). Interpretation services enable equal opportunities for everyone to participate in society. The rights of those who require interpreting or translation services are guaranteed in the Constitution of Finland. Finland

also ratified the United Nations Convention on the Rights of Persons with Disabilities in 2016. The Convention ensures human rights for people with disabilities, prevents discrimination and promotes accessibility. Interpreting services promote the acceptance of diversity and participation for those requiring linguistic support, as well as guaranteeing autonomy and the fulfilment of linguistic rights for all in society, both nationally and internationally. Interpreting services can be used in all life events such as in day-to-day business, hobbies, celebrations and parties, education or training, work or when dealing with the authorities.

Kela, the Finnish Social Insurance Institution, is responsible for implementing the Act on Interpretation Services for Persons with Disabilities, overseen by The Ministry of Social Affairs and Health. Interpreting services are requested directly from Kela, and the service is free at the point of use. In Finland, all persons with hearing or speech impairments and people with deafblindness who can express themselves via an interpreter are entitled to interpreting services and the legislation aims to ensure that accessibility is taken into account at the planning stage. Under the Act on Public Procurement and Concession Contracts (1397/2016), the requirements concerning a procurement must, in principle, be specified in a manner that considers the requirements of all types of users. Communication networks and services, too, must be accessible to everyone throughout Finland. The Sign Language Act (359/2015) stipulates that the authorities have an obligation to promote opportunities for sign language speakers to use, and obtain information in, their own language.

This means that the Finnish authorities have a special obligation to add sign language content to their websites, for example. The act does not specify, however, the extent or type of information that should be made accessible. Moreover, the implementation of this provision is not yet systematically monitored. At Humak, we conducted Finland's very first Sign Language Barometer in 2020, funded by the Ministry of Justice. The survey showed that there are still many improvements to be made in Finland, especially in the statutory activities of the authorities. The survey found that in as many as 87% of the situations in which sign language speakers dealt with authorities, the authorities or public service officials did not act as required by the legislation, and the customer needed to order an interpreter on behalf of the authority (Rainò 2020). In addition, only 28% of respondents thought they would be able to find information in sign language on websites maintained by the authorities.

As an education provider, we must play our part in improving the authorities' competence in procuring interpreting services. In addition, Finnish society should broadly consider the future employment prospects of interpreters. For example, in large organisations such as hospitals, future interpreters could act both as interpreters and as interpreting experts, thereby increasing the linguistic awareness of the authorities and their ability to work with interpreters (Rainò & Vik 2020). Such activity has been commonplace in large countries like the United States for many years. In Finland, however, such developments have barely begun. The Finnish authorities are yet to fully understand the kinds of knowledge and skills trained interpreters possess, what can be expected of them, and the benefits they can bring to a wide range of different organisations. We still have a lot of work to do here.

Public messaging, in cities around the world, must take each and every resident into account, because at worst, failed communication results in the spread of epidemics such as Covid-19. A good way to improve the situation is to include plain language, illustrations and sign language information on city websites. For example, cities' information websites and official speeches should always be interpreted in writing and sign language. Speech-to-text interpreting and subtitling of recordings benefit many groups, including the elderly, people who are hard of hearing, people with speech impairments, people with aphasia and foreign language speakers. Sign language interpreting, too, guarantees deaf people access to information in their own language. Interpreting services should be available at city council meetings, for instance, so that every city resident can obtain information about local decision making. The number of linguistically vulnerable people is increasing both in Finland and globally, and cities should consider how this is taken into account in their communication and services to ensure that those with difficulty hearing or understanding speech are not excluded.

In Finland, the Non-Discrimination Act provides for equal participation in society and the Constitution guarantees the linguistic rights of Finnish speakers and Swedish speakers. The use of our national languages, Finnish and Swedish, is guaranteed, ensuring we can access services and necessary documents in Finnish or Swedish. This also means, however, that public services are designed to suit only part of the population. Indeed, the target population is a healthy, Finnish- or Swedish-speaker, who experiences no mobility issues or linguistic difficulties. However, the lack of a common language or problems with hearing and/or understanding are major barriers to participation and the accessibility of services.

With digitalisation, civil society is going online. As a result of the coronavirus crisis, the world's digital leap happened faster than anyone could have imagined. In this new situation, we must also consider issues of equality in a different way. To promote the accessibility of electronic services, the EU has adopted the Web Accessibility Directive, which is also valid in Finland. The purpose of the directive is to ensure that websites and mobile applications are understandable and easy to use, regardless of users' hearing, vision, motor difficulties or various disabilities. At its best, this digital transformation is positive, because services and transactions are no longer tied to time or place. The shift to online services may also have opened up the world to those who had previously lived in a more closed-off world. For example, bed-bound patients now have virtual access to their favourite artists' live gigs or to the Louvre to see the Mona Lisa. Wheelchair users can access their computer instead of physically visiting a government agency, deaf people can order remote interpreting services, and a doctor can chat with a patient online and give them a referral. Digitalisation has made work, studies, religious practice, leisure activities, healthcare and cultural events accessible from home. Digitalisation has also brought services closer for those living far away from cities.

At its worst, however, civil society's transition online will increase the digital divide. Globally, a huge number of people are unable to access the Internet or access online services due to disability, economic situation or lack of equipment, for example. Age also correlates with digital exclusion, with older adults less likely to access online services. Access to online services may also be hampered by websites that are difficult to use, despite the Web Accessibility Directive. Participation in digitalisation also requires social skills and a willingness to learn new things.

Cities and municipalities in Europe and other parts of the world must consider how to systematically support and motivate different kinds of people of different ages to use online services. Humak's Interpreting and Linguistic Accessibility focus area has much to offer in addressing this challenge, both in Finland and at the European level. After the coronavirus pandemic, our society will not return to a non-digital age, so we need to be able to learn from the pandemic era and build an accessible society in which the physical and digital worlds coexist and intersect in a balanced way. In addition, we need more active interaction between designers, decision-makers and service users, so that the diversity of accessibility is systematically considered in the design of various service and operating environments. An accessible and secure environment promotes the wellbeing of all residents and facilitates the functioning of society. When accessibility is achieved in different areas of life, it increases equality.

Societal importance of education

In addition to sign language interpreting and interpreting for people with speech impairments, the interaction and communication expertise acquired as part of our degree programme can be enlisted to support the authorities and other public bodies in ensuring their services meet the requirements of the Web Accessibility Directive. The Web Accessibility Directive is based on the UN Convention on the Rights of Persons with Disabilities. Linguistic accessibility plays a very important role in ensuring that vulnerable groups are also able to participate in various activities, such as normal everyday life, education, work, politics and decision making. This is a question of human rights. The figure below (Figure 1. Human rights and linguistic accessibility in society) describes key societal themes that are closely linked to both key competence areas within the focus area of the degree. These themes include internationalisation, the prevention of exclusion, digital services, participation, healthcare and wellbeing, technological changes, ageing demographics, online interaction, and culture and entertainment.

The mission of the two key competence areas is to promote various visual and physical communication methods in interaction and interpreting. Interpreting services are based on laws that guarantee the right to interpreting for people with hearing and speech impairments and people with deafblindness. Finland is a pioneer in interpreter training and in guaranteeing a legal subjective right to interpreting for those with hearing and speech impairments and people with deafblindness. Interpreting services contribute to the acceptance of diversity and promote the participation of those requiring linguistic support. They also guarantee autonomy and the fulfilment of linguistic rights for all in society, both nationally and internationally. So far, only a very small number of service providers in Finland and elsewhere have paid attention to the issue of ensuring accessibility for sign language speakers and individuals with speech impairments. It is, however, precisely the purpose of the language laws and the provisions of the specific legislation that an individual's linguistic rights can be exercised without the need to specifically invoke them.

The Finnish Ministry of Justice (2018) has issued recommendations for the implementation of linguistic accessibility, especially in social and healthcare services. These recommendations can also be applied to other areas of society; people should have the

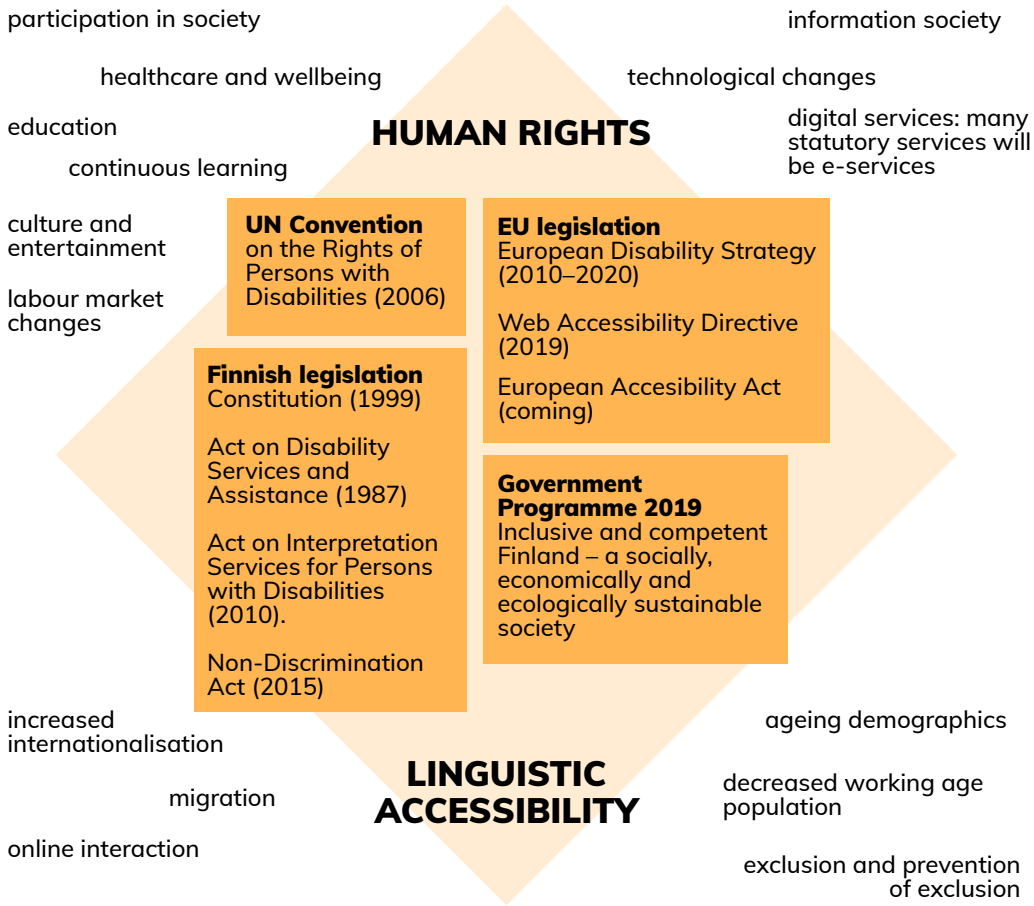

Image 1. Human rights and linguistic accessibility in society

same rights to understand, to be understood and to participate in other areas of life, as emphasised in the Universal Declaration of Human Rights. Humak's interpreting and linguistic accessibility training has much to contribute to this development. Interaction design, evaluating the implementation of linguistic accessibility and a drive towards more inclusive practices are emerging trends. EU-level policies influence the organisation of all activities in society.

The Finnish Ministry of Transport and Communications (2017) also highlights equality as an important objective in its report. In the report, the ministry calls for ways to make traffic services accessible for all, including those who, due to age, visual or hearing impairment, language or other similar reasons, have difficulties using mobile devices or communicating with service providers. The key competence areas within Interpreting and Linguistic Accessibility provide competences for solving these future issues. The bachelor's degree and the Finnish and international master's degrees provide students with tools for working life development tasks and finding new solutions. Our students also gain strong multimodal interaction competence, which enables them to examine various interactions, observe their accessibility and highlight good practices.

Accessibility, equality and inclusion are also the main themes of Prime Minister Marin's Government Programme (Finnish Government 2019). The creation of a language policy is mentioned as a specific objective, and special attention is paid to sign languages (Finnish and Finnish-Swedish Sign Languages). The Government Programme outlines accessibility objectives in different areas of life in terms of social and health issues, culture, sports and youth affairs, education and transport. Citizens' right to diverse, multivocal and reliable information is also strongly emphasised.

The development of the implementation of linguistic rights and accessibility is a fundamental part of our key competence areas and this is reflected in the curricula. The competences developed in all our degree programmes (the bachelor's degree in Interpreting, and the Finnish and international master's in Interpreting) can be flexibly utilsed in the rapidly evolving work environment and society. Technological competence is another key area within our bachelor's degree programme. The importance of technological competence is set to increase in the future, with ubiquitous technology and other developments, and this increasing significance is also reflected in the Ministry of Transport and Communications' report (2017). Technological changes have a major impact on everyday interactions, and those working in the field of interpreting and linguistic accessibility need to acquire the skills that can be used to develop their own competence in working life.

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Chapter 5:
The focus area of Community Education

The focus area of Community Education

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Community pedagogy and education refer to educational activities that aim to enable and promote the growth, development and wellbeing of individuals and communities. In Finland, there are three universities of applied sciences that offer community education studies. Unlike the other UASs in the field, Humak has aimed to produce community education competence that can be applied more broadly, beyond the fields of youth work and/or youth NGO work, in which this competence has traditionally been used. Humak's degree programmes also prepare graduates more broadly for positions in professional NGO work. In 2017, Humak established a workplace development training programme leading to a bachelor's degree in community education, and a year later, it started an English-language adventure and outdoor education programme. Consequently, Humak's community education training currently includes four strong key competence areas: youth work, NGO work, adventure and outdoor education, and workplace development. Community education is the core competence that unites these key competence areas.

Community educators work in various sectors of society in a wide range of jobs to build a socially sustainable society. One of the core competences of community educators is positive reinforcement of the interaction between different groups. This has been identified as an effective means of improving the functioning of communities and preventing differences developing into hostility. Community educators respond to the challenges of integrating different kinds of people into society and communities, and are capable of developing solutions to the issues of integration and effective inter-ethnic coexistence. Community educators also contribute to the building of more transparent learning, work and leisure communities that are sensitive to the equal needs of different minority groups and eliminate structural discrimination. The critical and development-oriented approach of community educators provides the basis for a transformative community and for social participation and empowerment.

Community education studies focus on the perceptions, attitudes, values and everyday agency of individuals, groups and communities. The training prepares students to participate, increase inclusion and make an impact in communities and society. The different

competence areas of the community education training pay attention to social responsibility and sustainability, and environmental responsibility and awareness as elements of community and societal agency. Creativity, inventiveness and flexibility require practical ingenuity in the activities of new types of communities, and the importance of social innovation is emphasised alongside technological innovation.

The challenge that unites all our key competence areas within Community Education at Humak is the transformation of working life and the increasing pace of these changes. Working practices, and the organisation and integration of workplace communities are changing constantly. Improving labour productivity requires both technological and community innovations, to improve wellbeing at work and create socially sustainable solutions. The development of key competence areas is increasingly based on multi-stakeholder networking, co-development and foresight.

NGO Work

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The goal of Humak's key competence area of NGO Work is to provide future-oriented education that arises from the identified needs of non-governmental organisations. It also seeks to offer research, development and innovation activities and knowledge production based on various funding channels. We want to amplify the voice of NGOs as actors for growth, inclusion, community, learning and development. Humak's values and strategic choices form the foundation of our operations. We are working towards a more humane society. Our task is to highlight the importance of civil society and to promote the ability of NGOs to act as social influencers and innovators.

In Finland, civil society has played an important role in guaranteeing democracy and human rights. Currently, new forms of civic activity are particularly evident in the fourth sector, self-organised networked communities outside NGOs or hybrid networked actors (Mäenpää & Faehnle 2021). These activities are increasingly characterised by the principles of independence, openness, co-creation and sharing, which also provide new perspectives on the future competence needs in NGO work and our activities at the interfaces of different sectors.

At Humak, NGO Work has gradually gained visibility in terms of both curricula and RDI activities. Initially, Humak's competence in this field was mainly linked to the development of regional and local activities of NGOs, as well as to promoting inclusion, agency, community wellbeing and organisational management. We began to develop our RDI activities in the NGO field more systematically in 2007, when we launched the project 'Civic education, research and development activities in universities of applied sciences 2007–2009'. Civic activities were found to represent a broader field of the third sector, with associations and organisations at its core. The educational activities focused on promoting active citizenship and civic participation. One issue raised, which continues to be relevant, was the general and specific competence needs of professionals working in NGOs, and how universities of applied sciences can meet the diverse competence needs of different types of organisations as the operating environment evolves (see Holopainen, Lind & Niemelä 2008).

New competence needs have emerged in the administrative tasks of NGOs, in participation in tendered provision of services, the management of knowledge, skills and resources, as well as future-oriented foresight and advocacy work in changing operating environments. These new competence needs support the renewal of the NGO field. Humak responds to these competence needs through its Community Education degree programmes (bachelor's and master's), educational products that promote continuous learning, and RDI activities that identify development needs. Our values and mission, and the multidisciplinary foundation of the community education degree programmes correspond well to the specific nature and trends of the NGO field.

In this article, I look at the role of the key competence area NGO Work from the perspectives of the societal importance of NGO work, its trends, transformative learning and the promotion of a sustainable future. I focus on the specificity and importance of professional NGO work for enabling people's participation and agency and making an impact in society. The article also examines the multidisciplinary and future-oriented approaches common to the entire focus area of Community Education.

NGO activities: importance, change and supporting transformation

Civil and NGO activities are of enormous social importance in quantitative terms as well. There are more than 100,000 registered associations in Finland (Finnish Patent and Registration Office 2021). Increasingly, the third sector is emerging as a hybrid area of activity (e.g. Laitinen 2018; Selander 2018), functioning variously as lobbyist, promoter of equality, advocate of various interests and ideologies, implementer of civic and recreational activities, impact maker and service provider.

In Finland, civil society has mainly been seen as a *third sector*. This perspective is based on the idea that in society, we can distinguish different sectors that operate according to specific institutional logic. The *first sector* refers to the private sector operating on market terms, and the *second sector* to the public sector and the provision of public services. In the third sector, democratically managed associations bring the experiences, needs, identities and interests of different people and social groups into the public debate. At the same time, these organisations act on behalf of and for the ideas and people they represent and provide services in their area of expertise.

One very visible trend is that NGOs increasingly legitimise their activities in very general terms, following the logic of civil society, as well as those of the state, the market and the profession in question (cf. Laitinen 2018). This situation in which the institutional logics of different sectors of society begin to merge is referred to as hybridisation. Among other factors, external funding and an increase in the number of employees increases the adoption of practices and guiding principles typical of other sectors (Billis 2010). In Finland, too, hybridisation has brought private and public sector practices to civil society. As a result of this development, NGO sector activities are more centralised and more professionalised than before. There is an increase in centralised, strategic management and customer-oriented thinking alongside the focus on members. There is also a clearer emphasis on the accountability, effectiveness and impact assessment required by public funders. At the same time, this shift has led to an increase in the number of professionals involved in the organisation and development of civic activities. Professionals have gained a stronger role and greater influence within organisations (Lind 2020, 51−52; Ruuskanen, Bowilahti, Faehnle, Kuusikko, Kuittinen, Virtanen & Strömberg 2020).

Pressure to align NGO work with certain principles has seen the need for skilled labour become more pronounced, and this is reflected in the increase of the number of person-years worked in the sector (Selander 2018, 10). This development has justified

and reinforced the need for higher education degrees aimed at professional NGO work. Humak's Community Education degree programmes (bachelor's and master's) have also been designed to fulfil this need. Over the years, the professional relevance of these degree programmes has been critically evaluated in relation to the field's broader competence needs and to the competence requirement levels based on the Act on the National Framework for Qualifications and Other Competence Modules (93/2017).

We actively monitor the development of training and competence needs in the field of Finnish NGOs. Surveys have identified the need for skills in conducting impact assessments, management, impact making and strategy work, foresight, digital competence and management activities in positions of trust (cf. Fields & Hannukainen 2020). We have enhanced our knowledge of the present situation and the competence needs of NGOs through our related RDI activities, student theses and the EDelfoi panel, implemented in 2021 by our Community Education master's degree students. The future competence areas highlighted by the NGO representatives (29 respondents) who participated in the panel included: the ability to operate, learn and navigate in changing operating environments, systemic thinking, an open-minded and experimental approach to work, and the use of artificial intelligence and robotics.

In our RDI activities, we have focused on the development of NGO-based activities, impact assessment and foresight, the identification of competence in education and at work, professional wellbeing in NGOs, and promoting accessible education paths and employment among under-represented people. We are also increasingly focusing on broader societal and future-oriented issues related to NGOs, such as ecosocial education and sustainability.

We recognise that, in order to respond to megatrends and to changing operating logics in society, the field requires innovative thinking, transformative learning and informed leadership. In addition to values-based leadership, we need strategic thinking, information management, and new actors and networks of actors. In many cases, one driver of change is the ageing of those active in the NGO and the related generational shift in the organisation's activities. Heimonen's (2019) doctoral dissertation research shows that NGOs are undergoing a period of transformation, in which the challenge is not only to preserve traditions and values and maintain a certain continuity, but also to anticipate changes and respond to new demands in their operating environment.

We see future-oriented anticipation of change as one of the most important factors in the vitality of NGOs and in creating a sustainable future. There is also a need for continuous evaluation of operations and an informed reorientation of operating methods to meet development needs. Core values and a social mission provide a strong foundation for the transformation of NGOs and the legitimacy of their activities. Values and mission are the core of civil society organisations (CSOs); the values and mission verify organisations' civic logic and lay the foundation for their specific service activities (Lind 2020, 243).

Stephen Sterling (2010) divides individual and community learning into three levels: cognitive, metacognitive and epistemic (transformative) learning. Indeed, transformative learning research shows that the transformative approach requires us to transcend conventional ways of thinking (see Taylor, 2008). Enabling and informed learning can

be considered integrative in nature, because it combines the logical and the intuitive, the conceptual and the experiential, as well as the thinking, emotions and meaning-making that guide individuals' actions. Jack Mezirow (1991) points to "meaning perspectives", which serve as individuals' systems of observation and conceptualisation. These meaning perspectives generate, delimit and guide thinking, beliefs, emotions and learning, and possess cognitive, affective and conative (i.e. related to a person's will and motivation) dimensions. They direct and shape perception but can also be transformed through critical reflection.

In transformative learning, reflecting on our actions can lead to both a renewal of our respect for tradition and to transformative action. Collaborative transformative learning means that learning is further expanded from the individual to the community level, giving rise to cultural change. At the core of transformation is interaction, which enables the joint processing, reflection and reorientation of beliefs, meanings and notions of reality (Siirilä, Salonen, Laininen, Pantsar & Tikkanen 2019).

In our NGO Work key competence area, our mission is to support participatory and development-oriented critical reflection, both within organisations and across broader networks of actors. Our knowledge production and publishing activities are based on RDI activities supporting the transformation of NGOs at the interfaces of various sectors, as well as the promotion of ecosystem thinking. Our activities are aimed at facilitating the development of NGOs.

NGOs as places of humane and ethically responsible work

NGO activities play a multidimensional role in promoting personal wellbeing, and a sense of inclusion and agency. We encounter the specific nature of professional NGO activities in areas such as management, employment relationships, supervisory work and operations and operating culture. The diversity of the field is also illustrated by the diversity of operating environments, ranging from local associations run almost exclusively by volunteers and people in positions of trust, to nationwide, professionally run central organisations. One reason behind the importance of Finnish NGO activities is the fact that they represent various underrepresented groups and minorities, and thus they engage in activities, services and lobbying that build a more humane society. These civil society organisations are also very often based on the work of volunteers. To ensure vitality and development, NGO activities therefore require both active players and financial resources for the organisation and implementation of voluntary activities. NGOs receive funding for the guidance and implementation of voluntary activities from various projects and general grants (Heimo 2019, 122). This is why one of our goals in the NGO Work key competence area is to build competence related to the economy, applying for funding and securing operating conditions.

The practical activities of NGOs always involve working with people, especially when activities are based largely on voluntary work. In her doctoral thesis, Marjovuo (2014) stresses the importance of interaction, a positive atmosphere, authenticity and openness, experientiality, solidarity and ethics. The realisation of care, justice and equality, sustainability should be examined at all levels of NGOs. Developing the activities of NGOs

also requires that the significance of the work carried out within them, and especially by volunteers, be made visible. Voluntary work has its own special nature that differs from other work performed in society. According to Marjavuo, 'voluntary work can be developed through means created in the first and second sectors, but without recognising the special nature of voluntary work, there is a risk that it becomes formal and loses its special character' (ibid., 154; translation by the author). Indeed, identifying the special characteristics of NGO activities and NGO management is an essential guiding principle in our operations.

The theoretical frameworks that guide our focus area of Community Education and our Community Educator degree programmes are derived mainly from social and critical pedagogy. These theoretical frameworks are well-suited to reflecting on human action in the form of NGO activities. Social pedagogical thinking relies on seeing and treating people as actors capable of agency. Social pedagogical thinking and methods can be applied when working with people and on tasks with social and educational dimensions. For Nivala and Ryynänen, the social pedagogy approach is characterised by dialogue, supporting agency and participation, community, action and creativity, the intertwining of theory and practice, and three levels of work: individual, community and society (Nivala & Ryynänen 2019, 185−233). They also bring together various theories addressing agency (ibid., 95−105). I mention a few of them here that are relevant to the study of NGO activities.

In social pedagogy, agency is understood to exist within a community, and the focus is on interpersonal relationships and their connection to the world. In her theory of action, philosopher Hannah Arendt (1906–1975) also combines perspectives that are relevant for social pedagogy and applicable to the study of NGO work. In short, implementing activities with other people (intersubjectivity) requires the existence of free public spaces and serves as a reminder of the importance of human diversity. Collaboration does not mean that people must become more alike or agree with one another. Accordingly, Arendt's theory defends the importance of diversity and polyphony in promoting opportunities for action and change, and this also applies in NGO work.

The approach of subject-centred agency is also related to the ideas of Paolo Freire (1921–1997). According to Freire, reality is a whole consisting of a personal interpretation (subjectivity) based on consciousness and experience, and objective factors that determine this interpretation. People can affect reality as conscious subjects. The development of critical capabilities is a prerequisite for making choices and changing reality.

Agency consists of will, ability and possibilities, and it is exercised with other people. The *capabilities approach* (Martha Nussbaum and Amartya Sen) can be applied to a multidimensional examination of NGO activities, focusing on their values, role and/or the community activities. In particular, social, healthcare and disability sector NGOs aim to promote and safeguard individual opportunities for action by preserving people's right to self-determination, individual freedom and autonomy. This theory considers the development of individual abilities, skills and critical assessment abilities, as well as the importance of community and societal participation. It also focuses on the development of creativity and diverse expression. However, agency does not require activeness, nor is the dignity of an individual determined by how active or passive they are. Applying

these ideas to NGO activities, we should understand the promotion of participation opportunities and inclusion more broadly and not only focus on the activation of individuals and their active participation in activities.

Ensuring that everyone is treated as an equal and that everyone is heard, identifying their potential and promoting their opportunities for action – these are not only important principles in NGO work with individuals and communities; they are also important societal goals. Respect and social appreciation are also a question of recognising another person as a unique individual. The core idea of German political philosopher Axel Honneth's theory of recognition is that in addition to relationships with family and friends, there should also be a recognition of relationships in civil society and in communities of value to support a balanced life and personal wellbeing (See Nivala & Ryynänen 2019). Core NGO activities include the prevention of social polarisation and the promotion of social integration. NGOs play a major role in promoting the inclusion and agency of minorities and underrepresented groups. These activities may, for instance, involve the organisation of easily accessible peer or recreational activities, multicultural or intergenerational activities, the recognition and acknowledgement of competence, equal education opportunities, and measures to promote employment or rehabilitation. These activities and related competences draw on the principles of respect for human rights and valuing diversity, and align with the core competence of community educators.

Our key competence area NGO Work promotes sustainability

Humak aims to build a more humane world. Guided by our strategy, we focus on the role of NGOs in promoting equality and human rights. Sustainability thinking and the promotion of community, accessibility, inclusion, agency and wellbeing are at the heart of our education and RDI activities.

The UN member states agreed on the Sustainable Development Goals and Agenda in 2015. In the related negotiations, Finland emphasised the importance of eliminating inequalities, a human rights-based approach, gender equality, sexual and reproductive health and rights, the link between peace and security and development, consideration of the earth's carrying capacity, and also stressed that the agenda should apply to all countries. The Sustainable Development Goals (SDGs) came into effect at the beginning of 2016 (UN Association of Finland 2021). The global action plan for sustainable development – Agenda2030 – has also been guiding Finland towards a more sustainable future since 2016, and we are in the operational phase in all sectors. Agenda2030 aims at poverty eradication and a sustainable development that takes the environment, economy and human beings equally into account.

In international comparisons, Finland ranks among the leading countries in sustainable development. Stronger international and cross-sectoral cooperation is needed to share good practice and, especially, to mitigate the effects of the Covid-19 pandemic (Sustainable Development Report 2020). A 2020 report by the Finnish Government

describes Finland's current status in implementing Agenda2030, the Government's actions in promoting sustainable development goals, the policy principles guiding the national implementation, the organisation of the implementation and its monitoring and evaluation. The report observes that the development cooperation of Finnish NGOs is based on strong and long-term partnerships with actors in developing countries. This enables the development of broader multi-stakeholder cooperation. According to the report, the Government is building a strong partnership between NGOs and the state to reduce inequality. It is considered necessary to adequately and predictably safeguard the operating conditions of NGOs (Finnish Government 2020).

The potential of NGOs to promote sustainable development is significant, considering both their broad sphere of activity and national scope. NGOs working in different areas make it possible to consult, meet and involve different communities. The perspectives of sustainable development are also firmly anchored in the values of NGOs and activities guided by these values. NGOs play a significant role in promoting global responsibility and educating people about it. According to Salonen (2007, 255), it is possible to meet the ecological, economic and social development aspects of sustainability when those approaching the issues from different perspectives interact with each other. Interaction enables the sharing and reconciling of thoughts, needs, goals and practices. Equal interaction and respectful dialogue between research and development, business life, NGOs and political decision makers are essential. The driving force behind this change is continuous learning and the spiritual growth it enables.

Ecosocial education provides a comprehensive framework for securing the preconditions for a good life and can thus strengthen confidence in the future. Responsibility, reasonableness and interpersonality, as well as a systemic relationship to the world, are core values in ecosocial education (Laininen & Salonen 2019). Education is about finding a balance between freedom and responsibility, which means, in practice, more sustainable lifestyles, action and cultures. Education requires continuous learning, learning that broadens thinking and creates meanings. It also requires an interdisciplinary understanding of the surrounding reality. Sustainable choices further reinforce a sense of meaningfulness, and the cumulative effect of these choices can make an impact. This is also a question of how interdependence contributes to sustainable development. It is important to recognise that the behaviour and choices that promote sustainability tend to lie at the intersection of ecology, the economy and education (Salonen & Bardy 2015, 12; Laininen 2019, 19–20).

The role of higher education institutions in promoting and advocating for sustainable development is therefore a topical and multidimensional issue (see Michel 2020). Sustainability competence is about promoting change and enabling development, with a strong focus on the future and hope. Transformativity lies at the heart of sustainable education and practical action (Laininen 2018; Sterling 2010). It is therefore not only a question of individuals' learning, but also of a way of thinking that sees transformativity as collaborative social pedagogy, which, at its best, builds on various development partnerships to bring about societal and even global change (cf. Laininen & Salonen 2019).

Education can be seen as a transformative learning process through which the values of ecosocial education – a systemic relationship with the world, responsibility, moderation,

relationships between people and living organisms, and future orientation – are refined into competences that can be recognised, pursued and internalised by individuals and communities (Laininen 2019). As mentioned above, an essential future competence area in NGO Work is systemic thinking enabling you to comprehend the big picture. Humak has also collaborated with various educational and teacher training institutions to promote sustainability thinking and actions. The aim of this collaboration is also to promote intergenerational, multidisciplinary and increasingly cross-sectoral dialogue on the pillars of a sustainable future.

An overview of the prospects of NGO Work

The networked operating model of universities of applied sciences means collaborating with a variety of partners. In recent years, UAS pedagogy has been increasingly linked to authentic work environments (Mäki, Vanhanen-Nuutinen & Niinistö-Sivuranta 2020). Pedagogical activities have relied on a competence-based approach, and our work has thus been largely guided by ensuring the professional relevance of our degree programmes, recognising and acknowledging competences acquired through various means and identifying continuous learning needs. A professional orientation and professional networks are increasingly important in anticipating the knowledge and skills that will be needed in the future. The development and promotion of professional expertise is at the heart of UAS activities. Various elements of expertise–theoretical, practical, sociocultural and self-regulatory knowledge–are combined and united in the working life-based pedagogy and networks of UASs (cf. Nykänen & Tynjälä 2012; Tynjälä, Virtanen, Klemola, Kostiainen & Rasku-Puttonen 2016; Mäki, Vanhanen-Nuutinen & Niinistö-Sivuranta 2020).

Jorma Niemelä (2020) emphasises that sustainable NGO activities and service production can only emerge from the everyday lives of citizens and engagement with this everyday life. It is a question of working methods, but also of effective networks that involve various stakeholders. Informed leadership also plays an important role. Alongside scientific knowledge, practical development work should take advantage of the systematised experiential knowledge of those working and volunteering in the field. Alongside developing the activities of NGOs, efforts should be made to strengthen cooperation with universities of applied sciences in research, development and innovation.

Along with researchers Mika Panzar and Elisa Lukin, futurologist Ilkka Halava has studied the future of NGO activities in post-industrial society. These researchers prompt the reader to consider what the growing importance of the platform and sharing economy and various innovation ecosystems will mean for the future of NGO service provision. The platform economy approach may provide opportunities for collaboration in a way that enables organisations to retain their independence and maintain a distinct profile. Digitalisation may decrease the need for infrastructure, and, going forward, consumer citizens could play a very central role in evaluating the success of NGOs' activities. Strategic planning will increasingly give way to experimental development. NGOs will be well-placed to deliver activities that unite different organisations and to provide missing services and activities. Practical and interpersonal skills, service design, productisation, communication and marketing will gain ever greater importance in the development of

services. The demand for services will be influenced both by users' subjective experiences and by the meaning, accessibility and agility of the services.

NGOs will continue to play a role in identifying the potential, resources and abilities of people who need support, as well as in promoting their agency and capacity to function. In civic activities, the focus will increasingly be on working with people and networks. Crowdsourcing and the platform economy will also have a significant impact on participation in NGO activities. Platforms will enable us to seek meaningful connections and dialogue from outside an organisation, not just among insiders. The researchers identify the following as key questions for organisations: how do we stand out from other actors; what are our competence areas and resources; how do we become independent; and how do we nurture dynamism and our other intellectual strengths? (Halava, Panzar & Lukin 2018).

Niemelä (2020) stresses the importance of critical self-assessment and draws together key areas of development that emerge in analyses of NGO service provision. The first of these is management resources: an up-to-date strategy, quick decision-making and broad-based leadership. The second concerns knowledge resources, which are manifested in market knowledge, the utilisation of data and digitalisation, and service production and business competence. The third development area comprises operational resources, which are characterised by a strong and widely recognised brand, development and investment capital, and building scale benefits through collaboration.

Anticipation–or "futures literacy"–also plays an important role in transformation, as individuals actively explore alternative visions of the future and, thereby, help create the desired future (Poli 2017; Pouru & Wilenius 2018). At this level, learning and development are geared towards the future, and metacognitive skills and the transformative learning described above play an increasingly important role. Community learning and development, the critical assessment of ideas and practices, systemic thinking and the sharing of visions with the aim of transforming society will become essential (Laininen & Salonen 2019). This aim of transforming society is also reflected in the missions of Humak, the focus area of Community Education and the key competence area of NGO Work. Achieving this goal will, however, require visibility and a multidimensional dialogue with various actors, educational institutions and disciplines. For NGO Work at Humak, this means gaining recognition across the field as a collaborator, promoting learning, transformation and innovation.

Concluding remarks

In NGO Work at Humak, we recognise the importance of voluntary, citizen-centred activities for individual and community action, social impact and service provision. NGOs of various sizes and structures enable participation and democracy in society in many ways. Supporting and promoting voluntary spontaneous community- and actor-oriented activities also lie at the heart of professional NGO work (cf. Ruuskanen et al. 2020).

We have identified the need and potential for NGOs to enhance the strong role they play in civil society, and their ability to develop solutions to sustainability challenges in

cooperation with other sectors. We seek to promote and support the active, cross-sectoral activities and collaborative development work of NGOs. Through our RDI activities, we not only build our own expertise, but we also improve our ability to activate, network and disseminate the expertise of NGO actors in different sectors locally, regionally and nationally. We believe that NGOs have an active role to play in the creation of ecosystems that promote development, being best-placed to recognise local characteristics and needs.

At Humak, our relationship with our environment has become increasingly interactive. The competence and development needs of NGO activities range from the national level to local actors. As a national university of applied sciences, we have been able to respond well to this development need, successfully meeting this challenge through our network of campuses in different regions. Networking with various actors in different sectors can be founded on a creative and enriching dialogue and grounded in the joint development of sustainable solutions that combine the expertise of all parties.

Opportunities for the development of our international activities include expanding our networks of co-operation to include international partnerships, as well as educational exports and development cooperation. New openings may be found in development work that draws together the knowledge and skills of our various educational programmes, through studying current phenomena or through the experimental development of new solutions and approaches.

A good example of the broad-based knowledge production and development carried out in NGO Work at Humak is the Kentauri Centre of Expertise, which examines youth hobbies and the impact of NGO work with young people, develops knowledge production and impact assessment for NGO youth work, investigates the influence of changing environments, and promotes the recognition and acknowledgement of young people's competence. Kentauri is funded by the Ministry of Education and Culture, and aims to highlight the practical multi-stakeholder and effective development cooperation taking place in the field. The centre is run by The Guides and Scouts of Finland, Economy and Youth TAT, Humak University of Applied Sciences and Sivis Study Centre (Kentauri 2021).

In NGO Work at Humak, we will continue to promote the visibility and impact of the status, social function and diversity of NGOs. In addition to higher education, we have strengthened our cooperation with organisations of vocational secondary education and liberal education, among others, to increase opportunities for lifelong learning. These organisations have strong expertise in the needs and challenges related to the educational paths of the student groups they represent. To strengthen our competence in developing the pedagogical accessibility of educational pathways and guidance, we already collaborate with organisations and develop activities that promote participation and the identification of various needs. At the heart of our work together is respect for human dignity and a desire to ensure the conditions for wellbeing and a good life now and in the future.

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Youth Work

Merja Kylmäkoski

Communities and community spirit are at the heart of Humak's Community Education training. Communities–and community spirit, inclusion and social capital–are also central to our Youth Work key competence area. Community is emphasised in Youth Work at Humak, because, although practitioners may also work with young people individually, in Finnish youth work, the focus is on groups and group facilitation.

In Youth Work at Humak, community pedagogy refers, among other things, to community youth work, i.e. regional, long-term activities in youth communities to support young people's growth and to improve their position in society (Kiilakoski, Kinnunen & Djupsund 2015, 82). Community youth work is a form of work based on multiprofessional networks in which youth workers work with a certain group of young people for months or even for several years. It supports young people's growth and their relationships with their parents, with other young people and with their own communities (ibid.,92–93).

Community youth work lies at the intersection between our key competence areas Youth Work and NGO Work in Humak's Community Education, with NGO youth work as a shared theme. Youth Work connects with Adventure and Outdoor Education at Humak in the area of sport, nature and experiential learning, and with Workplace Development on issues related to young people's careers.

In the following sections, I will first briefly describe the institutional position of youth work in Finland, placing it in the context of European youth work. I will then discuss the concept of social capital in youth work, and how youth work enhances the inclusion and empowerment of young people. Finally, I will look at digitalisation as an emerging operating environment in youth work and examine the challenges for youth work posed by technological developments and ageing. Throughout my article, my aim is to reflect on Humak's role in the development of the youth work sector.

The institutional role of youth work

In Finland, youth work training has a long tradition. It has been developed since the 1940s, and it is possible to study youth work at all levels of education. In addition to formal education, a wide range of non-formal youth work training is available in Finland (Kiilakoski 2019,7-9). Humak has provided youth work education since its foundation in 1998. Over the years, our educational offering has broadened, but a still significant number of our graduates are employed in the youth work sector. In most cases, their employer is a municipality or NGO. As a significant youth work education provider, Humak, together with other higher education providers in the field, has a special responsibility for Finnish youth work higher education.

In Finland, youth work is governed by the Youth Act. The objectives of the Youth Act (1285/2016, Section 2) are to promote social inclusion and opportunities for young people to exert an influence; to support growth, independence and a sense of community among young people; to support the hobbies and activities of young people in civil society; to promote non-discrimination and the realisation of civic rights while supporting young people's growth and improving living conditions. Humak's youth work education provides graduates with the knowledge and skills needed in working with young people in accordance with the objectives of the Youth Act.

Finnish youth work is characterised by amicable cooperation with national and regional government. Activities for young people and youth work are based on discussions between, and the common objectives shared by, administration, youth workers, and youth work education providers and researchers (cf. Kiilakoski 2019, 22). As a network-based educational institution, Humak is at a vantage point in relation to both national and regional youth work discussions and development work. Humak also has broad international networks.

Youth work means different things in different European countries (Kiilakoski 2020, 59). From a European perspective, Finland belongs to a group of countries with a strong emphasis on practice architectures. In other words, youth work is defined by legislation and has its own quality criteria. In addition, youth workers are organised and have their own trade union. Finnish educational institutions also provide vocational and higher youth work education. Non-formal learning is supported by public funds, and youth workers have identifiable career paths (ibid., 83).

Despite these strong structures, it is extremely difficult to define youth work. The first definition of Finnish youth work is probably from 1910 (Nieminen 2014, 37). Although the concept of youth work has long been present in Finnish debates, it still has various meanings. Finnish youth work does not have a single common theoretical basis or a generally accepted definition. However, most Finnish youth workers see youth work as a form of education; Finnish youth work is largely about social learning. Youth work is characterised by a focus on young people's leisure activities, supporting their growth and development, and supporting young people in various transitions (Kiilakoski 2017, 54–55).

At Humak, the concept of youth work is founded on the common theoretical basis of community education training. The values of the Youth Work key competence area are built on the UN Convention on the Rights of the Child, the Universal Declaration of Human Rights, the European Convention on Human Rights and Finnish Youth, among others. Humak's youth work approach is informed by the concept of "combative research", coined by Finnish researchers Juha Suoranta and Sanna Ryynänen (2014), which offers a critical way of looking at social reality and trying to change society and the world with others. Combative research draws its inspiration from the thoughts of Paolo Freire, the Frankfurt School, feminism, French philosophers and others, and the approach supports our activities in the Youth Work key competence area. Our activities are also linked to regional development and RDI activities, which are tasks assigned to the universities of applied sciences in Finland.

Youth work supports the development of young people's social networks

In communities, people interact with each other and generate social capital (Coleman 1988; Putnam 2000). Putnam divides social capital into 'bonding' and 'bridging' social capital, of which the former strengthens relations within a community, and the latter strengthens its relations with other communities and their members. In their research on young people not in employment, education or training, Anu Gretschel and Sami Myllyniemi (2021, 15) argue that friends are an essential aspect of a good life. Their findings show that young people perceive 'exclusion' as being left out of friendships and friendship groups. Besides friends, young people continue to view education and work as part of a good life (ibid., 15). The participants in Gretschel and Myllyniemi's research consist of young people aged 15 and over. A lack of friends has also emerged in School Health Promotion studies: 9% of respondents in grades 8 to 9, for example, reported having no close friends (Finnish Institute for Health and Welfare 2015, 1).

However, when considering the loneliness of young people, it should be noted that loneliness is a complex issue and differs from being alone, as Outi Kauko (2018), who has studied children's loneliness, observes in her doctoral dissertation. The young people known as *hikikomori* are one example of the complexity of loneliness; these socially withdrawn, predominantly young men spend their time on the computer playing online games, reading manga and watching anime (Haasio 2020, 23–24).

In Youth Work at Humak, we see the lack of social relationships between young people–and of the social capital built up through these relationships–as a social problem as important as the exclusion of young people from work, education and training. One of our priorities in Youth Work training is to promote social inclusion and young people's belonging to various communities. Not all young people are the same; they have different life circumstances, experiences, thoughts, opinions, needs and wishes. Youth work concerns all of these. Humak's Youth Work training prepares students to work and interact with young people in their leisure time, at work, at school and in other areas of their lives. Youth work students learn to facilitate groups and communities and to be genuinely present when interacting with young people. Appreciative interaction skills and community agency are important principles in the programme. Students become familiar with topics such as special education, and preventive and outreach youth work.

Youth work promotes young people's inclusion and empowerment

The inclusion of young people has been a central theme in Finnish youth work since 2002. The programme of the then Prime Minister Paavo Lipponen's second government aimed to increase citizen participation and prevent exclusion by strengthening civil society. At the initiative of Prime Minister Lipponen, a cross-sectoral youth inclusion project was launched to support the continuation of young people's studies after comprehensive school and their integration into the labour market (Paju 2008, 3). During the last twenty

years, Finnish youth work has developed young people's inclusion through numerous projects and studies. Various tools, approaches and quality criteria have been developed to support the inclusion of young people. A large number of theses have also been written on the topic; at Humak alone, hundreds of theses have been completed, examining youth inclusion from different perspectives. Karla Malm (2021, 102), who has studied the future of youth work, predicts that inclusion will remain a central theme in youth work in the future. Malm draws attention to the potential of inclusion to change society (ibid., 105). In an ageing society, young people's innovativeness is a resource that youth workers should learn to support as part of their training.

One of our priorities in Youth Work at Humak is to support young people's active citizenship. Our work here is supported by our social advocacy in the field of youth work. Youth Work at Humak is not limited to theoretical teaching. Our students, who are themselves young people, participate in making a societal impact in the field of youth work by ensuring the voices of young people are heard in youth policy. An example of this is the youth consultation carried out by Humak as part of the preparation of the current Youth Act in 2015. Workshops were organised by community educator students in four different regions of the country to gather young people's opinions in support of the reform of the law (Government Proposal 111/2016, 5).

In 2019, Humak organised a similar consultation on the National Youth Work and Youth Policy Programme (VANUPO) for 2020–2023 under preparation at the request of the Ministry of Education and Culture. The consultation was implemented by Humak's first-year community educator students as part of their studies, under the guidance of their teachers. The students met 1,890 young people in 104 different locations. In addition, students participated in the preparation of Humak's opinion on the VANUPO draft programme during the consultation.

In Youth Work at Humak, we have developed the qualitative consultation of young people through student projects such as these, providing an alternative to quantitative surveys for capturing the views of young people. At the same time, future youth work professionals are educated to consider young people's inclusion in a broad sense, from young people's impact on affairs related to their home environment to national decision making.

Digital environments as a focus in youth work

Youth work is characterised by a diversity of operating environments. Youth work activities take place, for instance, in youth centres, on the streets and in shopping centres. Karla Malm's (2021) study on the future of youth work suggests that digital environments will represent the most significant area of youth work in Finland in 2030 (Malm 2021, 51). Although the outbreak of Covid-19, which occurred during the survey period, may have influenced the views of the youth workers participating in the study, nevertheless, digitalisation, and especially the spread of smartphones among young people, support the assumption that the importance of digital environments will increase in future youth work. According to Statistics Finland (2018, 1, 6), almost all those aged between 16 and 24 had access to a smartphone, and nearly everyone in the age group used a mobile

phone to access the Internet. According to a survey on children's and young people's leisure time, the majority of young people aged 15 or over spend more than 5 hours a day in front of a screen, and 20% spend more than 8 hours (Hakanen, Myllyniemi & Salasuo 2018, 65).

In Finland, many services are now accessed online. Public services, for instance, according to government policy, are to be primarily be provided as digital services going forward. Digital skills are a prerequisite for strong agency and participation in digitalising work environments and in society. A lack of digital skills, on the other hand, undermines social inclusion and equality. One focus of interest in Youth Work at Humak is to develop youth work education competence in supporting young people's digital skills.

The concept of the digital environment is broader than just online youth work. A digital environment may also be a physical space equipped with digital tools or other technology. Maker activities, for example, may constitute a digital environment for youth work. In youth work, maker activities refer to activities that develop technological skills. A good example of a maker project is using LED lights to make a hobby horse with flashing eyes (Verke 2019, 97−103). In this article, the discussion of digitalisation in youth work is limited to the specific issues of working in an online environment to address the pedagogical challenges that arise from virtual environments.

Digital environments pose challenges to communication and interaction competence in youth work. The particular challenges of working in digital environments include communication lag; reading an interlocutor's reactions is harder and a lack of non-verbal communication can lead to misunderstanding or even conflict. However, interaction competence is much more than just being there, in-person. Young people are a heterogeneous group, and those working with young people need to be knowledgeable about gender, sexuality, multiculturalism and inequality (Malm 2021, 44). Youth work training must consider how the diversity of young people, as well as the characteristics of digital environments shape communication and interaction processes. The superficiality of social relations and interaction in social media, which was also observed in young people's social media use during the coronavirus pandemic, challenges youth work practitioners and youth work training to help improve the quality of social interaction on social media.

A key principle of youth work is that youth workers go where young people are. In the digital world, youth workers navigate social media platforms alongside the young people they support. Our Youth Work programme prepares students to identify and adapt to new work environments and methods, by helping them develop an exploratory and development-oriented approach. In digital environments, this exploratory approach also makes it easier to identify challenges related to young people's communities, which are often out of sight of adults. For example, gaming activities can involve toxicity, which youth workers must be able to address through game education (Siutila 2020). In Youth Work at Humak, the digital environments and practices of youth work are a particular area of interest and competence development.

According to a study of Finnish youth workers' views on the future of their field, digital environments are expected to play a greater role in urban youth work than in youth work in remote areas (Malm 2021, 52, 99). These findings may seem somewhat surprising,

since young people in remote areas cannot access physical services as easily as those living in urban areas. In urban areas, services are closer to home, and public transport networks and frequency better support the mobility of young people. However, according to the study, the poorer accessibility of services in remote areas is not reflected in a stronger interest in digital operating environments. This polarisation between youth work in urban and remote areas is an interesting phenomenon. As a nationwide network-based UAS, Humak operates in both large and smaller municipalities and is well positioned to examine these developments.

An ageing population and technologisation challenge youth work

Education providers aim to anticipate future labour needs and the resulting training needs. From the perspective of youth work training needs, two key trends are technologisation and the ageing of the population. Technologisation is changing working practices and the necessary skills in youth work and more broadly. The ageing of the population is in turn linked to the issue of the quantitative need for labour in youth work.

As in many prosperous Western countries, Finland's population is shrinking and the base of the population pyramid is narrowing. In 2019, there were 966,300 people aged between 15 and 29 in Finland (Tietoa nuorista), which is less than one in five of the population. According to a report prepared in connection with the reform of the Youth Act (2014–2015), the number of young people aged between 15 and 29 is expected to reach its lowest in 2025. It is also anticipated that the geographical distribution of young people will be uneven. The uneven regional distribution of young people affects the need for services and the functioning of civil society (Ministry of Education and Culture 2015, 21, Annex 2). With this decline in the number of primary and middle school-aged children, around 25–50% of these schools are expected to disappear by 2040 (Nyyssölä & Kumpulainen 2020, 46). As age cohorts shrink, the school network is thinned out, and technology and artificial intelligence (AI) replace employees in traditional professions (e.g. Linturi & Kuusi 2018), an obvious question is: what need will there be for youth workers in the future? From the perspective of a youth work education provider, this question of the future demand for youth workers is a particularly serious one.

Youth work consists of education and interaction, which cannot be outsourced to robots or AI. The chatbots we encounter daily online often respond to questions with an irrelevant answer or an 'I don't understand'. Of course, the chatbot may improve with further questions, but in the meantime, the online customer has already learned to bypass the chatbot by typing 'I want a customer service person' in the chat box. Young people, too, often want an answer right away. If a service provider fails to offer a positive customer experience, young people may not give them a second chance. In human interaction, care and appreciation can be communicated to young people in ways robots or AI are incapable of. The core of youth work is the human factor, which cannot be written into an algorithm or simulated.

Youth work is guided by a code of ethics. Humak was involved in the creation and implementation of an ethical framework for youth work in 2014. Humak also participated in the implementation of a version of this code updated with digital environment issues published in 2020. Ethical issues are characterised by the fact that they cannot be solved mathematically and have no single correct answer. When dealing with an ethical issue, we have to choose whether to look at it from the perspective of individual happiness, the wellbeing of a community, social justice, the economy or legislation, for example. There may also be other perspectives. A robot or AI–with neither imagination nor intuition–is incapable of human judgement when solving issues.

The human factor as a strength in youth work in a technologising world

Unlike AI, youth workers care about young people and have faith in them. Young people are seen, heard and accepted as they are. They are valued, treated as individuals; they are not judged even when they have behaved badly. Youth workers distinguish between a young person and their actions and try to help young people become aware of various opportunities in their life (cf. Sapin 2013).

What then takes place in the interaction between a young person and a youth worker? I will illustrate this with the following example. Youth work is sometimes described disparagingly as having a cup of coffee. In Finnish culture, having a cup of coffee is a social convention comparable to British tea drinking, which is fundamentally about something other than drinking a cup coffee or tea. When a young person asks whether coffee is available, or a youth worker asks a young person whether they would like a cup of coffee, it means they are making a contact, and this is an easy way to start a discussion. After they start the discussion, they have an opportunity to catch up and talk about other things. Having a cup of coffee also involves other choices. It matters what brand of coffee you drink, whether you drink coffee from a disposable or regular cup, whether you have your coffee with cow or plant milk, and whether you recycle the filter bag after preparing the coffee (cf. Kylmäkoski 2006,18–19).

One cup of coffee involves a wide range of educational elements and possibilities. What is essential in having a cup of coffee is sharing a moment, during which the youth worker is present and genuinely interested in the young person and their affairs. This seemingly ordinary everyday encounter is an interaction which includes many dimensions and in which, at its simplest, the young person can practise conversation with an adult conversation partner. At the same time, it provides the youth worker with an opportunity to verbally and non-verbally explore whether there might be a more important need to talk besides catching up. When the youth worker knows the young person, a mere small gesture or the atmosphere may be enough for the youth worker to read the young person's true mood, even though they are silent, or their words express something completely different. Such processes cannot be codified. People form their answers through reflection based on the situation and context. This is the strength of professional youth work. Despite technological developments, there will always be a need for youth workers. AI and robots are no substitutes for youth workers.

However, in future, AI may find a place in youth work. If so, it is youth workers who will determine how AI is used and to what ends, and what kinds of data should be processed by AI. Again, AI is not a substitute for youth workers, but will bring new duties and a new level of ethical reflection. Youth workers must take a stand on responsibility, inclusion and openness in the use of AI. An ethical issue related to responsibility is what kind of future will be chosen and produced when shaping the role of AI in youth work. An ethical question for inclusion is whether AI will benefit all young people and youth workers, and how different groups of young people and youth workers will be included in the development and use of AI in youth work. Instead of job losses, technological developments may bring a wider range of jobs to the youth work sector.

Concluding remarks

Youth Work is one of Humak's core competences and has been part of Humak's operations since its foundation. At Humak, Youth Work is a recognised and valued key competence area, with a long tradition and a strong future role in Humak's operations. Like professional youth work, Humak's Youth Work key competence area has been updated as operating environments have changed. Humak cooperates with municipalities and NGOs, operates in various national youth work education, development and innovation networks, and engages in making a societal impact in the field of youth work. Humak's impact on the development of youth work is also reflected in the activities of Humak' graduates in the various fields of youth work.

At the international level, Humak's Youth Work key competence area is an active participant in the SocNet89 network and collaborates in projects with several international partners. The development of digital youth work and the qualitative evaluation of youth work are examples of the key competence area's international cooperation activities. The Youth Work key competence area also offers English-language education services.

It is characteristic of youth work to go where the young people are. One of the strengths of Finnish youth work is its flexibility to move to new environments and adopt new approaches. For this reason, youth workers may be in a better position than many others in the changing world of work. On the other hand, youth work education providers have the challenging task of anticipating the professional life that graduates will eventually enter and to prepare them for continuous self-development and professional development. When anticipating the future, education providers should simultaneously be able to influence and shape the youth work profession in cooperation with the sector in a way that is meaningful for the profession. As Humak's Youth Work key competence area engages in the development of youth work, it must consider choices that extend into the future: how, for example, should education take into account the differences in the daily activities of youth work in large and small organisations or in remote and urban areas? One clear education development task is to strengthen our students' ability to communicate the impact and relevance of youth work. This is not only a national issue in the development of youth work, but also offers opportunities for international cooperation.

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Adventure and Outdoor Education

Anita Saaranen-Kauppinen

Humak plays a central role in the production and development of adventure and outdoor education competence in Finland and internationally. Humak is currently the only higher education institution that offers international, bachelor-level community education training in English. We are also the only higher education institution to offer adventure and outdoor education training in Finland. From 2022, Humak students will be able to include adventure and outdoor education studies in the master's degree programme in Community Education. In addition to the degree programme, Humak offers wide-ranging continuous learning modules in Adventure and Outdoor Education in Finnish and English. We also engage in national and international projects and business activities to strengthen our competence in adventure pedagogy and adventurous activities in various operating environments.

The strategic objectives and missions of Humak's education, research, development and innovation activities within Adventure and Outdoor Education are focused around two key priorities: 1) promoting the conditions for the growth, development and wellbeing of individuals, groups and communities, and 2) developing competence in the experience economy. Together, these intersecting priorities form the basis and guidelines for the development of Adventure and Outdoor Education competence. In this article, I first discuss the history of adventure and outdoor education from the perspectives of Finland and Humak, and then describe the key priorities of Adventure and Outdoor Education and their societal relevance.

Adventure and outdoor education in Finland

Adventure and outdoor education aims to support growth, development and learning; to promote agency, inclusion and wellbeing; and to strengthen a sense of community through activity-based and experiential methods. Adventure and outdoor education provides goal-oriented, planned, well-founded and safe pedagogical activities involving different types of challenges and surprises. Adventurous participatory methods are employed to examine and develop the psychological, physical and social characteristics, knowledge, skills, attitudes, values and practices of individuals and groups (Karppinen, Marttila & Saaranen-Kauppinen 2020, 20). In Finland, adventure and outdoor education and experiential pedagogy are used in youth work and NGO work, as well as in the fields of education and training, physical education and sports, rehabilitation, therapeutic work, social work, nursing, community development and entrepreneurship.

The theoretical roots of adventure and outdoor education can be found in education and social sciences. Different linguistic regions and countries follow different paradigms.

Finnish adventure and outdoor education has been influenced by various traditions, particularly the Anglo-American traditions of experiential learning and teaching, pragmatism, outdoor learning, outdoor education, the German traditions of reform pedagogy, experiential pedagogy, experiential learning and the Scandinavian traditions of outdoor culture and education (Jeffs & Ord 2018; Karppinen 2020, 30). Finnish nature-based cultural beliefs and our strong hiking and wilderness tradition in particular are also factors that have affected the development of the field. In addition, methods and practices related to nature, outdoor activities and community involvement, such as the hiking and camping tradition, have played an important role. These have been used in youth work and by social and societal movements such as the Scout Movement (Ministry of the Environment 2016; Kujala 2018; Karppinen 2020; Nieminen 2020). Adventure and outdoor education, adventure pedagogy and experiential pedagogy are closely linked and already well-established concepts in this field in Finland (see Karppinen & Latomaa 2015).

In Finland, goal-oriented adventure and outdoor education has been increasingly practised since the 1960s and the 1970s as an alternative form of pedagogy in schools and as a method of youth work, especially geared at supporting youth at risk. Adventure and outdoor education and the use of other experiential and adventurous activities have gradually increased, particularly since the 1990s. During that decade, solutions were sought to social problems brought about by broad structural changes such as urbanisation and industrialisation, and youth centres, led by the Ministry of Education and Culture, began to implement adventure and outdoor education activities to support the growth, development, education and working life abilities of young people. During the 1990s, adventure, nature and outdoor tourism and interest in adventure activities also intensified, and the decade saw a significant increase in the number of commercial adventure services (Karppinen 2020; Nieminen 2020).

During this ‘adventure boom’, the actors and practices in the field were quite varied, dispersed and even controversial, but gradually adventure activities became better organised, and organised training programmes also emerged, targeted, above all, at youth workers (Karppinen 2020; Nieminen 2020). Although time has passed, adventure and outdoor education has not achieved a well-established position in universities, although related teaching and research activities have been carried out. Consequently, Humak plays an important role in maintaining and developing higher education-level adventure and outdoor education competence.

Humak is the centre of adventure and outdoor education in Finland

In Finland, various organisations and education providers have offered, and still offer, various courses based on adventure and experiential pedagogy, but Humak is the only one that has offered broad study modules of formal adventure and outdoor education training since the beginning of the 2000s. Humak is currently the only higher education institution that provides English-language bachelor-level community education training

focused on adventure and outdoor education and offers Finnish- and English-language open UAS courses of various types and lengths. From this year, it will also be possible for Humak students to include adventure and outdoor education studies in the master's degree programme in Community Education.

Established at Humak in the autumn of 2018, the Bachelor of Humanities (Community Educator – Adventure and Outdoor Education) (Humak University of Applied Sciences 2018) derives its English title from well-established and well-known Anglo-American concepts such as adventure education, outdoor education/learning and outdoor adventure education. Our adventure and outdoor education courses are taught in the wilderness of northern Scandinavia.

Community education graduates specialising in adventure and outdoor education work in national and international contexts in the fields of youth work, education and NGOs, as well as in guidance and development and in expert positions related to adventure, nature, experience, wellness and tourism services (Saaranen-Kauppinen 2019; 2020). Our continuous learning courses offer a chance to gain adventure and outdoor education knowledge and skills for all those interested in the subject, those seeking further education or those planning to apply for a degree programme.

Promoting the conditions for growth, development and wellbeing

The aim of Humak's key competence area Adventure and Outdoor Education is to produce and develop the skills and knowledge to support the growth and development of children and young people; strengthen the mental, social and physical agency of people of all ages; and promote cooperation, inclusion, community and responsibility for oneself, others and the environment. Competence in adventure and outdoor education has become more relevant, particularly in educational and pedagogical environments; since the recent reform of the Finnish national core curriculum for basic education (Finnish National Agency of Education 2014; Holappa 2020), there has been an increasing interest in using different kinds of learning environments, and phenomenon-based and multidisciplinary pedagogical activities. The Covid-19 pandemic has also intensified interest in outdoor and nature-based activity-oriented and adventurous teaching and learning (Beams 2016).

Many young people experience loneliness (Lyyra, Junttila, Tynjälä & Välimaa 2019). The Covid-19 pandemic may have very long-lasting consequences, and studies have shown that it has had a negative impact on young people's mental health and experiences of loneliness (Evans, Alkan, Bhangoo, Tenenbaum & Ng-Knight 2021; Khan & Kadoya 2021). Developing social and emotional skills is a key way to promote the health, wellbeing and social inclusion of children and young people, as well as a sense of community and inclusion. Nature activities have been observed to have a positive effect on wellbeing (Carpenter & Harper 2016), and several studies have found that physical activity is associated with decreased loneliness, especially if the activity involves a social

dimension (Pels & Kleinert 2016). Group-based adventure education held outdoors in nature can help promote socioemotional skills, especially in children and young people with socioemotional difficulties and behavioural challenges (e.g. Price 2019). Adventure pedagogy and outdoor learning can also be used more broadly to develop a range of competences needed in everyday life and working life, such as entrepreneurial and entrepreneurship skills (Nahulae & Zamtinah 2020).

Global phenomena such as climate change and other environmental issues are also pressing topics (e.g. Piispa & Myllyniemi 2019). Climate change is a major concern for the future, and many young people are eager to make a difference. However, the willingness of young people to tackle environmental and climate problems has often been eroded by the fact that these are 'wicked' problems–problems that are difficult to formulate and define, constantly changing and difficult to solve. However, young people's attitudes, values, agency, empowerment and relationship with nature can be developed through experiential-, adventure- and place-based education (Nicol 2020). There are indications that an adventure and outdoor learning approach can be used to promote environmentally friendly behaviour and enhance a socially, economically and environmentally sustainable way of living (Prince 2017; Wayman 2017), but more research is needed.

Nature-oriented and nature-assisted practices are attracting increasing interest, not only due to climate change and environmental issues. Outdoor and nature activities and the use of adventure and outdoor education approaches for therapeutic and rehabilitative purposes (e.g. Richards 2015) is a topic that is still relatively new in Finland. The competences gained in Adventure and Outdoor Education at Humak can also be applied to rehabilitative activities through multidisciplinary cooperation.

Building experience economy competence

There is a growing body of research on the relationship between nature tourism, outdoor adventure tourism, and health and wellness tourism, and the promotion of ecological sustainability and responsibility and health and wellbeing impacts (Buckley 2019; Hanna, Wijesinghe, Paliatsos, Walker, Adams & Kimbu 2019; White, Alcock, Grellier, Wheeler, Hartig, Warber, Bone, Depledge & Fleming 2019). The aim of the key competence area of Adventure and Outdoor Education is to produce and develop competence related to the activities, products, processes, events and operating environments of nature, experience, adventure, wellness and tourism service providers, as well as changes in these domains. The development of services requires an understanding of human behaviour, the development of groups and communities, learning and pedagogical approaches, and adventurous activities.

The experience economy focuses on the production and productisation of experiences. The American experience economy approach highlights economic aspects and experience marketing, while the Central European tradition is based on experience pedagogy and psychological and educational theories, with a focus, for example, on the holistic nature of experience and a combined interest in examining economic change and change in the world. The Central European tradition is oriented towards products, individuals and interaction. The Nordic approach has focused on experience production and creating

a framework for experiences, and interests and practical activities have been centred around designing products, events and environments (e.g. Tarssanen & Kylänen 2007).

An experience is subjectively constructed from the things we experience. Setting out to create a meaningful experience means facilitating powerful experiences–what participants do and see and feel. An experience cannot be guaranteed, but the underlying factors and circumstances can be influenced, enabling practitioners to support the creation of an experience. Experiential activities, processes and products may be designed, for example, with the aim of creating a sense of authenticity and individuality, a story related to the product or activities, multisensory and holistic experiences, and a contrast with everyday life and routines. The interaction between the producer, product and customer also plays an important role (Tarssanen & Kylänen 2007).

Community and adventure educators should be skilled at interacting with and guiding individuals and groups and facilitating educational experiences, knowledgeable about adventure approaches and activities, and capable of creating of safe (learning) experiences. This competence adds value to the service design of experience entrepreneurs and others working in the nature, adventure and wellness sector. Experiential products and services may activate customers and promote participation in different ways, and the challenges and surprises of adventure and adventure and outdoor education are often part of the experience. Adventurous and experiential activities allow people to relax and feel reinvigorated (Priest & Gass 1997), learn new knowledge and skills, and broaden their awareness and understanding of themselves, other people and the environment.

Concluding remarks

Humak's key competence area Adventure and Outdoor Education produces and develops adventure education competence nationally and internationally. This competence is linked to various sectors and industries. The education and RDI activities within adventure and outdoor education are above all connected with the everyday activities of youth work and NGOs, as well as with educational and pedagogical operating environments. In addition, the key competence area provides and promotes expertise in the nature, experience, health, wellness and tourism sectors and among the diverse actors involved in these sectors.

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Workplace Development

Anu Järvensivu

Humak is the sole provider of community education specialising in workplace development in Finland, and there is likely no corresponding education programme anywhere in the world. The profession of community educator has its roots in the social and education sciences, but the knowledge and skill base of workplace developers draws on a greater range of disciplines and is thematically more focused. This knowledge base is informed by multidisciplinary working life research in fields such as management science, health science and psychology (e.g. Heiskanen, Leinonen, Järvensivu & Aho 2008; Heiskanen, Syvänen & Rissanen 2019). These disciplines contribute key themes and inform current discussions in our teaching, research and development activities in the key competence area of Workplace Development.

Workplace development training began at Humak in 2017, and as an emerging discipline, does not have a long tradition. *What is workplace development? How do we do it? Why should these communities be developed? Who are workplace developers and what kind of professional identity do they have?* – due to the short history of the discipline and the unique nature of our programme, the answers to these questions are not straightforward, and yet they are central to any examination of practices. In particular, it has been argued that these questions can help shed light on the research-based development of working life and its relevance from the perspective of various communities and professionals (Räsänen 2015). At Humak, we endeavour to address these questions in our work.

Workplace development training is being implemented and further developed in close cooperation with a range of stakeholders. We apply an open and exploratory approach to development, integrating knowledge and feedback from industry players and the latest research. Workplace development students tend to be in the workforce already and, compared to the average undergraduate, have exceptionally strong networks of professional contacts. The basic principle of workplace development is the application of scientific knowledge to the development of working life and, simultaneously, the creation of new knowledge of workplace development. As a field in which few exemplars are available, and which is profoundly shaped by changes in working life, continuous development is particularly important. Humak has a pioneering role to play in workplace development training. This role is supported by the diverse backgrounds of our teaching staff, who possess extensive professional teaching experience, online pedagogical competence, and backgrounds in business and research. A significant proportion of our teaching staff hold PhDs. Some of our students also hold doctoral degrees.

In line with Humak strategy, the mission of Workplace Development is to reform organisational cultures, streamline workplace operations and improve employee wellbeing at work. The aim of the key competence area is also to improve the competitiveness of

companies and to develop ethically sustainable solutions for a changing world of work. Our strategic priorities include 1) enhancing productivity and organisational cultures, 2) encouraging diversity in workplaces and extending careers, and 3) promoting ethical responsibility and new forms of community in the workplace. In the following sections, I will first provide a short paradigmatic background for workplace development training and then describe the diversification of workplaces and the consequent need to broaden our understanding of workplace development in an ever-changing working life.

Workplace development must be considered more broadly

The paradigmatic background of Humak's Workplace Development programme is in the Nordic paradigm and tradition of working life development, which reached Finland in the 1980s. Within this tradition, through action research and research-based development, practitioners sought to encourage broader employee participation, effective and equal interaction, cooperation between management and personnel, and workplace democracy. The aim of the development work has been to simultaneously promote productivity, innovation, and wellbeing at work and improve the quality of working life in workplaces, regionally and within various networks. In Finland, the Nordic tradition has been realised primarily in working life development programmes, which have helped to create many development approaches and methods in Finland (see Ramstad & Alasoini 2007; Kalliola, Heiskanen & Kivimäki 2019). It has been suggested that the roots of these development activities in the Nordic tradition are closely linked to the Quality of Working Life (QWL) Movement, which brought together researchers and working life actors internationally, with the aim of promoting employee autonomy (Gustavsen 2017).

Within the Finnish working life development paradigm and development programmes, it has been emphasised that workplace development and wellbeing at work cannot and should not be separated from the development of work, work processes or business activities. The work and the workplace community are equally important as a measure of development. Joint participation in the development of work practices and processes also contributes the development of workplace communities. This collaboration strengthens the workplace community, fostering a sense of inclusion and empowerment. Development activities often result in a multitude of small concrete improvements in the workplace, but they also establish a template for working together on development.

A good starting point has typically been for workplace communities to set their own development goals based on team members' observations as well as on research findings. The goals and tasks of development therefore tend not to come predefined from outside the workplace community, for instance, as mandates handed down by management. The research that provides the basis for development is often based on interviews or surveys, but it may also rely on ethnographic participant observation or workplace observation. Development activities are usually undertaken in the form of a project lasting months or even years. The role of workplace developers has been to organise and support development processes, as well as to produce research data to support development activities. Workplace developers may be internal or external consultants, or researcher-developers. Development activities have often been coordinated and carried out in cooperation

between internal and external developers (Järvensivu 2007; Vataja & Seppänen-Järvelä 2009; Kalliola et al. 2019).

The Nordic tradition of working life development still has a lot to offer our Workplace Development programme, but the change and diversification of workplaces, along with other working life changes, mean that the traditional paradigm is no longer sufficient. As work practices evolve, researchers have identified the need for a reorientation and broadening of the development paradigm (Järvensivu, Syrjä & Uosukainen 2013). In particular, the Finnish working life development concepts of *workplace community*, the *workplace* and the *organisation of work* need to be broadened (ibid.). At the turn of the millennium, the traditional development paradigm also steered the development of development methods in a direction that relied on an assumption of a fairly permanent internal workplace community under one employer–a workplace characterised by a degree of conflict between management and personnel or between various employee groups, with differing views and interests. Against this backdrop, development activities have often aimed for the broadest possible participation of personnel and management and sought to increase democratic interaction.

Although the above paradigmatic development principles and ideas continue to support to workplace developers, these no longer cover all variations of working life communities. The dispersal of workplace communities has long posed a problem for workplace developers (e.g. Vataja & Seppänen-Järvelä 2009). As an increasing number of people work across a number of interwoven work communities, it is unhelpful to focus on the development of a single workplace community. Applying traditional development practices and ideals is particularly difficult in the case of networked, loose and shifting groups or alliances, when the work is organised on as-needed basis by workers on various contracts (e.g. Järvensivu 2020). Individuals working multiple jobs and combining income from multiple sources also work within communities, but these communities differ significantly from the working life community structure on which the traditional development methods are based. The development paradigm notion that personnel (employees) and management (employer) have differing interests and positions, and that there is a consequent need to strengthen employee participation, may also be unsustainable from the perspective of those engaged in new types of work. Highly educated people who combine multiple income streams have been found to shift between the roles of employer and employee according to the situation; they avoid positioning themselves in either camp and bridge different interests when building communities suitable for each assignment or project (Järvensivu 2021). In such cases, the aim of the 'old' working life development paradigm to bridge the gap between the employer and employees, improve interaction and increase employee autonomy is no longer relevant (Järvensivu et al. 2013).

The working life changes and diversification described above do not mean the end of workplace development and development needs. Rather, these changes may even increase the need for work in this area. Nevertheless, there is a need to re-examine workplace development more openly and on a new basis, to help identify emerging development needs. Humak's workplace developers have an active role to play in the construction of a new working life development paradigm together with those working in various contractual relationships and community structures. The first task is to recognise the diversity that exists in workplaces.

Workplace development in the contex of diversifying workplaces

The huge variety of work communities and ways of working we see today is not set to diminish in the future. The diversification of workplaces is often approached in terms of increasing the internal diversity of communities, from the perspective of multiculturalism or the age structure of an organisation's workforce. Diversity, here, means making effective use of competence–the diverse knowledge, skills and abilities employees bring–by ensuring staff wellbeing and extending careers.

In diverse workplaces, employees are valued for who they are; employees are heard and feel included. Diversity is a resource that underpins the success of organisations and businesses in a multicultural world. In Finland, the promotion of diversity has a strong statutory basis, which also provides a foundation for workplace development. Here, key legislation includes the Finnish Constitution (731/1999), the Employment Contracts Act (55/2001), the Non-Discrimination Act (1325/2014), the Act on Equality between Women and Men (609/1986, amended by 1329/2014) and the Occupational Safety and Health Act (738/2002). Equality and non-discrimination are promoted by means of equality and non-discrimination planning. Concrete and cooperative actions are taken to ensure that no one faces discrimination in workplaces on the grounds of age, origin, nationality, language, religion, beliefs, opinion, political activity, trade union activity, family relations, health, disability, sexual orientation or other personal characteristics. Inequalities experienced on the basis of ethnicity, class and age are explicitly recognised and non-binary understandings of gender acknowledged (Kantola, Koskinen-Sandberg & Ylöstalo 2020). Workplace developers need diversity competence that supports professional agency and combines critical thinking, conceptual competence, language and communication skills, and interaction skills (Hirvonen et al. 2020).

Longer working lives and the gradual increase of the retirement age will increase the number of age diverse workplaces. In addition to education and employment policy solutions, workplace-level solutions will also be needed to extend working careers, because the national targets for extending careers are still often hampered by age discrimination in workplaces. Discrimination is usually subtle, and studies suggest it is largely due to the negative stereotypes associated with late-career employees. Older adults are negatively stereotyped as having a limited capacity to learn new things, and investment in education and training for older workers is seen as yielding few returns (Kooij, de Lange, Jansen & Dikkers 2008). Such stereotypes mean older people may be targeted for redundancies; even social policy measures and human resource management practices aimed at improving their wellbeing, such as exemptions and benefits, may be viewed negatively (Byens, Van Dijk, Dewilde & De Vos 2009).

Negative age stereotypes have proven very persistent, even though studies have repeatedly pointed out that individual differences are greater than age-related similarities (Kooij et al. 2008; Schalk et al. 2010), and that career paths can no longer be thought of as progressing identically through transitions from one life phase to another (van der Heijden, Schalk & Veldhoven 2008). Age stereotypes, although unsupported by research, have been shown to persist by becoming self-fulfilling prophecies (e.g., Greller & Stroh

2004). This creates a vicious spiral: as older people internalise negative stereotypes related to age, this may discourage them from pursuing new positions or training and lead to underperformance in new work situations. When older people avoid new positions and learning opportunities, negative stereotypes are reinforced (Buyens et al. 2008).

In Workplace Development at Humak, we seek to develop methods and approaches to challenge negative age stereotypes and support late career individuals in the workplace. A good basis for this is the research tradition of successful ageing, approaching ageing through active participation in society and working life, with an emphasis on older people's agency, continuity of activity and late-career employment as part of their professional and psychological development (Havinghurst 1961; Atchley 1989; August 2011; Kooij et al. 2020).

Negative age stereotypes can also be broken down by developing and strengthening new understandings of working lives. For example, a 'protean career' orientation (e.g. Briscoe & Hall 2005) is considered important for successful ageing. Following this approach, an individual's career path is seen as continuous growth–a combination of opportunities and preparing for these opportunities (Greller & Stroh 2004). In a protean career, an individual manages their own career flexibly and autonomously in line with their values, instead of having their career progression and development opportunities circumscribed by the internal personnel practices of one organisation (Briscoe & Hall 2005). Narrative approaches (e.g. Järvensivu 2014; Marttila 2015) and the chaos theory of careers also offer potential for diversifying our understanding of careers. The chaos theory sees careers as an interaction between an individual and their environment (Pryor 2016; Järvensivu & Pulkki 2020; Järvensivu 2020). With complexity theories and systems theories, the chaos theory of careers highlights the complexity of career development, unpredictable changes and the role of coincidences (Pryor & Bright 2014).

In Humak's key competence area of Workplace Development, the chaos theory of careers has also been applied to the study of organisational commitment. Based on this research, we have developed ways to improve commitment through human resource management practices, paying special attention to the similarities and connections between the company's and the individual's directions of development (Järvensivu et al. 2020; Isacsson, Heinilä, Raatikainen, Järvensivu & Simola-Alha 2021). Drawing on a narrative approach, Humak has developed a coaching programme for those who have been made redundant. The programme is based on peer sharing and learning, and supports the rebuilding of the participant's identity after dismissal. This process is facilitated by recasting the individual's career narrative consciously and collaboratively to maximise their chances of finding employment. Both approaches described above involve the idea that a person's career can sometimes be continued most meaningfully outside the previous workplace and workplace community. Workplaces, on the other hand, also need to better identify–and provide employees with–meaningful opportunities for development and continuous learning.

Workplace communities have become more complex and fluid

The significant shift to online and remote working has been a longer-term trend (Sutela, Pärnänen & Keyriläinen 2019), which, as technology has developed, has been held back mainly by prejudices and cultural habits. The implications of home-based teleworking for communities and for maintaining a sense of community have become a topic of discussion, especially during the global pandemic, since the spring of 2020. As many workplaces moved online, there have been calls for new best practices to enhance a sense of community in workplace. Virtual coffee rooms have been found to function with a different logic than physical ones, and visitors often feel that "something" is lacking.

Many people are not yet accustomed to digital mediation, and different life circumstances, commuting distances, the availability of other social interactions and countless other factors affect satisfaction with online workplace communities. The criteria for online community activities differ somewhat from those of 'live' activities, although it is difficult to pinpoint the elements that may be missing in a digital reality. It takes time for communities to learn that some tasks require physical proximity, while others do not, and that remote workplace communities may function just as well or as poorly as those sharing a physical workspace.

Development work with online workplace communities also differs from work with those sharing the same physical space. The implementation of and conditions for an online brainstorming workshop differ from a workshop based on physical co-presence, and this challenges workplace developers to develop their methods. The wellbeing, management and development of online workplace communities have quickly become the most popular thesis topics among workplace development students at Humak. Our students' research-based development activities, usually carried out in their own workplaces, contribute to a common understanding of digital-mediated work.

Teleworking is also associated with coworking spaces and workspace communities, which began popping up in the largest cities in the early 2000s. Coworking spaces may be occupied by teleworkers employed by multiple employers, but also by sole entrepreneurs or self-employed persons. Coworking spaces are not just workspaces; they may also enable networking and offer new ideas and social support. Workspace communities differ, however, and the length of time workers may commit to these spaces varies. Individuals sharing a coworking space may be united by nothing more than discussion of coffee policies – the principles of coffee purchasing and relative merits of different coffees varieties – but the importance of these kinds of discussions in Finnish society should not be underestimated (Houni & Ansio 2015).

Workspace communities have not traditionally been on the agenda of workplace developers, but as online remote working continues to grow, these forms of community cannot be ignored. It is likely that as online work becomes more established as a legitimate way of working, an ever-greater number of teleworkers will opt to work in a coworking space near their home, rather than commuting to their employer's premises as before. From an ecological perspective, the decline in commuting is a positive trend. It also has

a significant effect on workers' wellbeing, reducing the amount of time spent getting to and from work.

In coworking spaces, a work community based on physical co-presence is no longer united by shared work or shared objectives, which erodes the basis of many development methods. On the other hand, these workers generally are still connected, through digital online environments, to a workplace community, or network of communities, based on shared work. So far, little is known about online workplace communities and their development. In an era when online remote working is growing dramatically, it is worth remembering that working online is ultimately only one of the structural features that affect the success of a workplace community and the distinctiveness of online work should not be overstated (Raappana 2018).

Another change that is significant for workplace development is the increase in self-employment, sole entrepreneurship and multiple job holding mentioned above. From the workplace perspective, this means moving beyond networked work. As networked work has increased, it has already become common for employees to simultaneously belong to several workplace communities within the framework of a single employment relationship (Working Life Barometer 2020). In networked work, everyone builds their own network of interwoven workplace communities, which they sometimes also manage and develop (Jakonen & Järvensivu 2015). When work is structured in this manner, traditional surveys of wellbeing at work, for example, are no longer a very effective tool for determining the baseline for workplace development activities. When employees are involved in multiple communities and have several related roles that exceed the boundaries of a single workplace, it is impossible to locate their meaningful community relationships with the help of an organisation chart. The situation is further complicated by the fact that Finland is among world leaders in the frequency of organisational change, which means constant changes in workplace communities even for those whose workplace community relationships do not extend beyond their organisation. The dispersal of communities and increase in project-like work pose a challenge to many traditional development methods, which are based on the long-term development of the interaction structures of a workplace, for example. Or vice versa, if development activities are limited to the boundaries of a single workplace, some meaningful workplace community relationships will inevitably be left out.

Compared to the networked work that takes place within long-term employment relationships, work that is performed in shifting combinations of sole entrepreneurship and self-employment further increases the movement, diversity and complexity of community structures, and challenges us to develop new approaches. Studies have shown that multiple job holding, micro-entrepreneurship and self-employment may be undertaken out of necessity, as much as opportunity or meaningful choice. This experience, and the factors and motives that lead to holding multiple jobs may vary across the career span, even of an individual. Similarly, the consequences for people's wellbeing of holding multiple jobs range from increased uncertainty and stress to experiences of strong autonomy and independent decision-making (Bamberry & Campbell 2012).

A study of highly educated Finnish people revealed that paradoxically, a positive experience of self-employment and the importance of one's work for oneself and others is

often combined with a constant feeling of uncertainty arising from the lack of institutional security and the unpredictability of one's situation. When unemployment protection, social security and pension provisions are perceived as poor, people create economic, psychological and social security for themselves. Such security is primarily built through continuous learning and by building communities and networks that serve different purposes. The communities and cooperative relationships of those who combine multiple income streams involve elements of stability reinforced by reputation, familiarity and relationships of trust, but on the other hand, there is also constant movement. Communities are re-established in a manner appropriate to the assignment or project in question. Although competence plays an important role in the inclusion of people in assignments or projects, familiarity also has a significant impact (Järvensivu 2020; 2022).

In cases such as those described above, the community must be established before it can be developed, and individuals must also earn their place in the community. Communities also have a life cycle, which may be quite short. In such cases, people must also secure their place in the subsequent working communities. Communities may also be 'part-time' communities and coexist with several others. Members of a working community are also connected with each other or the work organisation through various contracts, such as employment relationships or subcontracting.

In addition to having several active working communities at the same time, self-employed persons and sole entrepreneurs also have passive community relationships and different communities for different needs. The nature and logic of these new working communities of self-employed persons and multiple job holders have thus far rarely been the object of research, and studies have focused on the organisation of work in traditional employment organisations. Since the nature of these new communities is not yet well understood, at Humak, we are understandably just beginning to develop applicable development methods. What is clear, however, is that in the future, workplace developers will increasingly use the plural form when discussing workplace communities.

The diversity of the field of workplace development is enhanced by the fact that the 'old-fashioned' workplace communities continue to exist alongside online workplace communities and those consisting of sole entrepreneurs. In many professions, still, the same physical buildings and premises host largely the same groups of people day after day. Similarly, in many jobs, the problems identified by the traditional Nordic paradigm of working life development have persisted; in some, the concerns may even predate this paradigm, and primarily relate to occupational health and safety. Occupational illness increasingly manifests itself as work fatigue and mental health problems, which may, of course, be caused by conflict or even bullying in the workplace. However, noise pollution, for example, and the resulting health problems are still at the top of the statistics for occupational risk factors and sources of occupational diseases (Sutela et al. 2019). In the case of expert work, it is unlikely that the proliferation of open offices, marketed as collaborative spaces, at the expense of offices has reduced the nuisance associated with noise and interruptions. As important as it is to note the increase of new working communities and the specific characteristics associated with them, it is worth remembering the diversity of working life.

Workplace developers must therefore have situational awareness and an understanding of the context-related nature of the work activities examined, which requires analytical competence and a research-based approach to development. Workplace development in workplaces that are based on long-term employment relations and surrounded by industrial noise differs from development targeting shifting communities of expert entrepreneurs operating in digital environments. At Humak, the diverse backgrounds of our workplace development students help them understand and work on the various issues and meanings of workplace development. Students are typically already in the workforce and have a long history in their professions, with backgrounds ranging from trade union actors to HR professionals, and from industrial workers to academic researchers. Consequently, peer learning plays a significant role in the programme, along with collaborative learning, which presents learning opportunities for teaching staff as well.

Concluding remarks

Workplace development training is currently in an interesting phase. With recent changes in working life, we have a unique opportunity to participate in the identification, construction and development of new kinds of working communities, as well as in the reform of the traditional Nordic paradigm of working life development. This transition is characterised by the co-existence of new and old workplace communities, ways of working and contractual relationships, business models and development practices. For workplace developers, this means embracing diversity and striking a balance between old and new work landscapes.

Workplace developers must focus simultaneously on developing diversifying workplace communities while working with traditional workplace communities in traditional ways. This entails points of contact with HR activities and occupational health and safety activities, drawing on existing legislation and the Nordic working life development paradigm and the development approaches created within it. Alongside this, deepening our understanding of new forms of work and new workplace communities is crucial; it is also essential that we participate in the development of a new working life development paradigm and the related development methods and approaches at national and international level.

If workplaces continue to be diverse in the future, the goals of development and the development methods and tools may also be diverse. In new kinds of working communities–networks of sole entrepreneurs, self-employed persons and multiple job holders–workplace development may entail very concrete construction and maintenance of communities and cooperation, both in terms of work and social support. This may involve facilitating a specific situation or opportunity, helping a short-term working community get off the ground; it may involve strengthening or shaping interaction structures on a longer-term basis (Kalliola et al. 2019), supporting cooperation and joint learning based on work development (Järvensivu 2007), or improving the wellbeing of a workplace community based on group-work guidance (Niemelä 2019). It may also call for something else entirely–something yet to be identified.

The common ground between Workplace Development at Humak and our other community education programmes can be found in the principles that underlie both our education and work practices: appreciative interaction, community diversity and multiculturalism. It can also be seen in the shared identity of community educators as responsible and collaborative actors, developing different forms of networking and channels of influence in their operating environments. During their studies, students build the interaction skills and development competence needed in such situations. As work based on expert networks increases, competence in interaction and collaboration will play an even more significant role in working life (e.g. Laajalahti 2014; Raappana 2018).

The broad changes in working life and society–from digitalisation and the development of artificial intelligence to increased recognition of the importance of ecological issues–provide a natural basis for community pedagogy. As technologies evolve, interaction, collaboration and the shaping of organisational cultures no longer take place solely and directly between people, but also increasingly through human-computer interaction (HCI). While digitalisation creates new opportunities for workplace development, we must also apply the main principles of the Nordic paradigm–such as broad participation in development activities and democratic interaction – to new digital development environments (Järvensivu 2017). Work figures as both the object and the subject of broad social change, and the expertise of community educators provides a good basis for recognising this. Work is changing, but change can also be created through work. Both technological and ecological changes are reflected in work and working life, but the work carried out by individuals and their communities also produces technological and ecological developments (Kasvio 2014).

In this era, workplace developers should have the ability to think broadly, openly and even unconventionally about the development of working life and working communities. We must regard the old appreciatively, but also critically. We must constantly be asking: what is workplace development, why and how is it carried out, and who are the professionals leading this development?

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Yhdenvertaisuuslaki 1347/2014.

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ISBN 978-952-456-422-9 (printed)
ISBN 978-952-456-423-6 (online)

ISSN 2343-0664 (printed)
ISSN 2343-0672 (online)

Humak University of Applied Sciences Publications, 145.

HUMAK UNIVERSITY OF APPLIED SCIENCES