

Community-based safety in Lapland

Inclusion, services and livelihoods



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Niko Niemisalo (ed.).

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Foreword

BRIEF REFLECTION ON RESEARCH AND DEVELOPMENT PROJECTS IN THE EUROPEAN UNION

In my opinion, in the very end, the purpose of the research and development projects in the European Union is to *know*. Projects are about knowing more about some meaningful topic. When the project is implemented with EU funding, it is about knowing more about some meaningful topic together with people who are probably different from you in a process that includes organizations and cultures different from your own. Therefore, the interest in knowing firstly focuses on some topic, and, secondly, on the organizations and thirdly, on yourself.

When compared to research projects of individuals or groups of hypothetically similar individuals, the European context brings the differences and operating in different contexts to the fore. Then the process is even more important than the end result. I would like to highlight three aspects of this process.

Firstly, the projects are to mix different kinds of national cultures, organizational backgrounds and behavioral norms together. The EU calls for proposals typically require a certain minimum number of countries (e.g. three) to be included, and also set requirements for the involved organizations. The requirement can be that the project must involve e.g. higher education organizations, regional authorities and NGOs. This has implications on the plan, implementation as process and end results, and it highlights learning across borders.

Secondly, the projects are about a hidden curriculum to develop European integration onwards. For instance, the projects that develop education are based on political guidelines to develop the *European higher education area* (EHEA). The involved organizations meet in different countries, while the implementation takes place; after forming, storming and norming together, they then say goodbye when the project ends. But, in these processes they have learn to know each other and work together, and their own activities receive either direct or indirect guidance from other European countries.

Thirdly, the projects are about acquiring financial support. The financial situation is very challenging all over Europe. This is even more true in the peripheral areas of the EU. Project funding is one important guarantee for the economic growth and employment in all European regions. Recently graduated people form an important asset if they have an understanding on the EU's financing mechanisms and projects. And this

links the research and development projects to the first two points, since in this way the younger generations get to know the EU, learn to mix their way of life with others and push the integration processes onwards, preferably reflecting also on the EU's future while doing it¹.

The reasoning above links with the topic of our book for various reasons. The projects have been the tools for putting this book together. Without EU funding (and without the logo chimera² on the back cover) perhaps only few of these activities would have taken place. In our opinion, the activities have also supported the visibility and presence of the EU in the regions involved.

The activities related to the concept "*the Development of wellbeing and civil safety in municipalities*" were recognized as a good practice on the national level. In November 2013, they were awarded *Best Practice by European Institute of Public Administration (EIPA)*. This publication provides one, but not the one and only, insight into the various aspects of this very relevant topic.

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- 1 Poll published by EVA, Finnish business and policy forum, on 9 May 2019 suggested the highest 56 % support for the membership and lowest support for resigning the EU (14%), source, YLE news 9.5.2019 <https://yle.fi/uutiset/3-10774055> (checked 11.11.2019)
- 2 Warmest thanks to the anonymous commentator on this term

Introduction

WHAT IS COMMUNITY-BASED SAFETY IN LAPLAND?

Without innovation, all activity stops. This is stated in the book *Why Nations Fail* (2013) by economists Acemoglu and Robinson. Safe everyday life includes innovations but also continuity. It means that we can take the right actions at the right time.

Community-based safety means inclusion, services and livelihoods. A region of long distances, Lapland has special challenges relating to community-based safety: government services may be far from the place of residence, and independent risk management has a much bigger role than in more densely populated areas. Community-based safety is also at the core of activities of municipalities, and its successes and failures are directly reflected in the municipal economy.

Regionally, all municipalities in Lapland and Northern Ostrobothnia are involved in community-based safety activities. The Regional Council of Lapland has coordinated the regional project in cooperation with municipalities and network partners. Alongside it, supported by the European Regional Development Fund, Lapland UAS has built an international network as part of Arctic Smartness activity aiming at strengthening innovations in different regions in Europe.

One of the characteristics of everyday life in Lapland is the internationality of the region. In many ways, Lapland is located in a border region: there are three countries bordering Lapland, and one of our borders is the border between the EU and Russia. The procedures at these borders vary from open border formalities to very strict security. Tourism, which has increased strongly in recent years, adds its own flavour to everyday life in Lapland.

The book at hand is a survey of perspectives and development themes relating to community-based safety compiled within the framework of strategic development at Lapland University of Applied Sciences. The book is based on the idea that concrete cases can bring us to an understanding of the full extent of community-based safety. Before the case studies, however, the book presents the background and context of the theme of community-based safety and justifies its importance at this particular moment. In the section providing context, Eila Linna and Ari Ewvrayie from the Ministry of the Interior of Finland describe how the measures taken by Lapland University of Applied Sciences and the regional administration connect to our everyday life in Lapland. Julia Bosse from the European Institute of Public Administration tells us why Lapland became the European champion in community-based safety. Reijo Tolppi

takes a look at statistics: he describes how the sense of insecurity and the reliability of security actors are shown in recent police barometers. Pasi Satokangas continues with statistics, describing regional challenges and resources based on statistical data. On the basis of this, Timo Marttala highlights the changes in community-based safety from the point of view of the critique enabled by the new public management.

Community-based safety is closely intertwined with the instruction of different fields of the UAS. Sisko Häikiö and Ulla Kangasniemi tell us about community-based safety and the meeting of cultures in tourism instruction. Tarja Tammia and Tuija Syväjärvi give us the perspective of study counselling, describing how the progress of studies may be part of community-based safety. In terms of instruction, these articles shed light on the key elements of community-based safety.

Instruction gains new energy and momentum from projects, five of which have been chosen for the book as case studies representing community-based safety. Petteri Pohja describes the mode of operation we have created at the UAS in which athletes can be confident of the progress of their studies. This model has been created in cooperation between six EU countries. Marlene Kohllechner-Autto and Sari Nisula describe the current state of social entrepreneurship – a theme that has recently become a top priority for the European Union. Jenni Pyhäjärvi talks about community-based safety with regard to a major event in local tourism. Seppo Kilpiäinen describes the very topical perspective of safety in the extractive industry. Anu Harju-Myllyaho and Elisa Lahti tell us about startup entrepreneurship, which is extremely topical as a work-providing antidote to structural change. Marko Palmgren and Niko Niemisalo provide us with a summary of community-based safety work in our region so far.

All this is included in community-based safety in Lapland.

The book has been spiced with information on topical issues relating to community-based safety. Thanks are due to our network partners for that! Go through these checklists and address problems that you observe! This way, your everyday life will be safer and you will live a better life and perhaps become a bit happier.

Dear Reader, I wish you a safe everyday life!

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Internal security – community-based safety

INTRODUCTION

The significance of safety is emphasised in the changing, globalised world. Although Finland is known for safety, it is not protected from any global threat. It is difficult to fully prepare for these threats. Change also means that the actions taken to achieve a good situation today may not necessarily secure a good tomorrow. The Security Review of the Ministry of the Interior sets the goal that Finland will be the safest country in the world and equally safe for all in 2030.

The Internal Security Strategy defines internal security as

“those aspects of society that ensure everyone can enjoy the rights and freedoms guaranteed by the rule of law without fear or insecurity caused by crime, disorder, accidents or national or international events”.

Although the definition is quite multifaceted, it comes close to regions and their people, i.e. the community-based safety we all need.

The national management of internal security is a responsibility of the Ministry of the Interior. However, security is engaged in widely in society, not just in the administrative sector of the Ministry of the Interior (police, rescue services, Border Guard). In the regions, it is the responsibility of regional authorities, and in the regional government reform, it is planned that regional councils will play a larger role in it.

On 5 October 2017, the Government approved the decision-in-principle on the internal security strategy. The name of the strategy, A Safe and Secure Life, reflects its region- and human-oriented approach. According to the strategy, internal security consists of numerous different elements, including home, living, traffic and working environment, basic services, the equality of the population, secured access to help and a certainty that those guilty of offences will be held accountable for their acts. The strategy emphasises cooperation in networks and a proactive approach.

The Internal Security Strategy includes an action plan consisting of actions to strengthen internal security and prepare for challenges that threaten it. The plan specifies the programmes of action with defined objectives and methods to reach those objectives. In addition, responsible parties have been defined for carrying out the actions.

The responsibility for internal security is often given to traditional security authorities such as police, customs and rescue authorities. In accordance with the broad perspective of the strategy, the responsibility is also allocated to other authorities such as social, health, education, culture, labour and environmental authorities.

COMMUNITY-BASED SAFETY

Community-based safety means undisturbed local daily life. By means of community-based safety collaboration in Lapland, a security cooperation network has been formed in which authorities, organisations, representatives of business life and universities engage in goal-oriented security cooperation. The key purpose of the cooperation is to promote the direction of common resources and the broad-based utilisation of local resources in which different actors pull their competence and resources together. This is reasonable activity with regard to the objectives of all these actors.

Since 2007, broad-based network collaboration in internal security has been engaged in between community-based safety and tourism safety in Lapland. International cooperation on community-based safety, in turn, has been and is being used to look for international models and solutions suitable for developing the Lapland model further. In Lapland, community-based safety is defined as promoting inclusion, services and livelihoods. It is, therefore, a multidisciplinary and multifaceted theme. Community-based safety creates living opportunities, well-being and employment in Lapland now and in the future.

Community-based safety has been under development for several years. The internal security programmes *Arjen turvaa* (2004–2007) and *Turvallinen elämä jokaiselle* (2008–2011) were launched in a government decision-in-principle. The Provincial Government of Lapland (currently the Regional State Administrative Agency of Lapland) started implementing an extensive internal security programme in summer 2007. To develop network cooperation, the Provincial Government launched the *Maaseudun arjen turvaverkosto* project, which was implemented in 2009–2011. One of the core objectives of the project was to create an operating model based on open network cooperation. Lapland's operating model for community-based safety was awarded at the *European Public Sector Award 2013* competition as the best regional operating model in Europe.

SECURITY NETWORK

The Internal Security Strategy emphasises cooperation and its significance, which creates a feeling of a safe environment and life. Security network collaboration has been engaged in for a long time in Lapland. Key elements in security networking are openness, voluntariness, commitment to the activities and trust. Each actor brings to the network their own competence, which is recognised and acknowledged. However, the

operation and development of the network require leadership, coordination and guidance of activities. The Internal Security Strategy (5/2017, set of measures 7, Security work in counties and municipalities, p. 47) highlights networking in Lapland as one possible model to be applied nationally:

“The organisation of the counties’ internal security duties will be supported and promoted. The operating models of tried and tested good practices, including the Security network in Lapland and the Pirkanmaa security cluster, will be utilised. Through cooperation networks, regional information exchange and problem-solving networks will be created between the authorities, companies, educational institutions

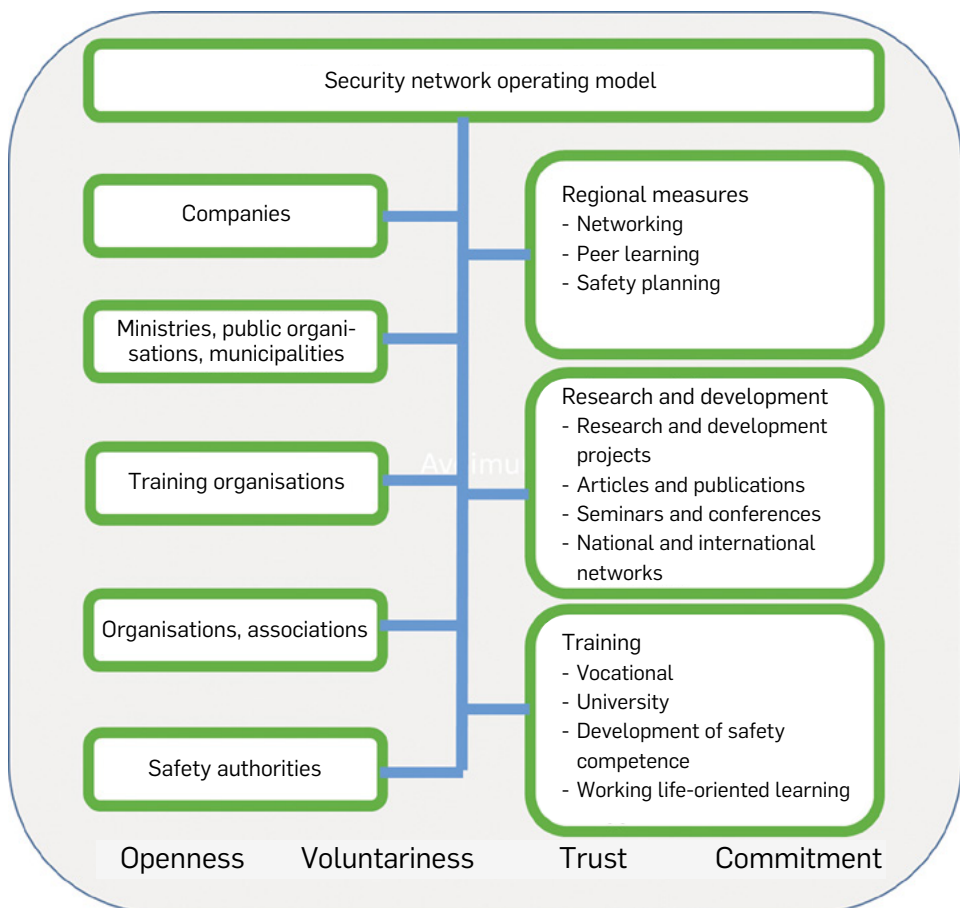


Figure 1. Security network in Lapland. Lapland University of Applied Sciences, Linna 2018.

and NGOs, and the creation of new products and services that improve security will be promoted.”

Lapland University of Applied Sciences has played a key role in security networking. It has acted as an independent party between the different actors of the network. Its tasks have naturally included different coordination tasks and the organisation of events, meetings and regional events. A strong RDI (research, development and innovation) and project expert, the Lapland University of Applied Sciences has started and coordinated several projects. The projects have been implemented with external funding, and they have been based on the needs of the region, and security network's actors. In 2009–2016, a total funding of approximately EUR 4.15 million was channelled into these projects.

In the implementation of the Internal Security Strategy and in regional safety planning, Lapland University of Applied Sciences may still play a major role. For their part, research and RDI expertise may support the network-based implementation both nationally and regionally.

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Commentary on EIPA's partnership with the Region of Lapland through the EPSA 2013



The European Institute of Public Administration (EIPA) has been running the European Public Sector Award (EPSA) since 2009. This award scheme, which is organised every two years, is the only Europe-wide public sector award open to all public administrations from all levels across Europe. It brings together the best, most innovative and most efficient performers with the aim of showcasing and rewarding exceptional public sector practices all over Europe and making

valuable experience transparent, available and usable.

In a sophisticated, impartial and independent four-step evaluation process, all eligible projects are assessed by external experts from different European countries and with different professional backgrounds (academia, public and private sectors). A shortlisted number of projects are then visited onsite for verification purposes and for gathering additional information before a high-level jury finally decides on the award nominees and winners among these shortlisted projects.

So far, the EPSA has brought together more than 1,200 cases of public excellence. All rewarded cases contain working solutions, which serve as inspiration for other public authorities in modernising their own programmes and organisations. Public administrations that submit applications to the different EPSA rounds become part of this extensive European network of public sector excellence, in which they can benchmark their achievements with peers, whilst learning from each other.

Lapland's Community-based safety Networking model forms part of this network of public sector excellence as it won the EPSA 2013 in the regional category, notably for the project "Development of Wellbeing and Community-based safety in Municipalities" submitted by the Regional State Administrative Agency of Lapland. This project developed an operational model for municipalities to enhance and guarantee service provision in the area of wellbeing and



Figure 1. The winner's trophy for Lapland's 2013 safety model

safety for their citizens. It thus addressed successfully the challenges of **stable rural development and wellbeing of citizens** in a context where the resources allocated to health care and wellbeing are decreasing, which is a great **challenge for all European regions**.

Furthermore, this project is **high in innovation** as it went significantly beyond the silo mentality of public administrations by creating cross-functional and cross-sectoral working groups that are aligned to municipalities' budgeting and planning cycles. The systematic public consultation and the **tight cooperation between public regional and local authorities, SMEs and NGOs** on a social need basis lie at the heart of the project. By connecting existing resources and shifting the emphasis from reactive to preventive work, the project managed to counteract exploding costs in the areas of health and social welfare.

In addition, it produced **successful results** such as a radical simplification in the way public services are organised, coupled with increased stakeholder participation. Thanks to the developed cooperative model, EIPA is convinced of the **strong potential for replicability** in comparable remote rural areas.

In fact, the sustainability and transferability of the Community-based safety Network has been proven by the extension of this model to 40 municipalities in Northern Finland from 2016 to 2018, to help allocate local and regional resources to local needs. Furthermore, this network is a recognised good practice across Finland and is successfully anchored in government programmes at the regional but also at the national level, such as the Internal Security Implementation Plan 2013–2015, the National Programme of Rural Services and the National Security Programme 2017. Additionally, it forms part of one of five Arctic Smartness Clusters of Lapland's Arctic Smart Specialisation Programme: jointly with the component of tourism safety, the Community-based safety Network composes Lapland's Safety Cluster.

Since 2013, EIPA has been in touch with the project network and accompanied it through an international workshop in summer 2014, constant email exchanges and an on-site visit in March 2017 organised by the Multidimensional Tourism Institute to learn about the arctic smartness cluster cooperation. Seeing this Community-based safety Network and related cooperation strive and expand, not just nationally but also internationally, is a true pleasure for EIPA/EPISA as it means that working and proven solutions are replicated by other institutions and mutual learning leads to concrete results. Since learning from valuable experience and growing through best practice exchange is at the heart of EPISA, we are delighted to see these elements reflected in the Lapland model.

Last, but not least, the success of the network depends on all the actors involved and their belief in the common cause. Thanks to their pro-activeness and high commitment, various partnerships were created in search of sharing and learning from best practices (e.g. exchange with the Crisis Management Institute in Florida in September

2017 or exchanging with the City of Manchester involving local public actors and NGOs regarding social innovation and crisis management at the end of October 2017).

Finally, I would like to express my gratitude towards our cooperation partners, the Regional State Administrative Agency of Lapland and the Multidimensional Tourism Institute, for our excellent and warm partnership.

The text was written in 2018.

Sense of insecurity and experienced reliability of security actors in the light of the 2001–2016 Police Barometers

Since the end of the last millennium, the Ministry of the Interior has, every couple of years, published the Police Barometer, a survey directed at Finnish people aged 15–79. The material has been collected from personal interviews, and the number of people participating in the survey has remained within a narrow range of around 1,000 interviewees. The survey has been conducted by different parties in different years. The latest survey, in 2016, was conducted by Taloustutkimus Oy.

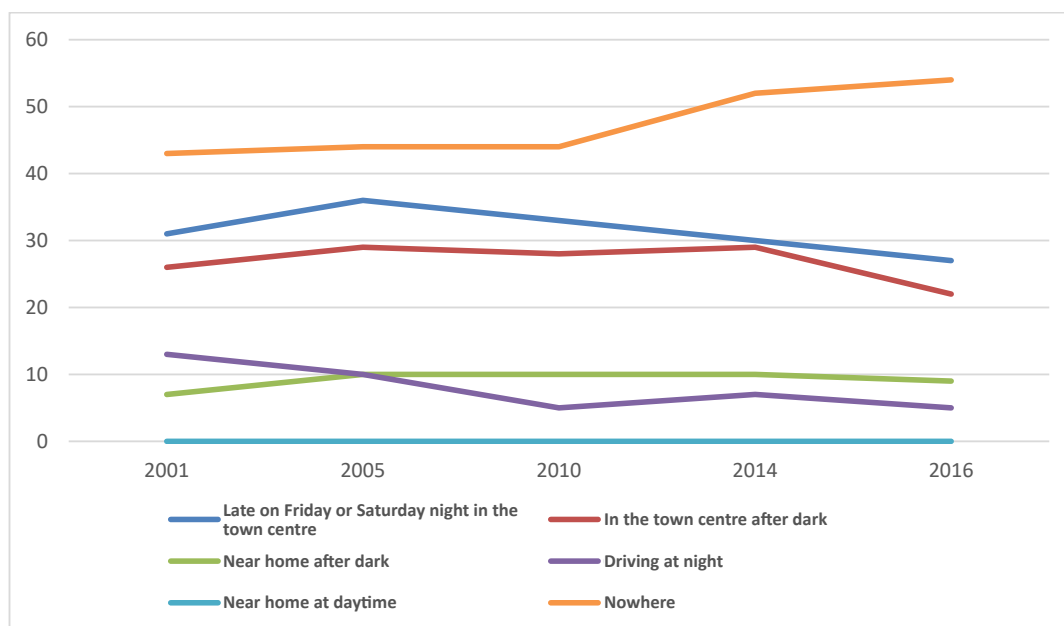
In the first published Police Barometer, the Dutch “Politie Monitori” survey, the Scottish “Lothian and Borders” survey and the British and American crime and crime victim surveys were mentioned as the sources of the interview questions. These models were used to create a customised Finnish version, which has remained more or less unchanged since the first survey.

As the time series is almost 20 years old and most of the questions have been included since 1999, the material enables a longitudinal study of the results. This article is focused on changes in the sense of security and the experienced reliability of security actors in 2001–2016.

SENSE OF INSECURITY

The respondents were asked “Which of the things mentioned on this card make you feel insecure when you are alone?” On the card, the respondents were given a total of 12 situations or things, out of which they could select more than one. As a longitudinal series, the results look like this:

Diagram 1: Sense of insecurity in different situations, 2001–2016.



Most insecurity is experienced late on Friday or Saturday night in the town centre of the place of residence. Besides being alone, this option includes other factors increasing the sense of insecurity, such as the town centre, the weekend and the darkness brought about by the late time. At or near home, the environment is experienced as much more secure.

On the whole, the sense of insecurity experienced by Finnish people has decreased noticeably in this millennium. This is particularly evident in the increase in the number of people who have chosen the “Nowhere” option. The amount of people who feel secure in all the given situations has continuously increased since 2007, and currently, well over half (54%) of the respondents belong to this group.

It is reasonably easy to find real-life justifications for the reduced sense of insecurity. The overall number of crimes reported to the police has been decreasing since the early 1990s, the number of fire deaths is stabilising to below 100 per year, and the number of traffic deaths has decreased to a little over 200 per year. Of course, advanced technology, such as the more and more sophisticated cars and extinguishing systems, have their part in this, but the positive development in many different walks of life also indicates the strengthening of the safety culture in Finland.

EXPERIENCED RELIABILITY OF SECURITY ACTORS

As its name implies, the barometer focuses on the key questions with regard to the police, but since 2001, the barometer has also included the question “To what extent does the respondent trust in the operations of authorities or other actors?” The below diagram indicates the share of respondents who had a great trust in the actor in question.

Diagram 2: Trust in safety actors 2001–2016.

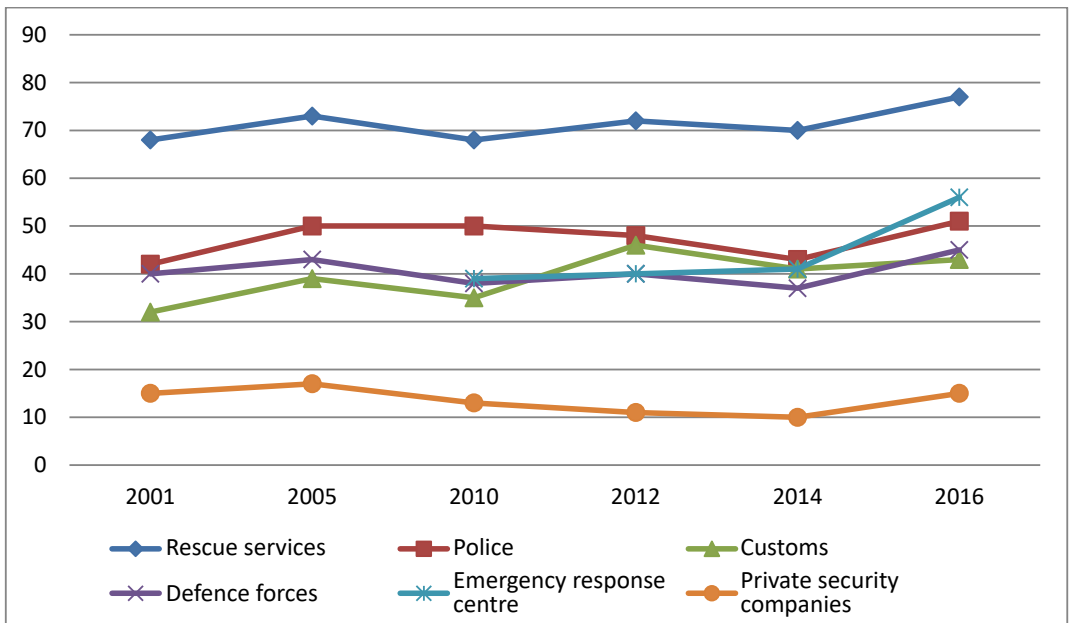


Diagram: Citizens' trust in different safety actors, 2001–2016.

On the whole, there has not been much variation in the results in a good ten years. At each measuring occasion, rescue services have been the most trusted actor with a clear margin over the next actors. Also, at each measuring occasion, private security companies have clearly been the least trusted actor.

The Emergency Response Centre Agency, the police, customs and the Defence Forces form an even middle group. At the turn of the decade, it looked like the police could leave the rest of the middle group behind, but in the most recent survey conducted in 2016, the Emergency Response Centre Agency managed to pull ahead of the police for the first time.

It is characteristic for Finns to trust professionals. This trust has traditionally been stronger in Finland than in Europe on average. This characteristic seems to be growing stronger: in 2016, citizens' trust in security actors was higher than ever in the history of the police barometer.

The result can be considered surprising in the context of a lot of negative publicity relating to authorities in the last couple of years. The trial of the former Helsinki drug squad chief received wide publicity, the conflict of interest cases concerning the Director General of Finnish Customs have repeatedly come up, and most recently, the Prosecutor General was dismissed, which was exceptional on an international scale. However, the negative publicity has not affected the background organisations of the officials that have created a stir. Citizens seem to think of the cases of negative publicity as being individual.

Intercultural safety communication to provide safety for the daily activities in tourism

INTRODUCTION

Safety has become an important concept when examining responsibility in the tourism industry. One safety factor is communication and especially intercultural communication, because in tourism-related work tasks, one often meets people from different cultural backgrounds who speak different languages. If only from the point of view of the success of the operations, it is essential for a responsible producer of tourism services to recognise and prevent risks.

Various activities, excursions and safaris as well as vehicles and tools used during them bring along a particular need for appropriate and functional communication: the service provider and the customer must understand each other as well as possible to avoid any misunderstandings or dangerous situations. Providing and understanding safety instructions is an example of how important it is to recognise differences between customers from different cultural backgrounds and adapt one's own communication accordingly. Language differences are also significant, and in the absence of a common language, special attention must be paid to the provision of safety instructions.

Finland is still considered a safe tourist destination. No major natural disasters take place here, and our global political situation does not pose specific safety threats for us. Therefore, as the number of international tourists increases, the number of intercultural encounters in Lapland also increases. Tourism employees, but also other locals, will be expected to have more and more intercultural competence. As independent travel increases, tourists may, instead of or in addition to guides, rely on local people, for example, in the city or on hiking routes. Many local people also face new cultures as Airbnb hosts or neighbours of Airbnb guests. Foreign habits may feel strange and even scary, which affects the experience of community-based safety. However, intercultural encounters may be prepared for through anticipation and an open attitude. One should not emphasise the differences but rather look for similarities and respect any differences.

This article discusses intercultural communication and especially safety communication in the tourism industry. It uses example cases to present the kinds of problems that guides working in Lapland have faced in interactive situations when giving safety instructions to customers representing different cultural backgrounds. In addition, guides have estimated possible reasons for the problem situations in question. The

example cases are from a survey for guides and tourism actors and the subsequent interview that specified the theme in spring 2012 (Häikiö & Kangasniemi 2016). It is clearly discernible that not only the cultural background but also the age and gender of the actors have an impact in situations where safety instructions are given and in the observance of the instructions.

INTERCULTURAL ENCOUNTERS IN TOURISM LANDSCAPES

A group of Japanese independent travellers are going on a snowmobile safari. A Finnish guide goes through the company's safety instructions orally in English, because the guide does not speak Japanese and there is no interpreter present. The customers listen, nod and smile. The guide wants to ensure that the instructions have been understood and asks "Do you understand?" The Japanese tourists nod and say "Yes." The safari gets under way, but soon one of the riders accidentally hits full throttle, launching the snowmobile forward and almost hitting the snowmobile in front. The guide stops the line and calls the group together. The guide wonders out loud why the tourist did not act according to the instructions and even scolds them a little for endangering safety. The instructions are gone through once more, and then the safari is properly on the way. Afterwards, however, the Japanese tourist gives negative feedback about the safari and the guide. What went wrong?

The above case is edited and caricatured from answers to the survey for guides. Several guides described dangerous situations like this in encounters with customers from different cultures. In tourism in Lapland, the circumstances and various activities in the terrain require investment in safety communication. No activity agency will dispatch a group of customers to an excursion without safety instructions given by the guide. Because this is often a question of intercultural communication between the guide and the tourists, the situations involve risks of many kinds of misunderstandings.

The Japanese interaction style is indirect and relationship-based (high context). The entire message is not communicated verbally and directly, but part of it is interpreted by "reading" the communicator and the physical environment, in a way, between the lines, i.e. contextually. The objective of communication is not just to convey information but also to maintain harmony between the communicators and avoid losing face or causing someone to lose face (Reisinger 2009, 187–189). For this reason, a Japanese tourist does not necessarily bring up that they have not understood the safety instructions. In addition, the Japanese communication style is more modest than the European, and the message is coded in a reserved, discreet body language. Although the customer has, in their own opinion, communicated uncertainty, this may have been unnoticed by the guide, who represents a different communication style. The power of words varies between different cultures. "Yes" might mean "Yes, I hear you" instead of "Yes, I understand you". A direct "No" might be a too direct expression that is face-threatening for communication partners. Even a smile is not interpreted in all cultures

merely as a sign of friendliness and happiness. The way the guide understands the messages sent by the customers also depends on the guide's own communication style, of which they should be aware.

A husky safari is being guided by a young Finnish woman. She is guiding a group of middle-aged Chinese men. The guide goes carefully through the safety instructions relating to a husky safari in English: You should put your foot on the brake when you want to slow down and stop the sleigh. Going downhill, you should slow down and always keep a safe distance, etc. The guide soon notices that she is not being listened to and the instructions are not being taken seriously. However, the employer has instructed that no one be allowed on the safari until everyone has taken in the safety instructions. When she raises her voice and adopts a stricter tone, some customers seem dissatisfied and nonchalant, even rude towards the guide. Can't we get going already? We have many other activities scheduled for today. Is that girl even competent to guide a team of dogs and instruct us? When the safari is finally on its way, braking is "forgotten" and the sleighs soon collide with each other and go off the trail. Two sleighs and twelve dogs become entangled, and several people fall off the sleigh. Fortunately, the snow is soft and no customer or dog is hurt. However, it could have been more serious. It takes time to untangle the mess, which further delays the tight schedule of the Chinese group. This makes them even more dissatisfied, and they tell the guide off for it.

According to our research, many guides are of the opinion that inadequate following of safety rules is due to the age and gender of the guide and the attitude of the customer. Guides do not regard these things as problems relating to communication, but when reviewing the factors influencing intercultural communication, attitudes and expectations of communication partners in different positions also greatly affect the success of communication (Reisinger 2009, 119–128).

Attitudes and values, including the attitude towards age, gender and position, are a significant but often invisible part of culture. In fact, the risk in encounters like this is that the fundamental cultural differences are not visible but deeply and tightly under the surface, which makes it even more harmful to act in violation of them. The guide may find it difficult to understand the inequality of communication partners because it is conflict with their own values, which they consider more equal. However, it is important for the guide to be aware of the lower position that they might have in the eyes of the customer. In Chinese culture, it is very important to show respect to older people and people in a superior position. There is also a visible hierarchy between genders. Raising one's voice is a sign of losing self-control, which is unlikely to bring more respect to the person doing it. On the contrary, it makes both the speaker and the audience lose face, which leads to decreased respect. The guide is no longer credible in the eyes of the audience, and they do not need to care about what the guide says.

For the above cultural reasons, among other things, many Asian tourist groups prefer a guide from their own country, speaking their own language, which increases the

feeling of safety when facing something new and foreign. However, a guide like this must keep their place in the eyes of their group, and they do not like taking orders or instructions from a younger or otherwise lower-ranked guide from the activity agency in front of their customers. Our survey indicated that sometimes these guides even tell the local guides not to speak so much so that they can translate credibly. These authority-related situations make it more difficult to give safety instructions, but when they are known, they can be better prepared for. In fact, activity agencies already have at their disposal different operating methods that they have learned in practice for these and many other culturally challenging situations.

However, our survey indicated that at least in 2012, the training policy for guides varied a lot between different agencies. Most of the respondents stated that they had not received any training for intercultural encounters from the agency. There were very few written instructions. The situation has certainly improved in five years as international travel has increased. One development step is the Arctic Guide virtual training created in 2016 in collaboration between the Multidimensional Tourism Institute (MTI) and Lapland Safaris to supplement the initiation of new guides. Arctic Guide provides training for work in the special circumstances of Lapland and also includes information and tasks on intercultural communication in instruction situations. (Arctic Guide 2017; Häikiö & Kaihua 2017, 20–23). Practice is surely the best teacher; however, one should not enter the field without preparation. For credible and high-quality customer service, it is important for the guides to be as well prepared as possible for meeting customers from different cultures. Guides are often the first, and sometimes the only, local contact for tourists. The quality of the encounter and especially intercultural safety communication should therefore be invested in for the benefit of the whole tourism industry in Lapland.

INTERCULTURAL SAFETY COMMUNICATION

Intercultural safety communication in tourism consists of conveying the message relating to the customer's safety and interpreting it in a situation where the communicator and the receiver of the message come from different cultural backgrounds. This also includes the risk of misunderstanding the safety message or ignoring or disregarding it because of the cultural background, perhaps unconsciously. In an instructional situation, it is important for the message relating to the customer's safety to be understood and complied with in order to avoid any dangerous situations, for example, during different excursions and safaris.

According to Reisinger (2009, 168–169), matters affecting mutual understanding include verbal and non-verbal communication, interaction styles, background values and the communication situation. Intercultural communication is often perceived as mere language skills, but it is more a question of how to communicate than what to say. Communication and culture are inseparable parts of each other, and the success of communication depends on how consistently the communication partners interpret

the message and the communication situation (Jandt 2013, 39–44). Therefore, it is important for the guide to acquire knowledge of the values relating to the customer's cultural background and different communication styles. Communication must be adapted to the target group, and attention must be paid to non-verbal communication and the customer's value background, but also to the conversation style in a safety communication situation. According to the study by Sipola (2011), tourism employees must develop their language and interaction skills and their multicultural competence. Sipola argues that many problem situations are a result of expecting communication to be similar everywhere or misinterpreting non-verbal communication used in a customer situation.

It should also be remembered that cultural background often refers to something other than just a cultural definition based on a continent or country. This means that, although we speak of Asian tourists, there are numerous different cultures in that continent, and therefore, generalisations like this may lead to problem situations relating to communication. Also, the Chinese are usually perceived as a single, uniform culture, although Lapland hosts "Chinese" tourists from Mainland China, Taiwan and Hong Kong, the cultures of which differ from each other in terms of communication.

IMPORTANCE OF CULTURAL COMPETENCE WHEN PREPARING FOR ENCOUNTERS

If intercultural safety communication situations are fraught with misunderstandings, how can one prepare for them? The concept of community-based safety involves anticipation. Anticipating intercultural encounters is helped by cultural intelligence or sensitivity, referring to the will, ability and sensitivity to understand people from different backgrounds. More profound cultural intelligence always requires familiarity with both one's own culture and the foreign culture. It is not sufficient to learn all the available information about the foreign culture; it is at least as important to be aware of one's own cultural background and its effect on one's behaviour. To be able to understand one's own cultural background, one must first understand the things that culture consists of and all the things it affects.

Culture is adopted, learned, shared and controlled (Branine 2011). It is based on the values, norms and attitudes we have learned during our life, which define what we consider right and wrong, acceptable and inappropriate or wanted and unwanted. If we are unaware of these things and their differences between different cultures, we experience behaviour against them as a personal insult or rudeness, although it might only be a cultural difference. Cultural dimensions include the attitude towards equality, time, distance, the environment, truth, individuality, community, etc. Different theories have been used with the aim of classifying these. No culture fits unambiguously into any theoretical model, but the different dimensions classified in the theories provide an explanation for some of the clearest differences in, for example, the concepts of time or human beings.

As a guide, one must find out a lot about one's own culture to be able to answer the questions of the tourists. However, these questions often relate to the visible characteristics of the culture, such as dress, cuisine, customs, design, architecture or traditions. In addition to these visible characteristics, the guide should be as aware as possible of their own communication style and also of the way it looks and feels from the points of view of customers from different cultural backgrounds. The Finnish communication style, which is direct and quite plain, even serious, may feel almost rude to some people.

The safety communication training of guides should take into account both cultural surface competence and depth competence (Byram 2011). Surface competence refers to the content, vocabulary and provision method of safety instructions as well as language skills and superficial language use such as culture-specific greetings and forms of address. Of course, these are also learned in the work itself. In addition to this, the training should develop depth competence that strengthens cultural sensitivity and the ability to critically review one's own actions.

According to Valkonen and Ruuska (2012, 105–120), guides working in Lapland utilise in their work cultural stereotypes that are simplified generalisations of a particular group of people or their behaviour. The guides benefit from stereotypes and “nation-speak” when anticipating the behaviour, wishes and communication style of a group from a particular culture. However, one should be careful with stereotypes and not use them in an evaluative sense to compare different cultures. Cultures also change, perhaps even faster than the rigid stereotypes themselves. In fact, the guide should be prepared to look at reality outside stereotypes and, if necessary, shake it up and form new ideas of different cultures with an open mind.

EDUCATION AS A PATH TOWARDS NEW ENCOUNTERS

Because of the developing tourism industry and the growing number of foreign tourists, the producers of tourism services in Lapland need to develop their multicultural and interactive competence. When emphasising responsible tourism, the recognition of risks and their anticipation are closely connected to communication skills.

The results of the survey directed at guides working in Lapland show that cultural background, age, gender and attitudes have a great significance in providing safety instructions and in interpreting and following them. As the numbers of international tourists keep increasing, Lapland provides a fertile soil for wider and deeper further studies that will yield more diverse and reliable information to be utilised in the training of guides and other tourism actors.

To avoid dangerous and problematic situations caused by communicative and cultural differences, it is of primary importance to develop training relating to safety communication. In fact, the educational institutions, tourism entrepreneurs and other actors must develop their mutual cooperation in order to tailor as effective training as

possible. At the same time, multicultural competence and interaction skills can be developed for meeting tourists from different cultural backgrounds also with regard to the rest of the population.

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Operating environment of community-based safety in Lapland – description of regional challenges and resources

INTRODUCTION

Community-based safety is an operating model created for the circumstances of reducing regional resources. Actors in community-based safety include municipalities, organisations, village associations, educational institutions, congregations and businesses. Municipalities have traditionally been the key regional actors. It is the task of municipalities to organise and produce public services for their inhabitants.

The chapter approaches the development of regional resources and regional challenges largely from the point of view of municipalities. Other indicators, such as population and unemployment trends, are presented as well. The aim of the chapter is to describe the development of the operating environment of community-based safety in Lapland through key indicators of regional resources.

POPULATION TRENDS

The population of Lapland was 180,207 in 2016. The population of Lapland decreased by 1.7% between 2011 and 2016. In the same time period, the population increased in four of Lapland's 21 municipalities: Enontekiö, Inari, Rovaniemi and Ranua. In other municipalities, the population decreased or remained almost unchanged (Statistics Finland 2017a, 148–151). As shown in Figure 1, the population of Lapland last increased in 1990–1993, but it has been on a decline since then.

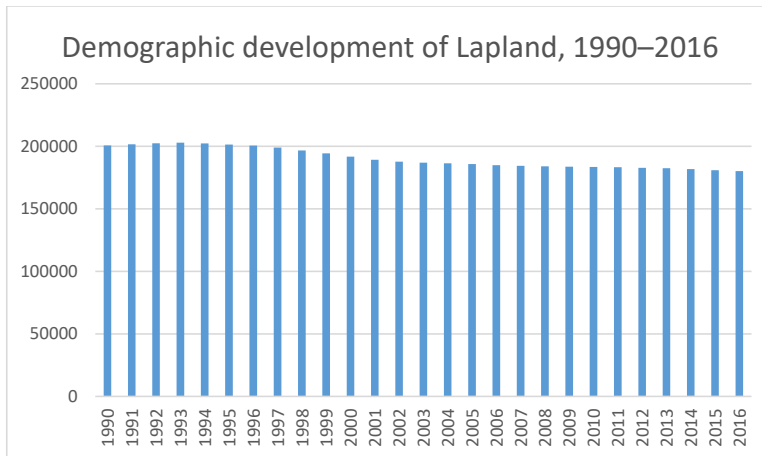


Figure 1. Lapin väestökehitys 1990–2016. (Statistics Finland 2017b)

The demographic dependency ratio, i.e. the number of people under 15 and over 64 years of age per 100 people of working age, is 59 in the entire country and 63 in Lapland. In terms of dependency ratio, Uusimaa stands out clearly from other regions: per 100 people of working age, there are only 51 people under 15 and over 64 years of age in Uusimaa. The demographic dependency ratio varies strongly between municipalities. In Lapland, the dependency ratio is weakest in Kemijärvi, Pelkosenniemi, Pello, Salla, Simo and Ylitornio. Municipalities with more favourable dependency ratios include Enontekiö, Inari, Kittilä, Kemi, Keminmaa, Kolari, Rovaniemi, Sodankylä and Tornio (Statistics Finland 2017a, 160–161).

According to the forecast by Statistics Finland, there will be 50–80 people under 15 and over 64 years of age per 100 people of working age in Kittilä, Rovaniemi and Tornio in 2040. In other municipalities in Lapland, the proportion of working-age population is smaller, especially in Southern and Eastern Lapland. If the forecast is realised, the dependency ratio of Lapland turns from the eight most favourable to the fourth weakest among the regions of Finland (Statistics Finland 2017a, 161–163).

Economic dependency ratio indicates the number of people who are unemployed or outside the labour force per 100 employed people. In Lapland, the economic dependency ratio is a little over 150, while in the entire country, it is approximately 130. Many of the municipalities with a weak dependency ratio are located in Northern Finland, but the development may progress in different directions within a region. In Kittilä, the percentage of working population is higher than the national average (dependency ratio 121), whereas Salla has the highest dependency ratio in Lapland (222) (Ruotsalainen 2017).

If employment remains at the level of 2009–2011, the economic dependency ratio of the entire country will rise to 157 by 2030. By that time, the dependency ratio of Lapland will be over 200, and the municipalities with the weakest dependency ratios in the region will include Pello, Salla and Ranua (Ruotsalainen 2017).

The population trend in Lapland has been downward for over 20 years. In the 2010s, only a few municipalities have diverged from the population trend of the entire region. The demographic and economic dependency ratios in Lapland are weaker than the national average, but some municipalities have more favourable and some weaker dependency ratios. According to the forecast by Statistics Finland, the demographic dependency ratio threatens to decline further in Lapland by 2040. According to the forecast, the economic dependency ratio in Lapland will be clearly weaker than the national average in 2030.

USE OF UNEMPLOYMENT AND SOCIAL SERVICES

Unemployment is monitored in two ways in Finland. In the statistics of the Ministry of Economic Affairs and Employment, unemployment is defined as a situation where a person is not employed and not involved in business activities. The definition in the labour survey by Statistics Finland, on the other hand, requires the unemployed to actively look for work. The labour survey by Statistics Finland is internationally comparable and produces the official unemployment figures (Ministry of Economic Affairs and Employment 2017a).

According to Statistics Finland, the unemployment rate in the entire country is 8.8% and the employment rate 68.7%. In Lapland, the unemployment rate is 10.7% and the employment rate 65.3% (Statistics Finland 2017b). The presented figures concern the year 2016.

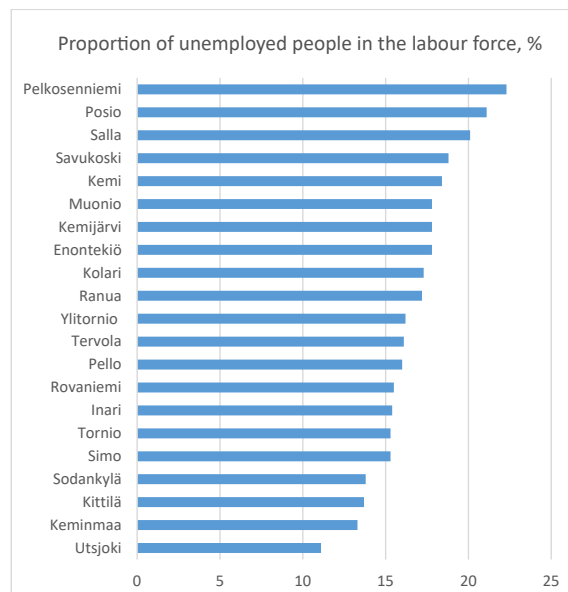


Figure 2. Proportion of unemployed people in the labour force in municipalities of Lapland (Ministry of Economic Affairs and Employment 2017b)

According to the Ministry of Economic Affairs and Employment, the unemployment rate in Lapland is 15.3%, while the corresponding figure for the entire country is 12.5% (Ministry of Economic Affairs and Employment 2017c). Figure 2 indicates that Utsjoki is the only municipality in Lapland where employment is not higher than the national average. Other municipalities are not in an equally weak position; there are differences of almost 10 percentage points between them. The municipalities with the lowest employment rates are located in Eastern Lapland.

In Lapland, 7.2% of the population receive social assistance, which is very close to the national average (7.3%). Of the municipalities in Lapland, the percentage of people receiving social assistance is highest in Kemi, Rovaniemi, Sodankylä and Tornio (Statistics Finland 2017a). The net costs of social and health care services in Lapland are the second highest of all regions. In the entire country, the costs are EUR 3,257 per resident, while in Lapland, they are EUR 3,881 per resident (Statistics Finland 2018). It must be taken into account that the costs are affected by the health differences between the populations of different regions. If the illness rate of the entire country is represented by the index number 100, the index of Lapland is 116. The best index is Åland's 65 and the worst Northern Savonia's 131. A smaller number means a healthier population. The index numbers are age-standardised, which means that the intention has been to remove the effect of the variation in age structure on the illness rate. (National Institute for Health and Welfare 2018).

MUNICIPAL ECONOMY

50% of the income of municipalities is made up of municipal taxes, i.e. corporation tax and property tax. Central government transfers make up 20% of the income and operating income 21%. Loans make up 6% of the income and other income 3% (Finnish Local and Regional Authorities 2017a).

The annual contribution margin indicates how much of the income remains after current expenditure to be used on investments and loan repayments. According to the basic assumption, funds from operations are sufficient if the annual contribution margin is at least as high as the depreciation of capital assets (Statistics Finland 2017c). Lapland has the lowest annual contribution margin of all regions, EUR 193 per resident. In the entire country, the average annual contribution margin is EUR 348 per resident (Statistics Finland 2017a). In 2016, the annual contribution margin was not sufficient for depreciations in 103 municipalities, of which Kemi, Keminmaa, Pello, Posio, Sodankylä and Ylitornio are located in Lapland. Both in Lapland and in the entire country, the annual contribution margin is, on average, approximately 130% of the depreciations. (Finnish Local and Regional Authorities 2017b).

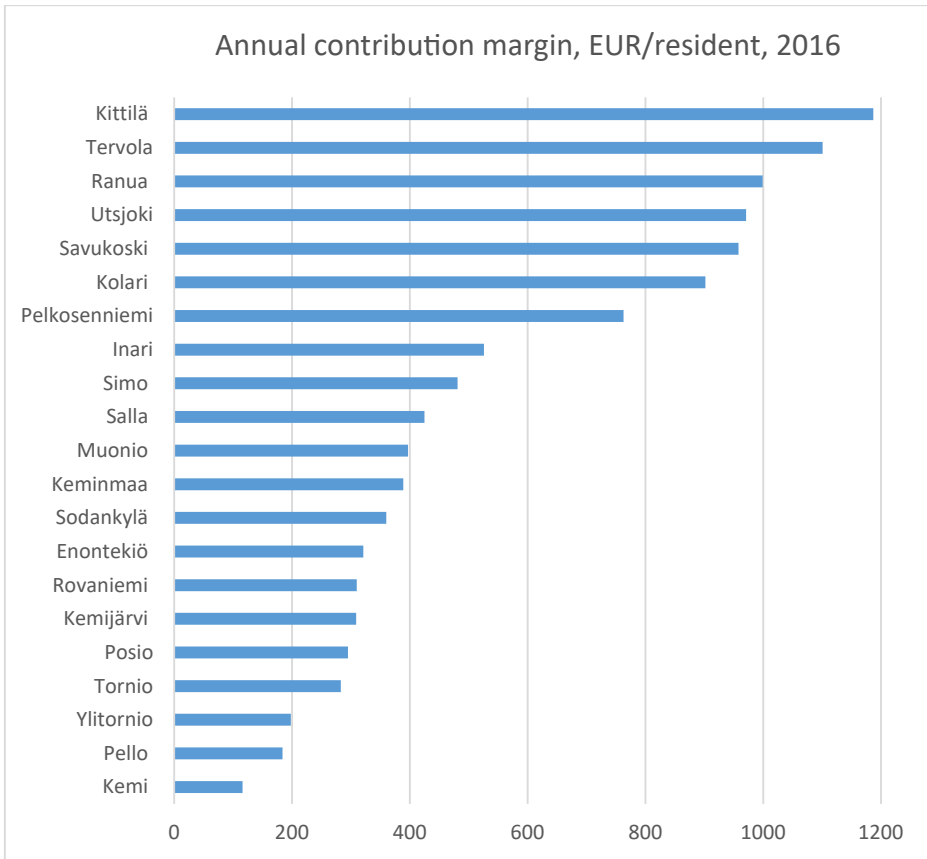
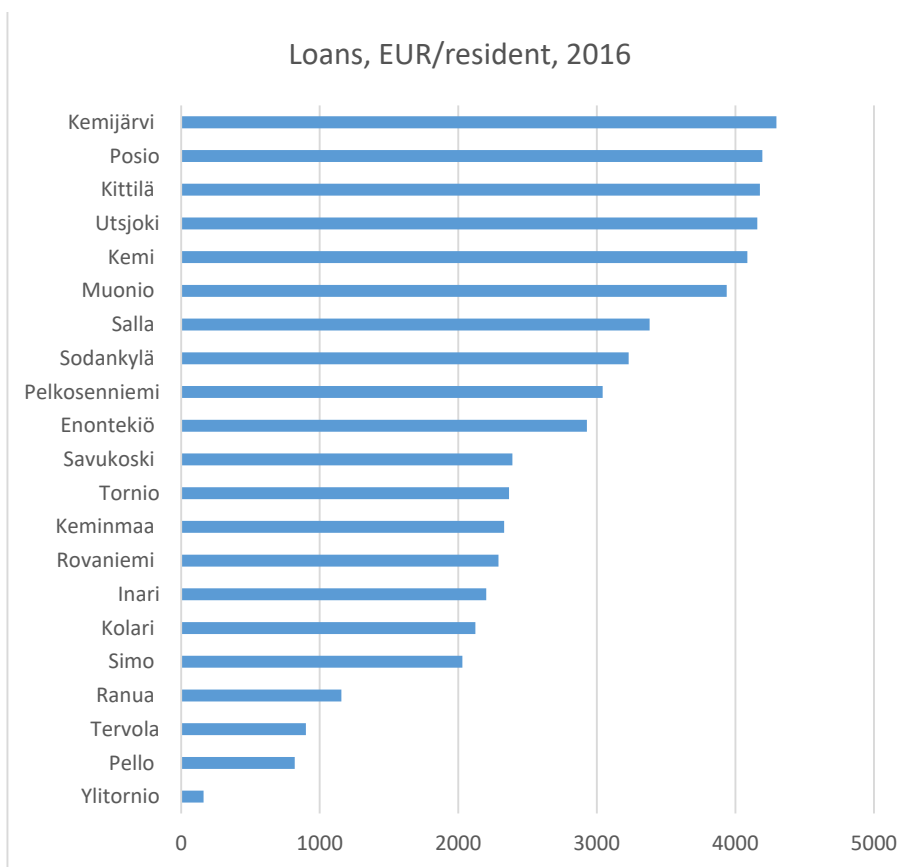


Figure 3. Annual contribution margins per resident in municipalities of Lapland in 2016 (Regional Council of Lapland 2018)

Figure 3 indicates that, in 2016, Kittilä had the highest annual contribution margin in the municipalities of Lapland, almost EUR 1,200 per resident. The lowest annual contribution margin per resident was under EUR 200. On average, the annual contribution margins of municipalities in Lapland have developed positively compared to 2015, when the annual contribution margins were approximately EUR 200 per resident on average.



If the annual contribution margin is negative, the municipality must borrow to cover the costs of its operation. The amount of loan per resident varies between EUR 160 and 4,000 in the municipalities of Lapland (Regional Council of Lapland 2018).

The loan stock of Finnish municipalities and joint municipal authorities was EUR 18.1 billion at the end of 2016. The loan stock has been increased by the increased number of tasks of municipalities as well as investment pressures. The increase of the loan stock has also been affected by the cutting of central government transfers and an increase in service demand. Among other things, the debt level of municipalities depends on the organisation of the municipality, its development stage and the various investments needs due to it. The final debtor in municipalities is often a public corporation or commercial enterprise, in which case the result of the operations of the unit in question affects the loan servicing ability. Due to the above-mentioned reasons, the comparison of loan amounts does not always give a comparable picture.

SUMMARY

The population trend turned down in Lapland in 1994. Because of the continuously falling trend, the population of the region had decreased by 10% by the end of 2016. During the last few years, the population has grown in only four municipalities in Lapland. The demographic dependency ratio is somewhat higher in Lapland than in the entire country. According to the forecast by Statistics Finland, the demographic dependency ratio will weaken in Lapland by 2040 and the negative development will particularly concern several municipalities in Southern and Eastern Lapland.

The economic dependency ratio in Lapland is weaker than the national average, but the municipalities in the region are also polarised in terms of the dependency ratio. According to a forecast by Statistics Finland, there will be 200 people outside the labour force per 100 employed people in Lapland in 2040.

The unemployment rate in Lapland is approximately 2 percentage points higher than the national average. Utsjoki is the only municipality in Lapland where the unemployment rate is lower than the national average. The unemployment rates vary greatly between municipalities. Eastern Lapland is the sub-region that suffers most from unemployment. The percentage of residents receiving income support in Lapland is close to the national average. The net costs of social and health care services in Lapland are the second highest of all regions of Finland.

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Municipal economy

Operating expenditure +	-10 million	Includes operating costs but not investments.
Operating income	6 million	Day-care fees, water rates, etc.
= Operating margin	-4 million	The operating margin and as much of the investments as possible should be covered by tax financing.

Tax revenue +	2 million	Municipal tax + property tax + corporation tax
Central government transfers	1 million	The government pays municipalities a share of the funds it collects.
= Tax financing	3 million	Municipal tax revenue + central government transfers

Financing expenditure	-0.1 million	Mostly loan interest
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Operating margin + tax financing + financing expenditure = annual contribution margin

Annual contribution margin = -1.1 million (The municipality must borrow to cover the costs of its daily operation.)

The result should be reviewed from the point of view of both the income of the municipality (tax financing) and the expenditure (operating margin), i.e. efficiency. Comparison with the rest of the municipalities is one of the few methods for this.

https://www.laihia.fi/files/1307/Miten_kunnan_tulos_lasketaan.pdf



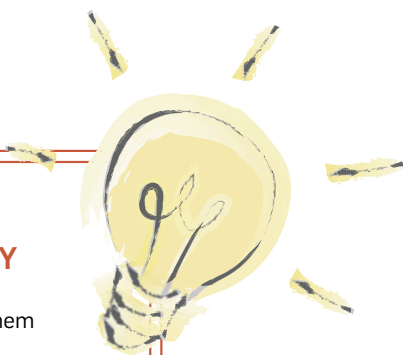
European Union

European Regional
Development Fund

Leverage from
the EU
2014–2020



REGIONAL COUNCIL
OF LAPLAND



EVERYDAY INFORMATION SECURITY

"Remember to change your passwords and make them strong to stop cyber bandits."

"If you install the latest updates, malware will keep away from your device."

"Show your children the way by using the Internet responsibly."

"Keep your banking codes secret to avoid unpleasant surprises on your bank account."

"Take care of backup copies for peace of mind. You'll preserve memories, stories and pictures of friends and family."

Kenneth Karlsson

Changing community-based safety

INTRODUCTION

Community-based safety can be examined in different contexts and defined in many ways. Community-based safety is present in the operation of the whole of society, including that of municipalities, families and individuals. In experiencing well-being, the sense of safety has a significant role. Different kinds of societal changes often have either a direct or indirect impact on the life of the members of society and thus affect people's sense of safety, among other things. Threatening, unpredictable societal changes, for example, naturally increase insecurity, and changes that add communality and economic security, on the other hand, increase the sense of safety. This article takes a look at the current change in the socio-political ethos, in which neoliberalism has become the dominant ideology, in relation to community-based safety experienced by individuals.

SAFETY AS A CONCEPT

It is difficult to define safety precisely and unambiguously. The concept of overall safety is linked to the networking of the whole of society and the use of shared resources (Palmgren 2011, 14 [Prime Minister's Office 2010]). When discussing safety, people often form images of security such as the operation of the police or fire services. Safety is often linked to situations where there is a need for certain substitutive actions. In these situations, the question is mainly of insecurity that has been realised, for example, as economic and social problems for an individual. Safety is a wide-ranging concept relating to all societal operations. As our society becomes more and more complex and pluralistic, the focus areas of safety are also variable. The current focus of the areas of safety is affected by current societal changes, among other things. There are several types of safety: for example, physical safety, personal safety, school safety, political safety, internal security, social security, information security, occupational safety and environmental safety (Palmgren 2011, 15 [Heinonen 2009]). Internal security refers to a state in society where its members can live in a safe society without, for example, the insecurity related to changes in the increasingly globalised world. Internal security is promoted by, for example, a safe home, a working environment, functioning services

and proper assistance. The important thing is how each person or community experiences their own safety (Palmgren 2011, 14–15).

The human safety concept, in which safety is examined from the point of view of people and communities, widens the view on safety. The human safety concept is linked to, for example, promoting social well-being, the value of human life and human rights.

The concept of safety is not unambiguous. Because of the large number of people defining it, the definitions are quite varied. In the concept of human safety, the experience of security or insecurity is subjective. Linking subjective experience to the concept of safety is progressive but also causes problems in its practical application (Korhonen 2010, 17–19).

Safety is a modern human right, according to which people are entitled to a worthwhile existence. Safety rights include education, culture, work, livelihood, health care, rest, recreation and a clean environment. When economic problems prevail, people want to compromise on safety rights, although they have a particularly high significance in those times. Concepts related to insecurity include risk, threat and danger. Social security provides ways to protect people from different risks. Risk management aims to reduce insecurity. The key task of social policy is to promote well-being and social security (Niemelä 2000, 22–23). The development of the welfare state means the extension of safety mechanisms. In its social role, the government reduces risks (Castel 2007, 23). The more people trust each other and society, the safer they feel (Suominen 2013).

CHANGE IN THE SOCIO-POLITICAL ETHOS

In Finland, the generation that built the welfare state formed an idea in which the welfare state was seen as a collection of operations that could provide a good and secured future for the current generation and the next generation. For this reason, the costs of the welfare state were not seen as problems for decades. The welfare services offered by the welfare state were taken for granted. Towards the turn of the millennium, thoughts about the welfare state started to change significantly. People started having a more critical attitude towards the development of the welfare state, which was reflected in the possibility of cutting social benefits (Jokinen & Saaristo 2006, 324).

Public sector reform started at the same time with the liberalisation of the money market and the adoption of low-inflation politics in the mid-1980s. The objective of the reform was to downscale the public sector and marketise its operations (Särkelä & Eronen 2007, 34). The opponents of the welfare state have always criticised public expenditure, regardless of its size (Lehtonen 1996, 81). The recession in the early 1990s in Finland was caused by the change of the money market, the collapse of the trade with the Soviet Union, the change in the nature of economic policy and the opening of the economy of our country. The recession affected the implementation of social policy in many ways. Economic problems and the related crisis awareness enabled significant

future changes. In Finland, a major change took place in the 1990s and 2000s which made our country a market society, a competitive society and an investment state that rather allocates resources to improving operational preconditions for companies, promoting innovations and conducting research than promoting the well-being of the so-called passive population.

Financial matters and economics have also assumed a stronger role with regard to social policy. Incentive aspects, representing neoliberal thinking, have been placed at the top of social policy (Särkelä & Eronen 2007, 34-35).

MANIFESTATIONS OF NEOLIBERALISM

Neoliberalism strongly emphasises the freedom of the individual. Neoliberals want public authorities to intervene in the operations of the market as little as possible. The government does not have to set goals for society or individuals. Limiting the actions of individuals should be avoided unless the actions are, for example, clearly against the rights of another individual. Neoliberal ideology and welfare state ideology go rather poorly together (Eskola et al. 1998, 16).

Difficulties relating to life management cause significant welfare deprivation (Saarinen, Salmenniemi, Keränen 2014, 605 [Helsingin Sanomat 2014]). It is justified to link the examination of well-being to the change of political control, i.e. the transition from a welfare-state rationality to a neoliberal competitive state (Saarinen, Salmenniemi, Keränen 2014, 605 [Rose 1996, Larner 2000, Heiskala 2006, Moisio & Leppänen 2007, Ahlgvist & Moisio 2014, Alasuutari 1996, Kantola & Kananen 2013]). Neoliberalism produces a new kind of understanding of well-being. In the idea of neoliberalism, the whole of society should work according to competitive logic (Saarinen, Salmenniemi, Keränen 2014 [Foucault 2008]). Citizens are seen as rational, active, responsible consumers who aim to maximise their own benefit (Saarinen, Salmenniemi, Keränen 2014 [Foucault 2008, Ong 2006, Clarke 2005]). There is a desire to replace as many public services as possible with private services. The commercialisation of services is seen as a positive thing. As neoliberalism has strengthened its grip since the 1990s, the focus of well-being has moved from objective to subjective. It means that individuals and communities are considered more responsible for producing well-being. The rational, responsible and economically productive individual has a counterpart in the pathological, marginalised individual who, in addition to being encouraged and educated, is also punished with different sanctions when necessary (Saarinen, Salmenniemi, Keränen 2014, 605-607).

Gainful employment has a significant effect on building economic security and setting the pace for everyday life (Raijas 2011, 251). An increasing percentage of capital investments in society are under the ownership of people who do not run companies and do not have extensive knowledge of the circumstances of the business in question. From the point of view of financial owners, reducing personnel may look like an effective way to improve the operating conditions of companies. Dismissals of employees

cause constant uncertainty and insecurity for them (Patomäki 2007, 69). The share of temporary labour compared to permanent labour increases. The increasing uncertainty and flexibility lead to the loss of benefits such as permanent jobs (Bourdieu 1999, 58). Governments can mitigate the harmful effects of unemployment if they want to. The problem here is the global competition, in which states also participate. States aim to be interesting places for companies considering locations for their operations. In global competition, high taxes are not desirable (Lehto 2001, 45). According to the neoclassical theory on which neoliberalism is based, social security disturbs the labour market.

An effective labour market also requires significant income gaps for the work force to be deployed in an optimal way with regard to the national economy. According to the theory in question, collective agreements and minimum wages cause unemployment. The government's interference in markets causes welfare losses (Kajanoja 2003, 186).

Incentives are often related to maximising the economic status of owners and top management, which also means cutting the benefits of employees (Patomäki 2007, 69). Leaving the development of society mainly in the hands of market forces is, to exaggerate somewhat, a representation of the theory of natural selection, according to which the strong win the battle for existence (Alenius 2000, 183-184).

ACTIVATING WELFARE POLICY

Until the 1990s, the ethos that emphasised safety was an essential part of social policy. The idea of active social security was already encountered in the 1960s and 1970s. Back then, active social security policy could be seen as producing social safety structures. Approximately 30 years later, active social policy meant something completely different. The previous active social security came to be seen as passive security, and relying on it was considered undesirable. Due to the change in the way of thinking, active social policy now typically includes, for example, efforts to make minimum security participation-based (Karjalainen 2011, 230 [Keskitalo 2008, Julkunen 2001 and 2006, Aktiivinen sosiaalipolitiikka -työryhmä 1999]). The activation mindset originates in the United States, where the activating workfare model was first developed in the 1970s to replace social assistance, which was considered passivating. It was a question of change in the operating policy relating to subsistence security. From the United States and OECD, the activation influences spread to the EU. Within the EU, policy alignments relating to activation started to become more common in the 1990s. The activation ideas came to Finland through the EU employment strategy and through the influence of other EU countries. The concept of active social policy is not unambiguous from the European point of view. Active social policy refers to the task of last-resort subsistence security, social services and municipalities. On the other hand, it is linked with employment policy and general activation. It has a clear connection to disciplinary social policy and neoliberalism. In principle, the nature of social rights has not

involved the participation requirement. Activation measures interfere in social rights and self-determination. The idea behind activation is to influence the behaviour of an unemployed person so that they can find work in the open labour market. Changing the way of life of a customer is seen as possible. The targets of activation are encouraged by economic means (Karjalainen 2011, 229–236.)

As the role of economic policy is overemphasised, good economic and employment policy is also seen as good social policy. Justice and equality are paid much less attention to, which can also be seen in the objectives of active social policy. The consequences of the changes of society and the labour market cannot be influenced by disciplinary activation of disadvantaged people. People at risk of exclusion from the job market need caring, rehabilitative and encouraging services. Our social policy has traditionally focused on reducing social inequality and promoting the best interest of the citizen. In the activation system, this focus has decreased significantly.

The change that has taken place can also be seen in the ethical principles of the welfare state. More and more moralistic glances are cast at people difficult to employ and structurally unemployed people. As the understanding of difficult life situations diminishes, so does human respect (Karjalainen 2011, 244–246.)

FREEDOM OF CHOICE AND SOCIAL POLICY

Terms relating to the reform of social policy include inclusion, individuality, customer-centricity and freedom of choice. These concepts are part of the general change in society. Social policy is often seen as the social policy of opportunities, in which the welfare state gives citizens opportunities rather than promises. In principle, freedom of choice is a good thing, but with regard to social policy, freedom of choice is quite multifaceted. Freedom of choice is offered as one answer to the questions of organising the public sector. This way of thinking is based on the New Public Management ideology, in which the teachings of private business life are seen as a good method to make the public sector function more efficiently as well. At the turn of the 1960s and 1970s, *soσιαalihuollon periaatekomitea* (the Principle Committee of Social Welfare) made freedom of choice one of the operating principles of social security policy, so freedom of choice is not a new thing. In those days, there was a desire to turn socio-political control into freedom by doing away with involuntariness. Freedom of choice meant the existence of voluntary support measures. In addition, people needed information on the measures to enable choice. In the early days of building the welfare state, freedom of choice meant quite different things to what it does now. We have moved from freedom in the welfare state to freedom in the welfare market. The role of freedom of choice in the service system of the welfare state is a significant social issue. In connection with freedom of choice, it must be considered how far individualism can be taken in relation to communality. Overemphasising freedom of choice threatens to increase inequality. Educated, wealthy people benefit most from freedom of choice (Palola 2011, 287 [Fotaki 2009]). Freedom of choice represents the actor-centric way of thinking, in

which the responsibility lies with the customers, not the operations of the welfare state. Social policy is increasingly based on the idea that everyone is capable of taking care of their own business. Opportunities are emphasised, and inequality is overshadowed by opportunities (Palola 2011, 283–287). Nowadays, our life is not predetermined. It is deceptive to think that we completely rule our lives and we can make ourselves happy by making right choices (Karisto 2010, 21).

Consumerism changes both the role of the individual in society and society itself. This involves the risk of weakened joint responsibility and long-term thinking. For example, with regard to preventive social policy, there are many question marks relating to consumerism. Reforms of social policy are often pushed through as necessities. However, it is always a question of value choices as well. In the allocation of scarce resources, value choices have an important role. Social policy often evokes simplistic images that only emphasise the economy. In that case, there is no need to talk about the justifications or methods of changes to the welfare state. Little by little, the change takes place in the direction indicated by the talk of necessity. There is the risk that social cohesion and trust will weaken, inequality will increase and, eventually, the entire social policy will deteriorate. Weakened social policy is not characterised by equality or safety. Instead, its key denominators include individualism and risk-taking. As the protective significance of social policy decreases, its key task is no longer to protect the vulnerable but to invest in the future. Social policy is built on a do-it-yourself foundation. Ensuring the right to choose is seen as particularly important. On the other hand, ensuring the equality of the final result of choices is not seen as particularly important (Palola 2011, 304–306).

DISCUSSION

From the point of view of community-based safety, our society has gone through significant changes in the past few decades. A major change throughout society has been the deepening of the neoliberal ethos in socio-political activity. One-dimensional, technical thinking about the economy also strongly affects welfare-political activity. The development of society is largely seen through competitive eyes. Social investments such as elderly care, health care and social assistance are mainly seen as expenditures that make it more difficult, for example, to reach competitive goals. Social policy has increasingly become a function that enables economic growth. That is to say, social policy does not sufficiently appear as having an intrinsic value. The instability of the labour market, the growing requirements of working life, the fast progress of digitalisation, etc., combined with the limited possibilities of social policy to promote people's well-being, have naturally increased the insecurity experienced by people. Neoliberal economic thinking produces recurring threats. Citizens are told about a supposed sustainability gap, the supposed ineffectiveness of the public sector, supposed competitiveness problems, the supposed passivating effect of social benefits and supposed problems created by the development of age distribution. At the same time, people are

told that public authorities cannot and should not take responsibility of their citizens as in the era of developing social policy. People are urged to take more responsibility for themselves and their relatives now and in the future. Taking increased responsibility for one's own well-being might mean, for example, private pension insurances and health insurances. In other words, people are expected to be more and more able to create their own well-being. The significance of work as a source of well-being and safety is emphasised. Work has, in fact, a significant role in this, but unfortunately work is not sufficiently possible for everyone for justified reasons. The attitude towards unemployed people has become more accusing. Unemployed people are encouraged to work by cutting unemployment benefits. Underneath this concept of incentives is the presumption that unemployment security passivates people excessively. Even the current reform of social welfare and health care seems to be aimed at increasing the freedom and responsibility of customers with regard to the services in question. The reform seeks to increase customers' freedom of choice and make the market more open to private actors. The overemphasised freedom/responsibility concerning one's own well-being that has been transferred to customers creates insecurity in everyday life.

In an increasingly unstable environment, there is a need for functions that promote community-based safety. It is necessary to bring back to socio-political activity some understanding of humanity and the construction of well-being. It is true that people can greatly affect their own well-being and safety, but it is also important to understand that our opportunity to influence our own life is always limited and there is always chance involved in life. If there is a desire in our country to truly and clearly increase community-based safety, it will require changing our values and making the big picture of social policy much more caring. In our country, there are problems much bigger than the sustainability gap, such as the solidarity gap, empathy gap and cultural gap, which create considerable insecurity in everyday life. Therefore, we need more true cultural policy in order to promote the genuine culture of caring, which in turn would significantly increase community-based safety. Social policy that creates safety, as understood in the Nordic idea of the welfare state, should be made fashionable again. A society that can enable maximised community-based safety is a benefit for all members of society now and in the future.

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Cooperation between the student and the instructor in the student's study path

AIMING FOR A DEGREE

In the world of today's educational institutions, the role of the student has changed and is continuously changing in a direction where the student takes independent responsibility for their own studies. This has also happened in universities. The instruction at Lapland University of Applied Sciences is based on a competence-based curriculum, in which the teacher mainly acts as an instructor. The student is required to have a strong, independent role in order to get through their studies. Similarly, it is expected that the student will complete their studies in the target time. This requires the student to have organisational ability, skills and the will to engage in independent activity and, above all, time management skills.

Despite different change processes in educational institutions, their inevitable task is to take care of instructing the student and promote their well-being. In self-directed everyday studies, study guidance takes a very important role. How can an educational institution support the student in the different phases of their study path? How can we ensure that the main occupation of the student, i.e. studying, progresses smoothly and the student keeps the motivation to complete the degree? These are important questions and challenges for universities. From the point of view of the educational institution, it is of primary importance that students graduate in so-called standard time and after graduation have good skills to enter working life and start building their work and career paths.

In this article, we highlight practices used at Lapland University of Applied Sciences to support students' everyday life in different stages of their studies. At Lapland University of Applied Sciences, study guidance is based on a holistic guidance model and is implemented in a network of information, advice and guidance. This model can be roughly divided into study guidance, guidance in learning, supporting personal growth and career guidance (Figure 1) ("Samassa veneessä": Tietoa, neuvontaa ja ohjausta hy-

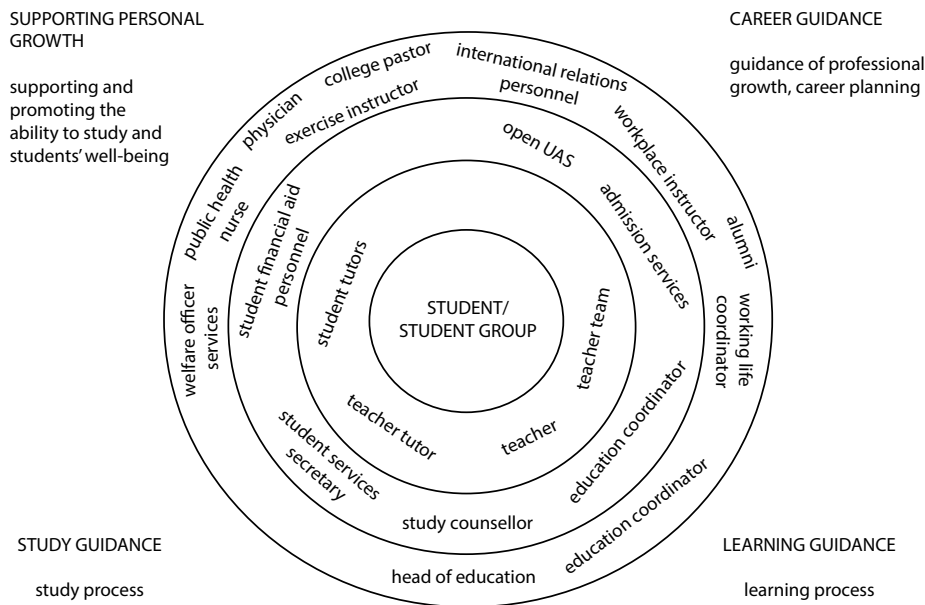


Figure 1. Guidance model and information, advice and guidance network of Lapland University of Applied Sciences

vinvoinnin edistämistä Lapin ammattikorkeakoulussa. Publications of Lapland University of Applied Sciences. Series B. Reports and publications 15/2016).

A student's situation varies during studies. Each student is an individual whose life situation is different to that of fellow students, at least to some extent. Students' life situations and circumstances vary, either supporting or hindering and slowing down studies. Economic challenges are a significant factor for the progress of studies and even the motivation to study. In today's educational institutions, different factors relating to students' health also create challenges for completing the studies. The circle of friends is also important in the everyday life of a student.

The principle is that the educational institution offers the student an educational opportunity involving physical spaces, different learning environments and support and guidance activities. Study guidance starts right at the beginning of studies and ends when the student has graduated. The forms and content of support and guidance naturally vary in different stages of studies. In the initial stage, study guidance processes largely focus on getting started with the studies and forming groups with other students. In the final stages of the studies, on the other hand, a student needs support from the educational institution particularly in work and career planning.

Regarding study guidance, the personnel have an important role in every educational institution. When discussing guidance work, we often just think about the group instructor or teacher tutor and the study counsellor. However, it should be remem-

bered that in the everyday life of the student, each teacher has the role of an instructor, and it is the duty of a teacher to support and assist students in their studies. Each teacher has an important and significant role when facing students. How do we treat, respect and support students in our work and study community? How are we accessible in the everyday life of students, and how do we communicate topical matters to students? The administrative personnel of educational institutions are also involved in student guidance processes. The competent personnel of student affairs offices and the representatives of IT services and international matters are important persons for students from the point of view of the practical smoothness of the studies.

The teacher tutor or group instructor is inevitably one of the most important people for a student during studies in our educational institution. The task of a teacher tutor in Lapland University of Applied Sciences is to provide the student with guidance and support relating to studies. At the beginning of studies, the teacher tutor prepares, together with the student, an individual study plan. The realisation of the plan and the progress of studies are monitored actively throughout the studies. In individual or study group meetings, the teacher tutor ensures that the studies progress as planned and run smoothly. The teacher tutor's task is to react quickly if and when it appears that the student's studies are not progressing as planned or the student has other difficulties in coping with the challenges of the everyday life of a student (Lapland University of Applied Sciences wellness and guidance workgroup. Opettajatuutorin opas. 2017).

ROLE OF THE STUDY COUNSELLOR

The role of the study counsellor varies between universities and units. The primary work task of the study counsellor is to provide student support in different forms when the student has challenges in the progress of studies for various reasons. The study counsellor may have a significant role in different situations. The student may want to progress in their studies faster than fellow students, or they may consider discontinuing or even abandoning their studies. Different solutions discussed with the study counsellor have been used to prevent students from dropping out and motivate them to complete their degrees. The support of the study counsellor is often important when students need to be directed to health care, for example. The role of the study counsellor in proactively supporting the student's life after graduation has been practically proven to be a significant factor for the individual. Continuous and high-quality guidance helps and enables students to graduate in normal time and find their place in working life after graduation (Kauppila 2009, 6). Continuous and high-quality guidance is formed in everyday interaction with students. In fact, the cooperation between the study counsellor and the group instructor is very important in order to notice the student's possible need for various other support measures and discussions in time. This way, the early support model is observed in the guidance of a student, and the student gets the assistance they need as promptly as possible.

Other students of the educational institution, especially those of one's own study group, are naturally an important part of student life. In a good situation, university friends form a community that the student feels part of. In the opposite situation, on the other hand, the student experiences the student community as an unpleasant community that undervalues and excludes the individual student. It can be clearly demonstrated that, in a student group with a good atmosphere, each student progresses in their studies smoothly and as planned.

It is hoped that the investments by educational institutions, such as Lapland University of Applied Sciences, in student support and guidance will bear fruit. We hope that guidance work, for its part, gives students opportunities and options to look for solutions so that they can get through their studies as individuals. Alongside guidance work, Lapland University of Applied Sciences has started to systematically shape the structures and forms of studies in order to enable different ways of studying, taking into account the personal situation of the student. At Lapland University of Applied Sciences, studies in various degree programmes are also organised during the summer. This enables students to speed up their studies, catch up on them or make the following term a little bit lighter.

Students also have the opportunity to utilise their own skills or work in their studies through the RPL process or the pedagogisation of work. In the RPL process, the student's skills are recognised and acknowledged, whether they have acquired the skills at school, at work or anywhere else, for example during free time or volunteering. This makes studies meaningful for the student, and they do not have to redo things they have already mastered. The RPL process is also utilised proactively in the early stage of studies, which enables shortening the study time (Kolme kulmaa opinnollistamiseen. 2017). In the pedagogisation of work, work performed during studies is utilised so that tasks performed at the workplace are confirmed as part of the studies in a way agreed on beforehand by the workplace instructor, the student and the teacher. These alternative ways of studying enable students to complete their studies up to one year faster than those studying in the traditional way, and they also make studies more meaningful to students. Also, the pedagogisation of work may be the only opportunity for a student to complete any studies at a particular moment, for example, because of income issues.

CONCLUSION

It is the task of the educational institution and its personnel to support and guide the student in their work. The student's task is to invest in their own studies. Close collaboration and active dialogue between students, teachers and other support and guidance personnel at the educational institution enable students to reach their goals, strengthen their competence and complete the degree they want. This process requires interactive support and guidance in different forms in order to deal with various obstacles and challenges in the student's everyday life. At different stages of studies, the

essential goal of the guidance process is to create and build opportunities and skills for the student to deal with future challenges in working life, strengthening in particular the student's capability of individual and unprompted activity.

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Winner: University studying that enables a sports career

Aiming for a flexible and inclusive degree model for athletes

INTRODUCTION

The Winner education model was an international project coordinated by Lapland University of Applied Sciences, partners of which included the University of Tartu (Estonia), the University of Maribor (Slovenia), the University of Rome (Italy), the University of Salzburg (Austria) and TASS (Talented Athlete Scholarship Scheme, UK).

The aim of the project was to develop an inclusive university study path suitable for athletes and other untypical students. Problems faced by these university students include the interruption of studies and the sports career, psychological difficulties and the scarcity of participation and peer support. In solving these problems, the experiences and pedagogical skills of the project's network of actors have been utilised. The project supported the Europe 2020 strategy of Erasmus and the European Union. The project produced solutions to ensure the progress of a sports career alongside high-quality studies. A dual career like this requires flexible study paths, individual support, new kinds of solutions for developing competence and the acknowledgement and recognition of learning produced by a sports career. The study plan and especially the teaching and learning methods have been re-evaluated and developed. It is important for student athletes to observe their own responsibility and changing role in the creation of a successful dual career. This in particular is what students have needed support for from the teaching personnel.

The project consisted of three core areas. In the first phase, the current situations and practices regarding the combination of sports and studying were mapped. In the second phase, intelligent, sustainable and inclusive solutions were developed for the higher education of athletes. In the last phase, individual study plans were implemented in practice in the everyday life of students.

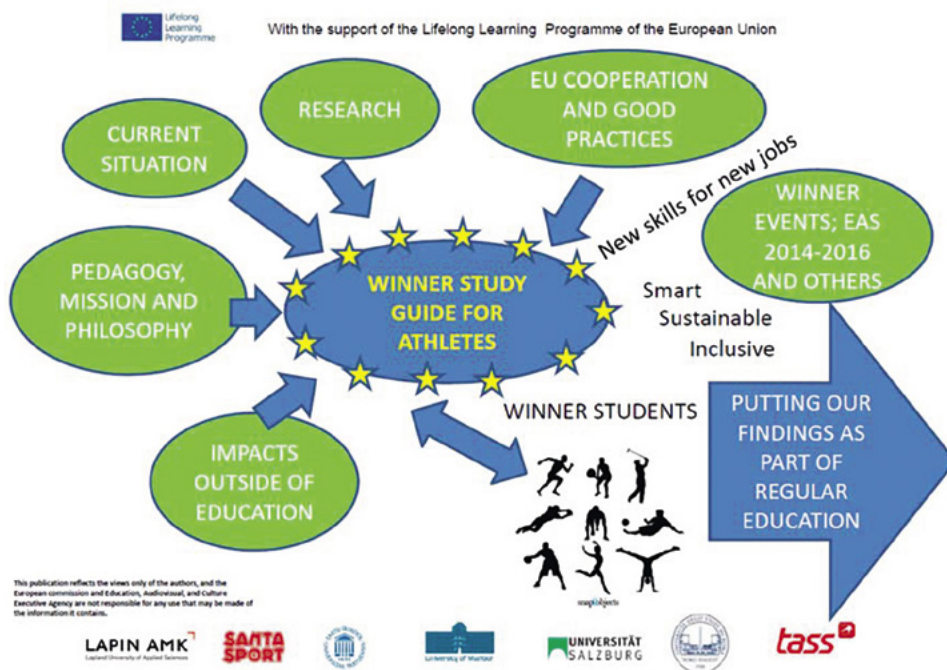


Figure 1. Winner project's view of developing an athlete's dual career

PERSPECTIVE OF EDUCATION AND TEACHER'S GUIDING SUPPORT

Lapland University of Applied Sciences is one of two educational institutions in Finland where university-level sports coaches are trained. The curriculum is based on competences determined in cooperation with working life, seven of which are general and three field-specific. The objective is to produce competences required in working life in a student-oriented manner. Working life-orientation is closely tied to the activities of the Degree Programme in Sport and Leisure, and for student athletes, sports and the sports world as an operating environment are recognised as factors that develop working life competences as well.

Lapland University of Applied Sciences implements methods of investigative learning in which learning is tied to individual challenges constructed in real-life learning environments. This motivates students and promotes their commitment to objectives and learning. At the same time, students develop their ethical competence, problem-solving skills and critical information search skills.

In addition to general competences, students develop their sport pedagogy competence and coaching competence throughout their studies. Coaching competence processes require optimisation of performance, technology skills, interactive skills and organisational skills. Students must use their own thinking and competence to produce

a comprehensive coaching philosophy with the aim of becoming aware of their own actions and choices. All this is at least partly producible outside the learning environments, operations and methods offered by the school, for example, in top-level sports.

In the Winner project, the aim was to produce the learning of student athletes by combining practical sports training and the theoretical information required by the studies. Information about things relating to exercise and sporting achievements was directly linked to the everyday life of student athletes. Support for studying is offered to student athletes by providing joint mentoring for the sports career and studies. It is also desirable that the coaching and support persons of student athletes are aware of the studies and support the learning process. Student athletes are required to be strongly goal-oriented and highly self-directed and have life control and organisational skills as well as the ability to reflect on their own actions and learning.

With support from the rest of the degree programme, the instructing teacher must create not only a mutual understanding with the student athlete on the requirements of the curriculum but also on the special requirements and challenges set by the individual study plan. This mutual understanding must reach the level of practical operation and provide the student athlete with the tools to meet the agreed learning commitments. The individual plan must be created so that the student athlete has a sufficient understanding of the competence created by their sports activities and the development areas that they have outside of sports. This mapping is created and approved under guidance.

INITIAL SITUATION AND THE ROLE OF THE ATHLETE STUDENT

It is a challenge for top athletes and those aspiring to be top athletes to combine a passionate sports career happening at the moment with a long-term investment in security for their life after the sports career by studying for a profession. The sports career and its peak usually occur at the same time in life as studying. Previously, combining and successfully enabling the two was solely the responsibility of the young person concerned. Based on experiences and studies, this has not been as successful as desired. Student athletes feel that they need special support to secure the progress of their studies. It is only recently that the enormous competence created by a sports career has been observed and recognised with sufficient seriousness. From the point of view of student athletes, however, this competence is still not recognised or taken into account with sufficient seriousness.

As the basis for the acknowledgement and recognition of prior learning, a student athlete must prepare a detailed mapping of competence and competence needs based on the curriculum and their own sports career. When this initial mapping has been prepared under guidance, a negotiation and assessment will be conducted with the instructing teacher about recognising competence and creating the competence that still needs to be acquired. On this basis, the development of competence can be planned and organised alongside a dedicated sports career.

The key role of the student in defining the development of competence and the autonomous implementation are the key factors in combining sports and studies successfully. The support of the instructing teacher, however, is important in creating the pre-conditions for learning, especially support for the feeling of success through methods of mentoring and personally suitable learning tasks, and in committing to the process and finding importance in one's own actions. In addition, it is important for student athletes to feel that they are an important part of the operations of the educational institution and to become socialised with other fellow students.

CONCLUSION

Combining a sports career and university studies successfully is considered very important at the level of the European Union. Similarly, both educational institutions and student athletes themselves feel that new, more individual study plans are better suited to the present day and the current ideas of learning and the development of competence. The effect of a sports career on the personal development of a human being and the competence needed in working life is well recognised. However, universities' conventional models of assessing and acknowledging learning still need to be updated with regard to both structures and attitudes.

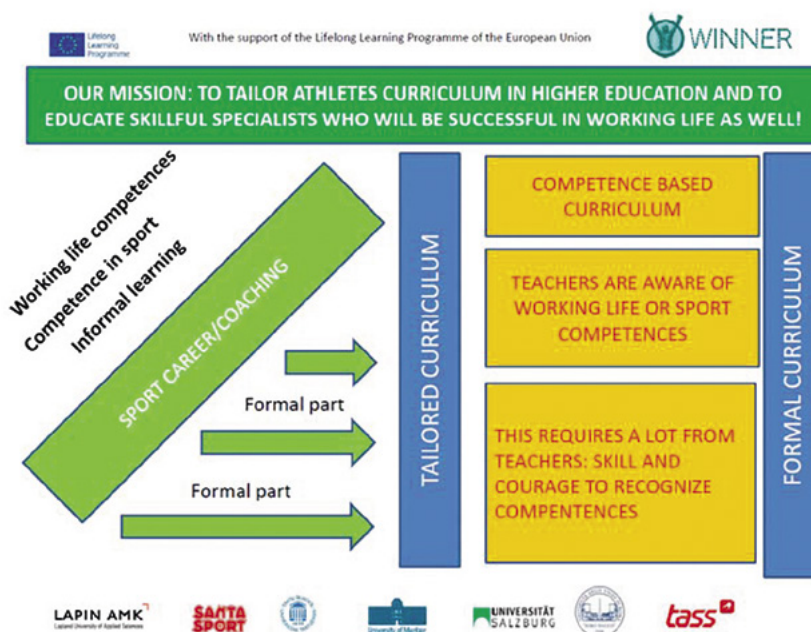


Figure 2. Winner project's vision of successfully implementing a dual career

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From social entrepreneurship to a social economy

IT BEGAN WITH A MAPPING OF SOCIAL ENTREPRENEURSHIP IN THE AREA OF FINNISH LAPLAND

The international four-year project SOCENT SPAs (Social Enterprises in Sparsely Populated Areas) was launched in spring 2017, and the first measures of the project included the mapping of the situation of social entrepreneurship in sparsely populated areas in different parts of Europe for the basis of future development work. For Finland, the target of the analysis was the region of Lapland, which is interesting because of its size and population density. The region covers approximately 30% of the area of Finland but is home to only approximately 3% of the population of Finland. In other words, the region is Finland's largest but its population density is the lowest, 2 people per km² on average. The average population density in Finland is just under 18 people per km², but it varies between regions. For example, the population density of Uusimaa is 170 people per km² (Harju-Myllyaho, Kohllechner-Autto & Nisula 2017, 10).

WHAT DO SOCIAL ENTREPRENEURSHIP AND WORK INTEGRATION SOCIAL ENTREPRENEURSHIP MEAN?

Social entrepreneurship and *work integration social entrepreneurship* may create identical impressions because they are both sometimes called *social entrepreneurship* in English. In Finnish, however, there are two concepts: *yhteiskunnallinen yrittäjyys* (*social entrepreneurship*) and *sosiaalinen yritys* (*work integration social entrepreneurship*). These concepts should be kept separate because of legislation. The *Act on Social Enterprises*, which entered into force in 2004, sets the criteria for companies that wish to use the name *social enterprise* for their business and marketing. However, this definition corresponds to the European definition of *work integration social entrepreneurship*. The broader definition of *social enterprise* is not included in the act but has been used, for example, by the Association for Finnish Work and by Arvo-liitto, a member of the Confederation of Finnish Industries. Their definitions of social enterprise are mutually similar.

Work integration social enterprise

In the Act on Social Enterprises, the government of Finland defined social enterprise using the definition of *social firm* by the Confederation of European Social Firms, Employment Initiatives and Social Co-operatives (1996) as a business created for the employment of people with a disadvantage in the labour market (the long-term unemployed and those with partial work ability) (Parliament of Finland 2003, 4). This was also recorded as an objective of the act. The term *social* is therefore understood as improving the situation of an *individual* who is in a weak position from a legal perspective. To be able to use the name social enterprise for their business and the butterfly label of work integration social entrepreneurship, a company must comply with the conditions specified in the act. It must have an entry in the register of social enterprises held by the Ministry of Economic Affairs and Employment, and at least 30% of the employees in the company must be disabled or disabled and long-term unemployed. Otherwise, work integration social enterprises are no different from other companies. Work integration social enterprises try to make a profit, and they can operate in any sector (Ministry of Economic Affairs and Employment 2017). Work integration social enterprises pay their employees a salary under a collective agreement, but they are entitled to pay subsidy tailored especially for them (Yle 2017) and certain other subsidies.

LAW UNDER THE MICROSCOPE

The success of the Act on Social Enterprises has been monitored in the 2010s. The state and future of work integration social enterprises was analysed in 2012. It was stated that there are challenges relating to the operations, but the tone of the report was still hopeful. To improve operational preconditions, it was suggested, among other things, that the coordination of different forms of subsidy should be streamlined, the hiring of job coaches should be supported and their availability should be improved (Ministry of Economic Affairs and Employment 2012, 54). In 2014, however, it was reported in the news that the act was at stake (Yle 2014), and in autumn 2017, the Ministry of Economic Affairs and Employment reported that they were preparing a legislative package including the repeal of the Act on Social Enterprises. As the reason for this, the ministry stated the failure to reach the goals set when preparing the act (Yle 2017). When enacting the act, the objective was that thousands of people difficult to employ would find employment through work integration social enterprises. However, this did not happen. On 3 April 2018, there were 37 companies with an entry in the register of social enterprises held by the Ministry of Economic Affairs and Employment, many of which were microenterprises. None of these companies were located in Lapland; the northernmost was in Raahe in Northern Ostrobothnia (Ministry of Economic Affairs and Employment 2017b). The number of companies is small considering that according to the report by Ministry of Economic Affairs and Employment, there were 212 registered companies in the peak year of 2009 (Ministry of Economic Affairs and Employment 2012, 29).

The legislative package including the repeal of the Act on Social Enterprises was circulated for comment in summer 2017. In further preparation of the legislative package after the circulation for comment, however, it was decided to be omitted from this context (Parliament of Finland 2018, 102).

Social enterprise

In their broader sense, social enterprises are not defined in law, but two organisations in Finland (the Association for Finnish Work and Arvo-liitto) have defined the criteria of social enterprises and maintain a list of companies meeting the criteria. In addition to the Key Flag symbol and the Design from Finland mark, the Association for Finnish Work administers the *Finnish Social Enterprise* mark. The association defines a social enterprise as a company that works to solve social or environmental problems and uses most of its profits to contribute to social good in accordance with its business idea. The right to use the Finnish Social Enterprise mark can be applied for from the Association for Finnish Work. The application is processed by the Finnish Social Enterprise Mark committee (Association for Finnish Work 2017).

Arvo-liitto, on the other hand, was established in 2013 to be a network actor for social entrepreneurship, and the definition used by Arvo-liitto does not significantly differ from the definition by the Association for Finnish Work. The difference between Arvo-liitto and the other two above-mentioned actors is that Arvo-liitto does not have a symbol like the butterfly label or the Finnish Social Enterprise mark that the members could use.¹ However, social enterprises may apply for membership of Arvo-liitto (Arvo-liitto 2017).

196 companies from different parts of Finland have received the right to use the Finnish Social Enterprise mark (Association for Finnish Work 2017b). Some of these companies operate in Lapland, including Lapin kuntoutus Oy in Rovaniemi. The list of members of Arvo-liitto includes 52 companies and collectives (Arvo-liitto 2017b). It is noteworthy that companies must separately apply for inclusion in lists of social enterprises, so the lists are not all-encompassing and not updated automatically. Therefore, only the companies that want to be profiled as social enterprises are included in the lists. Not all socially operating companies are included in these lists, and they might not even consider themselves social enterprises.

The concepts of *work integration social entrepreneurship* and *social entrepreneurship* differ clearly in terms of where the proceeds of the enterprise are considered to be targeted. The objective of a *work integration social enterprise* is to yield a profit like any

1 In summer 2017, Arvo-liitto started administering the Reilu Palvelu label that was registered in 2017. The label is intended to emphasise the responsibility of organisations providing social welfare and health care services. According to the <http://www.reilupalvelu.fi/> site, there are 10 holders of the label. On its own site, Arvo-liitto does not particularly market the label.

other company and, at the same time, support the entry of *individuals* difficult to employ into working life and particularly normal-salary jobs. The focus of a social enterprise is, instead of the individual, on surrounding *society*, to which most of the proceeds of the business are expected to be directed in different ways.

WHAT KIND OF PICTURE DID THE MAPPING CREATE OF SOCIAL ENTREPRENEURSHIP IN LAPLAND?

Our analysis was brief in the sense that it cannot create a perfect picture of social entrepreneurship in Lapland. For the interviews for the mapping, we chose cooperatives that have participated in the development of their region.

The economic significance of social enterprises was difficult to measure because only two holders of the above-mentioned labels were found in the region. However, there are cooperatives and communities in Lapland whose operations exhibit characteristics of social entrepreneurship. The report showed that, when considering starting cooperatives, it was not self-evident that expert guidance would be available for starting one (Harju-Myllyaho et al., 22). On the other hand, cooperatives acted as a safe experimentation platform for their own business (Harju-Myllyaho et al., 23). From a political point of view, the regional and social and health care reforms, the contents of which were still unclear when conducting the interviews, were seen as an opportunity but also a challenge. The decision-makers' lack of awareness of social entrepreneurship was seen as a threat to the operation of this type of companies.

The social factors that came up included matters relating to engagement in working life and equality. None of the interviewed companies focused solely on integrating people difficult to employ into working life, but entry into working life did emerge as a significant factor in the interviews. Cooperatives were mainly seen as an opportunity for both men and women, but in some cooperatives, the activity was focused on men past middle age (Harju-Myllyaho et al., 24). The social effects are also directed at the customers of the companies. Lapin kuntoutus Oy has social impact, for example, when it rehabilitates people recovering from cerebral infarction back to working life or when it provides housing services to enable the elderly to live at home instead of in institutional care.

Technology did not come up in the interviews as dominant, but the interviewees did mention certain things relating to technology. Lapin kuntoutus, for example, had at its disposal a service television technique that enables customers who live in remote areas or have reduced mobility to communicate and participate in activities from their home. The interviewees at Tolonen village cooperative told us about a planned permanent Internet connection. The only option to use the Internet had been through poor mobile connections (Harju-Myllyaho et al., 25). The connection to the village has subsequently been built (Lapin Keino 2018).

Although technological aspects did not stand out above other issues, the above-mentioned technologies have connections to social and political aspects, for example.

In addition to smoother communication and use of services, functional Internet connections enable people, for example, to participate in topical discussions in various discussion channels about topics that concern them or that they are interested in. It is often difficult for people in remote areas to leave their homes in order to see a nurse, attend a gym class or visit someone, which increases the risk of social isolation and deteriorating health. Using a model like the service television technique, distance is not always an obstacle to participation anymore.

COOPERATIVE CAN BE A FORM OF SOCIAL ENTERPRISE

A special characteristic of Finland compared to other countries is a relatively good social security system and the smaller role of families as providers of help and care (Pättiniemi 2006, 23). Another special characteristic of Finland is the large number of cooperatives. There are many cooperatives in the Finnish corporate landscape whose operating methods can be considered similar to social entrepreneurship. According to the Finnish Patent and Registration Office, there were approximately 4,300 cooperatives at the end of 2016 (Finnish Patent and Registration Office 2017).

Cooperatives are naturally suited to be a form of social enterprises because a cooperative is defined as producing benefits for its members through its operations. Members of cooperatives can include both natural and legal persons. In other words, both individuals and organisations can make use of the benefits produced by the cooperative. The Co-operatives Act also enables ideological cooperatives, which may mean, for example, promoting a charitable purpose. This enables, among other things, the economic activities of village associations through cooperatives (Pellervo 2017). However, there are few cooperatives in the aforementioned registers. At the moment of writing, there are two cooperatives in the register of social enterprises, two in the register of the Association for Finnish Work and three in the register of Arvo-liitto.

Sompion Tähti cooperative in Sodankylä

Relating to the SOCENT SPAs project, we visited Sodankylä in spring 2017 in order to learn about social enterprises in the area. At the end of 2015, the unemployment rate in Sodankylä was 14.2% according to the data provided by the municipality. The population density in Sodankylä is 0.8% people per km², which is less than the average value for Lapland. There are 30 villages in Sodankylä, and they are located around the municipality. More than one third of the residents live outside the municipal centre (Sodankylä 2014, 5). Just under 62% of the population of the area is of working age, and one quarter of the population is over 65 years old.

One of the places we visited was the Sompion Tähti cooperative, which is an example of a social enterprise in Lapland. It is also an example of a social enterprise that has not sought an entry in the lists of social enterprises. Sompion Tähti emphasises that the

cooperative is a social enterprise whose intention is to secure services and work opportunities in sparsely populated areas (Sompion Tähti 2016).

The cooperative started operations in spring 2013 by offering services to elderly people living at home and other people in need of help within the municipalities of Sodankylä and Savukoski and by employing village residents in nursing. The operating model was first tested in the Leader project. In general, Leader activity in sparsely populated areas provides a good testing platform for entrepreneurs to test their ideas because in addition to financial help, it offers support and guidance for starting operations.

Sompion Tähti has a licence for private health care and has been approved as a producer of home services in the municipalities of Savukoski and Sodankylä. In 2016, Sompion Tähti employed 27 people for different time periods, and the employed people cared for approximately 90 long-term regular customers (Sompion Tähti 2016). One of the members of the cooperative and therefore one of the beneficiaries of the operation of the cooperative is the municipality of Sodankylä.

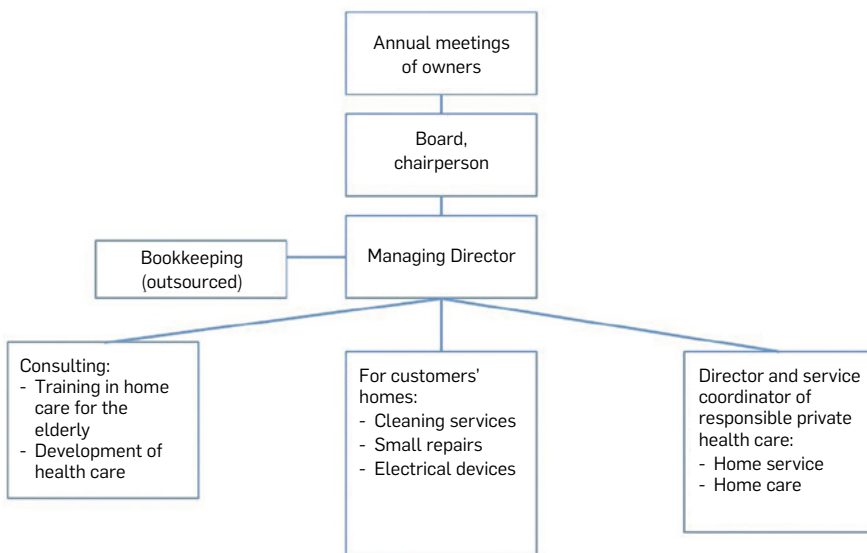


Figure 1. Structure of the Sompion Tähti cooperative

In sparsely populated areas, the traditional way of organising basic services such as health services requires travel. The distance from the centre of Sodankylä to the remotest villages is 89 km. This means that the residents have long journeys to and from work and that the health care providers of the municipality must travel to the remote villages to see their customers. The intention of the Sompion Tähti cooperative to solve the challenges of home care for the elderly in remote areas by employing residents of

remote villages to provide services needed by the elderly near them provides economic benefits to the municipality and also increases the employment opportunities of the villages (Sompion Tähti 2017).

The cooperative offers its customers services relating to both health care and everyday duties. The services also include social interaction. Everyday help is offered for cleaning and household work, customers are accompanied on library visits and to concerts and other activities, and their functional ability is maintained through activities such as baking, gardening or cooking (Sompion Tähti 2016).

Health care services are also organised in the customer's home, and Sompion Tähti has digital services at its disposal for remotely monitoring the condition of the customer and promoting contact with persons close to them. According to Tiina Kärjä-Lahdensuu, the good digital services that have been developed to assist caring enable more customer-oriented operation and services better suited to the needs of each individual, leaving more time to focus on the individual needs of the customer. The operating model has been able to extend by several years the time that customers can live at home before possible transfer to expensive housing services or institutional care (Kärjä-Lahdensuu, 2018).

EXPERIENCES OF SOCIAL ENTERPRISES IN EUROPE

Ways to assist the creation and operation of social enterprises have been identified in different parts of Europe. Special business incubators have been established to recognise opportunities of entrepreneurship and offer guidance. In The Hague, an event somewhat resembling Slush in Helsinki is organised for so-called impact startups, i.e. startups trying in particular to achieve social impact with their operations.²

The mobilisation of financing is a particular challenge for social enterprises. As the enterprises put a large part of their proceeds into solving societal problems instead of their shareholders' bank accounts, this challenge is easy to understand. Instead of donations, the enterprises need investors because investments include the aim to make the investment profitable. The activity should be entrepreneurial, and the invested money should be recovered and turned to profit so that any proceeds can be reinvested. Donations, on the other hand, tend to "disappear" (Hehenberger 2018). The dynamics between risk and output acts as an incentive to develop the activity, and salary commits people to work more than just ideologically. Defined in 2008, the term *impact investing* refers to investments with the intention to generate measurable social impact alongside a financial return. Monitoring the result of social enterprises requires a special set of indicators, which is a challenge for investors. Different hybrid financing models for companies have been developed along with risk/profit/impact investment profiles of

2 <https://impactstartupfest.com/>

interest to investors (Gianoncelli 2018). There is even an annual event for impact investing in London.³ From Finland, Sitra has joined the international impact investment network (Sitra 2013).

Receiving both financial and other support and the number of enterprises in all of Europe are still affected by the low recognition and visibility of social entrepreneurship. Therefore, international cooperation and exchange of information is important.

THEN CAME THE *SOCIAL ECONOMY* AND THE LAPLAND MODEL

The tangle of problems around Europe includes the depopulation of sparsely populated areas, the aging of the population remaining in the areas, the crumbling and stagnant infrastructure, which further decreases the attraction of the areas, and the concentration of economic activity in big population centres, which moves the benefits of economic activity away from the areas. Societal problems also include environmental problems and the refugee crisis, which concern not just sparsely populated areas. In the long term, life expectancy has increased and birth rate has decreased.⁴ This, too, creates question marks in the future horizon.

A concept that is more extensive than social entrepreneurship is *social economy*. The term refers to a system where regional economic welfare is improved, for example, by increasing social entrepreneurship, controlling depopulation and preventing capital flight. Ways to promote social economy are being recognised and developed. They include supporting social entrepreneurship through guidance, incentives and tax reliefs and incorporating social sustainability into the criteria of public acquisitions as a factor measurable in money. This way, the overall impact of the acquisitions on, for example, the capital remaining in the region, employment and tax revenue, is also taken into account when calculating the price of the acquisitions. The social impact of acquisitions has been rendered measurable, for example, in Manchester. Dr Kevin Kane from the University of Salford in Manchester has visited Lapland to present the model. The social economy also includes the activities of various foundations and organisations to promote education and employment as well as the aforementioned Leader activity (Regional Council of Lapland 2018). The Lapland model of social economy intends to strengthen the local economy, for example, by diversifying the competence of the labour force reserve and measuring the effects of employment on the local economy. A concrete indicator is how much of each euro stays in the local economy. The model recognises the public, private and third sectors, and the cooperation between clusters

3 <https://impactinvestingsummit.com/>

4 Between 1960 and 2016, life expectancy increased by 19 years (World Bank 2018) and birth rate decreased by approximately 30,000 children per year (Statistics Finland b).

is also essential. The objective is to prevent both capital and people from escaping the region.

Developing the social economy requires the identification of the activities that support it, regional and political control and the creation of preconditions for it. Lapland is involved in the international smart specialisation platform for social economy. This helps develop the model for the needs of Lapland and provides channels of influence towards the EU in his theme.

CONCLUSION

The world is full of good examples of social enterprises and social economy. In Finland, legislation on social enterprises might be repealed in the near future, whereas in Slovakia, a new law on social enterprises was introduced in the spring of 2018. It has been discussed during international events whether there should be legislation for social enterprises. On the other hand, regional influencing is a more flexible and precise method than legislation: this includes recognising the potential of social entrepreneurship and the social economy, creating favourable operational preconditions and acknowledging the topic in municipal and regional strategies. In this regard, the exchange of expertise and knowledge between different regions is particularly needed. Keeping remote areas inhabited requires keeping them habitable for the people of today in terms of infrastructure. The vicious circle created by inadequate infrastructure and depopulation can be broken by building network connections and improving the physical infrastructure. For many people, today's working life enables remote work and thereby choosing one's place of residence wherever network connections suitable for work purposes are available. This is also relevant because of the fact that, when considering the depopulation of remote areas and ways to attract residents to the areas, work opportunities should be found in the area for two people instead of just one.

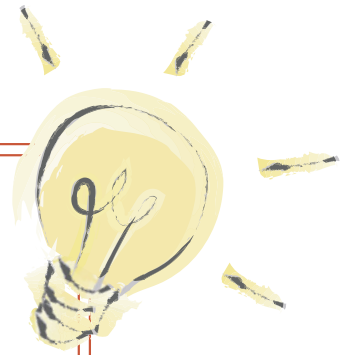
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SAFE TRAFFIC

On a number of counts, Finland is a country of decent road users. However, there is room for improvement. It has long been possible to name the three biggest sins in traffic. Those are drunken driving, insufficient use of safety devices and speeding. Lately, inattention has become the fourth sin in traffic.

The most typical car accident in Lapland is driving off the road. Too many times, we tire of driving long distances. Tiredness in traffic is a devious friend, and our brains start to sleep without permission. Persistence will not keep you awake.

It should be obvious that seat belts and child seats are to be used during driving. Moped riders, motorcyclists and snowmobilers are under the obligation to use a safety helmet. The Road Traffic Act includes a recommendation for cyclists to use a helmet. The proper use of a safety device is a small action that safes us from many troubles.

There is a lot of talk about inattention in traffic. The mobile phone, in particular, steals our attention too often. The use of mobile phones by car drivers is already a well-known topic, but mobile phones are similarly found in the hands of pedestrians and cyclists in traffic. Losing one's attention in traffic does not sound or look good.

Speeding and drunk-driving are often combined in accident investigations. Those who have caused these accidents cannot blame anyone else for what happened. The guilty party is found by looking in the mirror.

Safe traffic does not require a degree in rocket science. Small things make a big difference.

Petri Niska, Finnish Road Safety Council



Community-based safety in a public event Case Snowmobile Fair

For us, safety is not a necessary evil. It is a natural part of our events.

– CEO Mikko Vikström, Lapin Messut Ltd

INTRODUCTION

Event competence is one of the central competence themes of the Multidimensional Tourism Institute (MTI). At their best, events are tourist attractions that bring a significant number of travellers to the target area. Events may also offer potential for developing the target area while acting as pull factors for tourism. Events may play a significant role in the building of a city's image, improve the well-being of local people and bring extra income to the area (Getz 2008).

From the point of view of safety, events are essentially risky. Event environments are usually foreign to the visitors, so they naturally contain risk factors for safety. Experiences are created in interaction between the guests and the organisers while the guests are in a relaxed state. Organising companies and their employees may also be exposed to risks. The risks may be concrete, but they may also be intangible, such as risks relating to the reputation of the company (Edelheim & Pyhäjärvi 2013).

The framework of the event studies in the Bachelor's programme in Hospitality Management at MTI includes strong cooperation with different event organisers. An event is a multifaceted learning environment providing versatile learning opportunities to different learners. One of the established partners of MTI is Lapin Messut Ltd, which organises major events in Northern Finland. They are responsible for organising the Northern Finland Outdoor Life Fair, the Lapland Outdoor Life Fair and the Snowmobile Fair. In this article, we focus on the organisation process of Snowmobile Fair 2018 as part of the event management studies in the Bachelor's programme in Hospitality Management.

The Snowmobile Fair is the biggest event in its field in Europe and brings a significant number of tourists to Rovaniemi. In the Finnish frame of reference, it can be classified as a major event that is strongly connected in people's minds to the target area, i.e. Rovaniemi (Getz 2008). The guests are mostly tourists who travel to Rovaniemi because of the event. In addition to local hotels and restaurants, the event also features

strongly in the operation of other service providers. The impact of the Snowmobile Fair on the local economy was investigated four years ago, and the economic impact of the fair was estimated as approximately €2 million. The Snowmobile Fair attracts a total of over 16,000 visitors, and the event is estimated to grow further.

On the basis of the case study on the Snowmobile Fair, this article takes a look at the working life-oriented learning process at the Multidimensional Tourism Institute (MTI) from the point of view of event safety. The article first goes through the definitions relating to event safety and then describes the working life-oriented learning process using the case study on the Snowmobile Fair as an example.

SAFETY IS THE STARTING POINT FOR EVENT EXPERIENCES

Safety belongs to all of us. The starting point for everything is to be careful.
– Senior Inspector Jaakko Leinonen, Tukes.

Recently, the safety of public events has featured prominently in the media because of violent attacks. The attacks have stirred discussion on event safety and necessary measures to maintain safety. In Finland, the organisation and the safety activities of public events are strongly governed by legislation. The Assembly Act (530/1999) governs the organisation of public meetings and especially public events. The Public Order Act (612/2003), in turn, promotes safety in public places. The Rescue Act (379/2011) specifies when an event organiser must prepare a rescue plan for an event. The act requires a rescue plan if at least 200 people are estimated to attend the event or the programme content of the event includes some special safety concerns. The organiser must assess the safety risks and plan the safety arrangements and the need for personnel accordingly. Authorities, for their part, assess the extent of the safety arrangements based on the plans. The recent violent attacks have an impact on the activities of event organisers, for example, through added barriers and surveillance.

The starting point for everything is that the event organiser can guarantee the guests a safe setting for new experiences. The organiser must be careful in its activities (Leinonen 2017). It is also important to take into account that an event is organised in cooperation with a network. Important cooperative parties relating to safety include the police, the rescue services and Tukes. The event organiser must comply with the duty of care and several laws that govern the safety of events. The organiser must, by observing the care and skills required by the circumstances, ensure that the products and services do not involve any risk to the health or property of any person. The organiser must have sufficient and correct information on the products and services and must evaluate the risks involved in them (Consumer Safety Act, Section 5). The safety arrangements of a public event must be documented in a way that it can be verified that the event organiser has taken various safety-related matters into account (Paasonen 2013). Plans can be used to prove that things have been thought about and the organiser has been careful.

Safety is a concept with many meanings, and it can be defined in very different ways. Safety and security are related concepts. While safety refers to internal security and the individual, security refers to external security, the environment and activity. In general, safety and security can be defined as a state where no risk is present. Risk, in turn, can be described as a situation or action that, should it materialise, would cause damage or financial loss to a certain person or object (definition from CCH 1993, 497). Risk, therefore, always involves insecurity and hence the possibility of negative consequences.

Risk management is a key theme in companies in the event field and their service offering (Quinn 2013). The event organiser must anticipate risks and try to recognise them. Risks can be classified in different ways depending on the field and the approach defined by it (for example, risks in event organisation; see Allen, O'Toole, McDonnell & Harris, 2005). When planning a comprehensively safe and secure operating environment, the organisation tries to minimise or avoid potential internal or external risk factors. The event organiser can identify various risks, for example, by means of service walk-throughs. In addition, various practical safety practices can be used to prepare for possible risks and identify development targets in safety activities.

AT THE SNOWMOBILE FAIR, SAFETY IS BASED ON CAREFUL ORIENTATION OF THE EMPLOYEES.

The Snowmobile Fair 2018 was organised on 4–5 November 2017 in Rovaniemi at Lappi Areena. The event was organised for the 12th time. It was the second year that educational institutions were involved in the activity and the fourth fair organised in cooperation with them. All the event-related orientation studies of the autumn term (15 credits) in the Bachelor's programme in Hospitality Management at Lapland University of Applied Sciences were integrated into the Snowmobile Fair 2018. The integration involved three courses, two teachers and 20 multiform students. This enabled the creation of a project spanning a whole term. The study module started in August and ended in late November. The instruction of the multiform students mainly took place in a virtual environment. The group also had face-to-face meetings in August, in October and during the event in November. A thank you event was held both virtually and face-to-face. In accordance with the event process, work relating to the studies of the autumn term focused on the planning stage (75%), culminated in the event on 4–5 November 2017 (10%) and continued with post-event stages (15%).

First, the students acquainted themselves with the topic, deepened their theoretical knowledge and concentrated on various materials relating to the fair. Based on self-assessment, four functional groups were formed within the student group right at the beginning: 1) the promotion group, 2) the social media group, 3) the news group and 4) the administration group. The administrative group was responsible, among other things, for the orientation of the student group together with the customer and the

instructing teacher. The students prepared an orientation guide, which was reviewed in a meeting in October.

During the face-to-face learning day in October, the students familiarised themselves more with the event environment of Lappi Arena. The central theme of the day was event safety. The day was also attended by the exhibition manager, information officer and head of security of the customer, Lapin Messut Ltd. During the day, the students worked on a safety-related observation task based on the service walk-through. During the service walk-through, the students familiarised themselves with the operating environment and observed things relating to safety. Another important part of the task was to observe possible risks in the event environment. The safety-related e-learning environment Kulmat.fi for event organisers was used as support for the work. After the service walk-through, addresses about event safety were heard from Tukes and the police (see Figure 1). The day ended with a discussion on thoughts that had emerged during the day.



Figure 1. Snowmobile Fair orientation day with a safety theme at Lappi Arena on 23 October 2017.

It was decided to continue the concept of the event safety day, and the cooperation with authorities has been made even closer in the field of event safety training. The Regional Rescue Services of Lapland have also become involved in the event safety training days. This kind of event safety training is unique in Finland.

The responsibility for the overall safety of the event always lies with the organiser, but each person who works at an event must, for their part, take care of issues relating to safety. Every worker must be familiar with the circumstances of the operating environment. For example, every worker must know how to act in an emergency situation, who is responsible for crisis communications and first aid and where the emergency exits and the assembly point are (Vallo & Häyrinen 2016). On the other hand, it should also be remembered that each worker may be a risk to event safety. For example, a tired worker is more likely to make risky decisions.

In the implementation phase of the Snowmobile Fair, during the construction day, a detailed safety orientation was held led by the head of security. The orientation was videoed so that it could be returned to later. In the safety orientation, the safety plan of the event was reviewed along with more detailed emergency instructions. The objective of the orientations is for each fair worker to understand their role and to be committed to acting responsibly at the event. Safety is, above all, an attitude and a will to act responsibly, as Janne Majava, the head of security of Lapin Messut Ltd, states. All workers at the fair are familiarised with the task, and the principles of working at the fair and detailed safety instructions are talked through with them. Safety planning is essential when organising trade fairs, as Erkki Kuoksa, the information officer of Lapin Messut Ltd, describes:

Safety plays an important role in every fair that we organise. The ensuring of safety begins well before the actual event. During the event, each staff member and volunteer implement the safety plan. The exhibitors are also informed of safety issues such as emergency exits and primary extinguishing equipment.

Information is collected actively during the fair. Immediately after the end of the fair, a short feedback discussion is held relating to the fair. In the feedback discussion, it is important to bring up both good practices and those that should be improved and to think of solution options for them. In addition to this, a proper feedback session is always held within a few weeks of the end of the event. The students also discuss the things they have learned in a report where practical experiences are reflected against the theoretical background.

CONCLUSIONS

Safety is a basic condition for sustainable business in the event field. The trust of customers is gained by providing a safe environment for new experiences. The recent violent attacks have brought event safety matters to a key role in the discussion. Safety must be taken to account better in the organisation of events and orientation of workers. Workers are a resource for event organisers, and responsible orientation is essential. Service walk-throughs, for example, are a good way to map risks and get familiar with the operating environment. Actors in the event field must, for their part, also

bring up the importance of matters relating to safety. Safety drills should be carried out in cooperation with stakeholders because future event environments will be built in close cooperation with them.

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A community-based safety perspective on the mining sector from the point of view of an international project – experiences from the Minehealth project in 2011–2014

In the Barents Region, there are lots of unused natural resources, which promote the growth and development of the Northern area. New mines are being established and old ones are being closed or reopened. Working in mines and in the environment of mines often creates safety risks, especially from the viewpoint of community-based safety. Taking this viewpoint into account requires minimising safety threats and/or risks that may emerge in mining operations through preventative actions.

In this project, the environmental variable shared by all partners was the Arctic climate, and it was to be taken into account in its different forms in studying the mining operations in the region. Mining operations require getting used to the cold climate and taking into account the effects of the cold weather in both the work performed by people and the observance of the sensitive environment beforehand (for details, see e.g. Paloste & Rönkkö 2014, 7).

The focus areas of the project enabled different operating environments to be analysed; this way, community-based safety in international operations was taken into account regardless of the different cultural backgrounds of the participants. Mining operations in an Arctic environment must, as far as possible, function on environmental conditions but in such a way that the economic efficiency of the operations can be ensured. In addition to nature, the mining environment includes the cultural background of the people in the area, their livelihoods, such as reindeer herding, fishing and picking berries, and the language of the original inhabitants.

INTRODUCTION

The purpose of the project was to use different studies and research materials to map and develop the working capacity of mine workers and the maintenance of health and well-being from the point of view of example mines and the mining industry in the Barents Region. The objective of the project was to increase positive interaction between the mines and the surrounding society through different sections. The article is particularly focused on aspects relating to community-based safety, and the sections that did not manifest a sufficient or factual connection to community-based safety were left outside the analysis.

The project consisted of four different sections. The first section analysed the relationship between protection from the cold and well-being. The second section focused on the relationship between cold weather and vibration. The third section highlighted air impurities that are detrimental to health, and the fourth section focused on the socio-economic perspective of mining and the development of learning materials and courses needed in training relating to mining. The development of learning materials and courses was based on material produced using the good practices and experiences from the other sections (Minehealth, 2011, 8–9).

The partner mines were located in four countries: Finland, Sweden, Norway and Russia. The mines participating in the project were Kevitsa Mining Oy in Sodankylä, Finland, Stjernoy Sibelco in Alta, Norway, Phosagro-Apatit in Kirovsk, Russia and Aitik Boliden in Northern Sweden. The analysed mines operated as opencast mines. The ownership of the Kevitsa mine in Sodankylä has changed since the project. The new owner is the Boliden company from Sweden. The previous owner was First Quantum Minerals Ltd (FQM) from Canada (Viinamäki 2015, 13).

Partners that participated in the project:

- Umeå University Public Health & Clinical Medicine. Occupational and Environmental Medicine, Northern Sweden. www.umu.se
- Finnish Institute of Occupational Health, Oulu, Finland. www.ttl.fi
- Lapland University of Applied Sciences, Health Care and Social Services, Kemi, Finland. www.lapinamk.fi
- Northwest Public Health Research Center, St. Petersburg, Russia. www.s-znc.ru
- University Hospital, North Norway. Occupational and Environmental Medicine, Tromsø, Norway. www.unn.no
- Sintef Nord As, Tromsø, Norway. www.sintef.no
- Norut Alta As, Alta, Norway. www.norut.no

When conducting research, consideration should always be given to what value each study adds to the existing information. In this project, which is a kind of a collection of studies consisting of different scientific approaches, particular added value is created by the various customs and practices of different countries and learning from them. How, for example, has the safety dimension been taken into account in mining operations and the mining environment in different countries? How can the environment and its location be taken into account when founding and potentially running down a mine? Different ways of thinking and acting produced a lot of added value from the perspective of future international mining research collaboration in the Barents Region. The Northern region is rich in its mineral values, and its utilisation has only just begun. In terms of environmental protection, the testing and adoption of new and safe ore prospecting methods together with mining companies, research and educational organisations and local residents, taking into account the viewpoints of the sensitive nature increases the social approval and collaboration and brings important jobs to the region. It is also more sensible to develop matters relating to community-based safety

with actors in the Barents Region based on various projects and other collaboration methods.

PROJECT PARTNERS AND OPERATING MODELS

Experts from four different countries participated in the project. The countries were Finland, Sweden, Norway and Russia. The common language of operation was English. The Oulu office of the Finnish Institute of Occupational Health participated in the project, and their section of the project concerned cold protection and well-being at work. This section included exposure to different temperatures and the wind in mine environments, neuromuscular responses, risks due to inadequate clothing and accidents. The second section analysed vibration in the cabins of various transport vehicles. This section was a collaboration between the Swedish and Norwegian partners. The third section focused on air impurities and their effect on health, especially the respiratory tract. The fourth section highlighted the relationships between mining operations and society, especially socio-economic issues.

The project progressed in a typical way for a project. In the early stages, various experts formed work groups that were divided into those leading the project and those implementing it. People of particular importance to the project included the people in the background who had a clear and controlled connection to the financier of the project. The partners selected for the project first had meetings relating to their own sections and made decisions on the work descriptions and schedules of their experts. After this, all participating partners had one joint meeting in which the roadmap was defined. The next step was defining the actual operation sections. The sections were divided by country and mine (see above). As the project progressed, large meetings were held regularly in different countries. In these occasions, each partner participating in the project presented the progress of their section to the entire project group, and when necessary, instructions were given and received in order to modify various details from the point of view of the purpose and objective of the project. In the final stages of the project, the last large meeting was held in order to present and assemble the output and feedback of more than three years' work.

PRESENTATION OF THE SECTIONS FROM THE POINT OF VIEW OF SAFETY

Cold exposure and protection in an Arctic mine environment

The study of the first section looked at cold exposure, protection and well-being at work. A wintery environment is common and winter lasts particularly long in the Northern regions. The average temperature in the Barents Region is below zero degrees Celsius. For example, winter in Northern Finland lasts for 150–200 days a year. Varia-

bles relating to cold exposure include, in particular, air temperature, wind, humidity and cold surfaces. Working in a mine may take place in a cold as well as hot environment because different processes work at different temperatures. A person's adaptation to work in cold and also hot circumstances depends particularly on the person's clothing, age, size, weight, fitness, health and gender and especially their ability to adapt (for details, see e.g. Rintamäki, Oksa, Jussila, Mänttari & Rissanen 2014, 15–21; see also www.minehealth.fi).

There are plenty of variables affecting community-based safety. Especially physical variables. This section highlights the physical condition of workers. Essential variables relating to this include obesity and any socially constructed unwholesome modes of action such as smoking, unhealthy diet and immobility. Impaired health variables may be linked to a lack of concentration, a decrease of quick reactions in sudden operating situations, indifference and absence from work. For example, at one study site, physical exercise and physical activity had decreased by 26% in a certain time period and the general health of some people had also deteriorated significantly compared to the level of health required in a challenging mining environment. On the other hand, it should be taken into account that the decreased level of health was mostly marginal from the point of view of the number of people. Investing in these variables beforehand, however, clearly reduces risks affecting community-based safety at individual and especially group level, because working in a mine is often team work that requires all participants of different work activities to be in a sufficient physical, mental and social condition. The research results in this project demonstrated that, for example, the level of variables relating to health varied greatly. History and culture may also affect the results in different countries, for example, in terms of what tolerance levels the different partner countries may have. In addition to health-related variables, such social variables as social relationships, leisure activities and cultural activity may have an indirect or direct impact on a person's behaviour in work activities. It can also be stated that the variable connected to the mental aspects of community-based safety is of primary importance in the positive development of safety. The will and motivation to promote one's own health are of key importance to the realisation of an individual's responsibility of their own safety and that of others in order to promote safety in mining.

Vibration

The study of the second section was concerned with the health impact of vibration, especially in those forms of mining where the surrounding platform or a machine tool has transferable vibration effects on the worker. Examples of this include vibration on the hands or on the whole body. The effects of vibration may be temporary, or they may cause chronic, even permanent diseases. One of the major symptoms is Raynaud's disease, which can be caused by constant exposure to vibration (see e.g. Burström, Hyvärinen, Johnsen & Pettersson 2016 and Burström, Aminoff, Björ, Mänttari, Nilsson, Pettersson, Rintamäki, Rödin, Shilov, Talykova, Vakt skjold & Wahlström 2017.)

From the point of view of community-based safety, preventive activities may have a positive effect on keeping the health level from declining. One activity that supports health and safety in an environment with vibration is to positively influence the working conditions. This means ensuring that the exposure is not constant. An example of this would be job rotation on different working days so that an individual worker is not constantly exposed to vibration. The worker exposed to vibration must also assess the risks relating to their own work to prevent work in the vibration from causing more health effects or accidents. A visit to the occupational health physician will provide more information on the symptoms of vibration, and managing this information will directly and indirectly affect the improvement of safety even in difficult and dangerous work environments. Community-based safety is also increased by the requirement that the amount of vibration must be lowered by every means possible and the worker must be aware of the increased risk of vibration beforehand. Vibration levels must also be constantly measured in the work activities concerned, and if the level of vibration is not lowered, new operating plans must be made in order to achieve a safe working environment (for details, see Burström, Björ, Aminoff, Rödin, Thomassen & Skandfer 2014, 23–27; see also www.minehealth.fi).

Impurities in the air

In this third section, the research topic was air impurities. Mining work involves several airborne materials that can cause different temporary symptoms or even chronic diseases for people working in mines. Exposure can take place in open as well as underground mines. Different processes of ore refining involve different materials that spread into the air we breathe, such as quartz. Foreign substances added to the ore process may also cause health problems if sufficient preventive protection is not taken care of. This can happen, for example, when separating gold from ore. When the particles enter the respiratory tract and especially the lungs, they can cause temporary or long-term damage to a person's health. Exposure to these particles in a cold climate can cause more problems for the health of the respiratory tract than exposure in higher temperatures (Rönkkö 2014, 29–33).

In order to avoid or reduce air impurities, the respiratory tract must be protected with high quality devices. This requires that the workers are independently active in using the devices in environments where exposure takes place. Measurements must be made sufficiently often in the working environment of the worker in order to determine the amount, quality and frequency of impurities. Sufficiently accurate recording is also important. In a situation of exposure, accurate recording may be used to analyse the historical chain of events in order to determine the place and time of the moment of exposure or a long-term exposure process. The measuring equipment used must be accurate and state-of-the-art. The ventilation and air-conditioning of the work site must be up-to-date. The worker can also be given the equipment to make regular measurements of air impurities at the site. The worker must be trained to use the equipment. Training concerning air impurities must also be organised at regular intervals, and it

must be emphasised to the workers that risky work without protective devices must not be performed (Rönkkö 2014, 29–33).

With regard to community-based safety, air impurities mostly fall under the category of physical safety. In ore separation processes, different particles are released into breathable air and exposure takes place during active and passive breathing. It is very important that workers protect themselves from these particles in accordance with the set occupational safety regulations. This motivation to protect oneself can be referred to with the concept of mental safety because it is often the individual who decides whether to wear protective devices continuously or only once in a while. We can speak of social safety at work when, for example, a group of people working at a particular site do not sufficiently emphasise the significance of protection and the individuals in the group are not sufficiently independent and motivated to protect themselves because the issue is not sufficiently emphasised at group level. On the other hand, it is much more common to work alone than in a group in a mining environment, and in this respect, emphasising training and community-based safety has a major impact on keeping the amount of exposure to impurities very low or at zero level.

Mines and society

In this section, the objects of study were the socio-economical relationships between mining operations and the surrounding society. The viewpoint differs a lot from the other sections because this section does not focus on the physical dimension as much as the other three sections. However, the section described has indirect links to the other sections in the sense that without the workers in the mine, the physical dimensions of safety could not be examined. The discovery of the ore body is also in many ways linked to the focus areas of the other working packages, especially from the point of view of physical safety. The environmental effects of the mine in the mine itself and its surroundings, different ore handling processes and the transport of ore to ports of exportation through traffic are significant factors of community-based safety with a connection to the physical environment. From this point of view, the output of this section is particularly directed at authorities of different levels, other influential people and especially ordinary citizens in the Barents Region.

The socio-economic effects mentioned in the socio-economical section especially relate to questions of health and safety, environmental issues, the increase in value of land or housing due to the mine, the improvement of the employment rate and other increasing utilitarian aspects relating to the mining industry. From the point of view of discussing community-based safety, both mental and social safety have emerged in addition to the physical aspect. Mental here means especially the extent to which health and general safety are taken into account when establishing a mine, for example. Do the workers receive enough training from the point of view of health, safety or environmental protection? The viewpoints of social safety, on the other hand, spring from such important things as the factors relating to the housing, family and social and economic well-being of the mine worker. Factors relating to social safety, such as the

service life of the mine, travelling from another locality to the mine and back, problems caused by shift work and the problems and opportunities relating to leisure activities, must not be neglected.

Mines are often located far away from population centres or far up North. The comfort of workers is often especially affected by whether they are from the locality of the mine, from nearby areas or from farther away from the mine. Mine workers' previous experiences of mine work may also affect their comfort. The age distribution of workers varies a lot, and some workers have more experience than others. Some workers have families with children, while others are so young that they have not settled down from the family point of view. This may result in loneliness and negative forms of health behaviour, which in turn may cause problems from the point of view of various aspects of community-based safety to both the worker and the company owning the mine. Therefore, the right kind of leisure activities are very important for workers both as an individual opportunity and through organised activities. It is very important from the point of view of the aspects of community-based safety that preventive safety activity is always up to date so that the everyday life of both the individual and the community goes as well as possible, with equal support for all parties.

For the research perspective of the socio-economic section of the Minehealth project, triangulative research methodology was utilised. This setting allowed perspectives that are outside and parallel to natural sciences and not directly measurable or reproducible to be taken into account in addition to the technical research paradigm. The community-based safety perspectives of mental and social safety can be highlighted alongside physical safety in order to describe the experiences of an individual mine worker or a member of a group of mine workers at general and specific levels. The triangulative research setting used macro-level data from national statistics of the participating countries as analysis criteria for the data collection methods of the study. Meso-level interviews at mine sites concerning authorities, political decision makers and mine personnel were also included. The micro-level material consisted of questionnaires for mine personnel at the sites in Finland, Sweden, Norway and Russia. This setting created a good interface to the mental and social aspects of community-based safety as well as the physical aspects. The setting in question also enabled the analysis of different international practices of experiencing community-based safety, which could be compared in a balanced way by statistical analysis (Viinamäki & Kilpiäinen 2015, 12–13).

DISCUSSION

On the whole, the questionnaires, measurements and interviews relating to different sections created an extensive view of the state of the mining industry in the Barents Region, taking into account the work packages that were the focus of this project. When looking at community-based safety, it is important to see human actions from different points of view to improve the management of the whole. This international

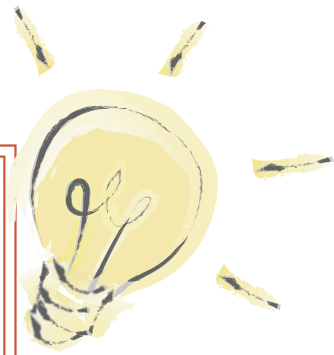
mining project included a large amount of international expertise and excellent project competence. The expertise of individual project actors was particularly noteworthy. Regular meetings in different countries brought international depth to the project. The different practices of different countries also enriched people's experiences and gave them broader perspective on the level and form of mining operations in their own country. This project also increased awareness of the fact that the cultures of different countries are not commensurable, and in this respect, the investment in safety may also vary. In the future, community-based safety in the Barents Region could be viewed as its own project and the number of mining sites examined could be increased in order to see the different community-based safety practices of mines of different types and sizes compared to pre-defined international criteria.

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ARJEN TYHY OPERATES AT MTI

Well-being at work is in everyone's interests! It is the employer's responsibility to provide a framework for well-being at work, but the work community can in various ways impact the way people cope at work and their comfort at work, not to mention the sense of community. Arjen tyhy is a small group of people whose task is to remind the work community of the importance of well-being at work and the work community. Arjen tyhy consists of representatives from the field of tourism services at Lapland University of Applied Sciences and the tourism research programme at the University of Lapland. We follow what is happening in well-being at work at the UAS and the university, and we try to organise something extra to cheer up our work community.

What does Arjen tyhy arrange? Stretching sessions during coffee breaks, bun baking on Shrove Tuesday, gingerbread decorating before Christmas and the summer season welcoming event before the summer break. Approximately once a month for the last couple of years, we have also challenged the personnel, for example, to take the stairs instead of the elevator, squat and try having meetings standing up or walking. Outside working hours, we have invited the work community to go bowling, to the theatre or on a nature excursion. We have encouraged the personnel to active commuting by forming a team for the light-hearted Kilometrikisa competition in commuter bicycling. Arjen tyhy is social activity for the work community.

Leena Inkeröinen

Competence and entrepreneurship with startup coaching

INTRODUCTION: STARTUP COACHING IN LAPLAND

In this article, we clarify the significance of startup entrepreneurship coaching aimed at people with a university education to supporting new business and encouraging entrepreneurial activity. The multidisciplinary training organised by the Startup Lapland project (ESR, PopEly, S20328) was attended by students from Lapland University of Applied Sciences and the University of Lapland. The coaches included committed personnel of the educational institutions as well as external coaches. This article describes the significance of startup entrepreneurship in shaping livelihood and new work. We bring in the coaching story of Jenni and Erika as an example of area and experience-based idea creation and development and use Jenni's and Erika's story to describe the way of thinking behind the coaching.

The purpose of the article is to make the reader consider the significance of startups and a new kind of entrepreneurship from the point of view of securing services for remote areas, increasing innovation and developing livelihoods.

STARTUPS SHAPE ENTREPRENEURSHIP

In recent decades, startup entrepreneurship has caused a cultural change in how entrepreneurship is understood and how business is managed and developed. In Finland, too, startup entrepreneurship has been praised as a reformer of business culture and producer of new ideas. Startups have also been seen as a force that shapes working life and creates new jobs (see e.g. Tekes 2016). VTT (2016) reports that small businesses are more agile than large businesses into reacting to changes in the operating environment (VTT 2016). Startups are discussed in ceremonial speeches, and entrepreneurship in general has been gaining increasing respect in recent years. Lahtinen et al. (2016) state that startups have a key significance in the reform of business life and the creation of new jobs (Lahtinen et al. 2016, 11). Entrepreneurial activity (see e.g. YVI 2012) is often discussed as another way to increase the employment and activity of young people.

From a regional point of view, it can be pointed out that in 2017, the population of Lapland fell below 180,000 (Statistics Finland 2018). At the same time, the economy of the region was growing at a good pace in the wake of tourism (Lapin Luotsi 2017a). The small size of companies is typical for business life in Lapland. With the exception of a

few larger industrial companies, Lapland is a region of small and very small businesses. Economic growth creates opportunities in both growth industries, such as tourism, and supporting industries. Lapland's challenges include high unemployment but also diminishing population and a lack of skilled labour (Occupational Barometer 2017). Against this background, it is important that as many as possible of the skilled young people and students coming to Lapland settle down and remain in the region. In settling down, work and livelihood have a great significance (Lappalainen 2016).

Startups are youthful and agile, and they have a great potential for growth, so they can be seen as important for Lapland. According to Lahtinen et al.,

The key factor explaining the growth of startups is the expansiveness of the companies. However, the creation of new, expansive companies requires the creation of new semi-finished products and ideas, part of which will be refined as business activities. This, in turn, requires a new will and atmosphere and a favourable operating environment (Lahtinen et al. 2016, 11.)

Different events – Slush being the biggest representative of its genre in Finland – contribute to driving forward the startup culture. Lapland is an inspiring area with unique natural resources. The number of startups and the level of startup activity, however, have been low in Lapland due to, for example, the small population and an economic structure consisting of strong export-oriented industry, tourism and traditional fields such as reindeer herding and forestry (Lapin Luotsi 2017a). Mapping startups, the Vainu service administered by the Ministry of Economic Affairs and Employment currently lists 2,276 companies, only a handful of which are in Lapland (Ministry of Economic Affairs and Employment 2017). According to Lapin Luotsi (2017a), however, companies in Lapland have strong growth ambitions (Lapin Luotsi 2017a). In order to promote startup culture, Lapland University of Applied Sciences and the University of Lapland started concrete development work and coaching that prepares for the new entrepreneurship and working life. To support the development work, the Startup Lapland project was launched, in which startup coaching aimed at university students was piloted.

NORTHERN CHALLENGE – RESOURCE-EFFICIENT AND EXPERIMENTAL DEVELOPMENT

The starting point of the Northern Challenge coaching implemented by the Startup Lapland project was that students could develop their business ideas or other things they consider important in the startup spirit, utilising lean methods. Although startups in Finland are often understood as companies that are after quick growth and scalability, the Startup Lapland project did not adopt the strict definition but applied Ries's (2012) idea of the nature of a startup: “[...] *a human institution designed to create new products and services under conditions of extreme uncertainty*” (Ries 2012, 27). In other

words, Ries considers creating something new and uncertainty as characteristics of startups. This guiding principle was also complied with during startup coaching instead of emphasising technologies or scalability.

The coaching was organised in spring 2016 and 2017 utilising a lean process. In practice, a lean process means that the testing of a product or service to be developed is started as early as possible in order to correct errors or even avoid them before they become large and expensive. The themes of the coaching included emerging sectors and trends of the future, collecting customer data and feedback, intellectual property rights and selling an idea. The participants of the coaching had the opportunity to visit the Polar Bear Pitching event and learn about local startup actors. The ideas of the students who participated in the coaching were very different in the two coaching programmes, but a large part of the ideas sprang up from regional starting points and livelihoods of Lapland. Tourism and service sectors, for example, were well represented in the ideas.

The teams formed during the coaching tested their ideas through questionnaires, interviews and Internet-based methods. Some of the ideas ended up as operating companies, and others were left to wait for their realisation. Even unrealised ideas are good opportunities for growth and development, because they can be used to learn from mistakes, familiarise oneself with development processes and gain experience of team work. This, in turn, creates conditions for the vitality of the region and the strengthening of livelihoods in the region. Figure 1 sums up the principles of the lean process, i.e. continuous development and learning. This way, operations are always directed effectively based on information. The process does not have an end point, but it should create activity as a result. In the university, the extent of the coaching has its limits, so development cannot be continued forever. One of the starting points of the Startup Lapland project was networking. The idea was that after the coaching, students would know what other actors there are in the region and who to turn to if they need support in carrying the business forward.

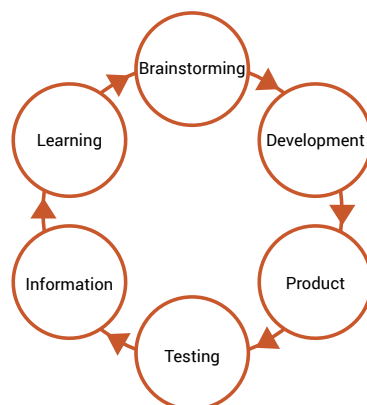


Figure 1. Lean process is about continuous development and learning (Ries 2011, 75).

In spring 2017, the participants of the coaching included Jenni and Erika, who were students in the international Degree Programme in Tourism (DPT) at Lapland UAS and who saw the coaching as interesting from the very beginning. Both students felt that they worked independently and, in principle, considered that entrepreneurship was a highly potential option for a work career. This may have been influenced by the fact that both students already had work history. According to Jenni and Erika, students' interest in entrepreneurship courses may be affected by not being familiar with working and not knowing their own work self. For someone who has just completed upper secondary school, it may be challenging to understand the objectives of the entrepreneurship course, and the whole may seem larger or more unfamiliar than it actually is. Therefore, it is important to emphasise that the coaching is about practising entrepreneurship and that starting a company is not a requirement for participation. Jenni and Erika, who attended the coaching, have a background in shift work in tourism and sales. Both are active people who do sports and are interested in well-being. Jenni is a Western rider, and Erika's background is in ice hockey and yoga.

ENTREPRENEURIAL ACTIVITY AS PART OF WORKING LIFE SKILLS

In the Northern Challenge coaching programme, the participants looked at brainstorming, developing ideas and commercialising them from many perspectives. In the marketing and content description of the coaching, entrepreneurship was often only marginally mentioned (see e.g. Startup Lapland 2017). On a practical level, however, entrepreneurial activity and knowledge of entrepreneurship were strongly written into the coaching and project activities. It was not a direct objective of the project to create new businesses – although this was achieved – but to recognise and strengthen the skills of the participants relating to entrepreneurship. Jenni's and Erika's idea relating to well-being at work has not taken concrete shape after the coaching, but on an individual level, they feel that they have made observations and choices inspired by the questions formed along with the idea and, for example, changed learning approaches. In other words, the key idea of the coaching – influencing one's own future and the courage to make choices – has been realised for these students.

Familiarity with entrepreneurship and the practices relating to it somewhat lower the threshold to becoming an entrepreneur (Nurmi 2004, 47). For many students in Lapland, becoming an entrepreneur may currently seem unlikely. However, understanding the everyday life of an entrepreneur and entrepreneurial activity are important strengths in working life! Of all the companies in Lapland, 94% are microenterprises and 5% small enterprises (Regional Council of Lapland 2017a). For them, hiring a single worker may be the greatest threat and opportunity for that company. At its worst, a “wrong” recruitment may be fatal. Good recruitment, on the other hand, helps a company cope with the global market. For small companies, the conditions for good recruitment probably include understanding the field of operations. A young person or student with some understanding of entrepreneurship has a

competitive advantage here. In the startup coaching, this point of view comes up through team building processes. The student learns to recognise their own competence and the competence they lack that is essential for developing the idea.

Jenni and Erika: *“We think the coaching certainly lowers the threshold for thinking of entrepreneurship as a means of employment and encourages students to examine any market niches. The coaching introduces students to the toolbox of an entrepreneur and puts practices into specific terms.*

FRESHEST IDEAS ARE CREATED OUTSIDE THE COMFORT ZONE

Located at the edge of Europe, Lapland may sometimes seem to be remote from everything. However, we are not remote from the global market. We compete for tourists with Iceland and Patagonia, and the profitability of the mining industry depends on the global market prices of ores. Companies cannot count on operating in the future the way they have operated for the past ten years. Global and local changes also have an effect here (see e.g. Prime Minister’s Office 2017). New products (note that products include physical products as well as different services) and brands are created, while some of the old ones become unnecessary and their market ceases to exist.

Like the rest of Finland, Lapland continuously needs new product and business ideas as well as skilled labour. The global market functions under the principle “stand out or die” (Trout & Hafrén 2003). Those that are able to stand out in the eyes of customers perform best in the competition. This may be based on, for example, the story, pioneering approach, characteristics, strong image or traditions of the product or company. To perform well in the market, companies must think of a way to stand out from their competitors, of which there are plenty (Trout & Hafrén 2003, 97–206).

Ideas and innovations are not created as a result of the lonely grind of an individual expert or innovator. On the background of ideas, there is nearly always a great amount of interaction and cooperation with numerous people. We continuously pick up ideas and influences from around us. The conversations we have shape our thoughts (Malmelin & Poutanen 2017, 100–102). While new ideas could previously be developed in company product development departments, many organisations now try to involve as large a number of people as possible in brainstorming: employees, customers, users, subcontractors, external experts or just about anyone because a good idea can be created anywhere. Combining the knowhow of several people creates a wider perspective on the idea or problem. This way, solutions and the development of the idea also take place in a wider perspective (Weiers 2014, 87–95). Many truly new and innovative ideas are created where different perspectives and competences meet. This “junction” is often also called being outside the comfort zone or thinking outside the box. Uusitalo points out the ability of innovators to combine things (Uusitalo 2013, 15–17). Observations of the environment and the open-minded combination of different ideas and things lie behind numerous new ideas and innovations. Many success stories have

been created by people who were not “official” experts of the field. For example, the founders of Airbnb were experts on industrial engineering, design and data processing, not tourism (Airbnb 2017). Despite that, or maybe because of that, the tourism company they founded that is based on peer-to-peer renting has revolutionised accommodation activities globally. The same combination of ideas and open-minded approach can be seen in Jenni’s and Erika’s startup idea. The starting point for their idea was an observation of the strenuousness of shift work and an interest in improving the well-being of shift workers.

Jenni and Erika: *“First we observed that all well-being programmes are based on a working rhythm from 8 am to 4 pm, and we also wanted to think of a way to improve the well-being of (three-)shift workers (mainly in tourism). We started from a chip and ended up with a more concrete mobile app.”*

Their idea had potential, and it was easy to imagine a market niche for it, even though Jenni and Erika were not students or professionals of well-being at work or health care or application developers.

Studying and working differ from each other in many ways. One of the significant differences is the homogeneity of the operating environment. During studies, most time is spent with students of the same field. The assumption is that in the final stages of the studies, at the latest, everyone will have the same basic skills and abilities, everyone can use the same basic software and tools of the field and everyone will be able to interact with other people. At least if these people are representatives of the same field. In working life, this kind of homogeneity is rarely possible or even reasonable. Restaurants need cooks, cleaners and managers. Someone should also have selling and marketing skills. Those companies that have wide-ranging, heterogeneous competence usually prevail over the competition. Activities such as the Northern Challenge coaching offer students opportunities to develop their own team work skills and identify their own special competence. In a multidisciplinary environment, the skills of different experts are emphasised. An environment like this also teaches communication. When interacting with students and experts of different fields, the ambiguity of concepts and complexity of professional terminology create their own challenges. The ability to create a common understanding meets a need in working life as well.

Multidisciplinary, creative encounters or the aforementioned states outside the comfort zone are sometimes created spontaneously when people meet. In order not to have to rely upon the innovations created by these random encounters, we can actively contribute to the creation of new ideas. Students experienced the coaching as a suitably light and safe environment for brainstorming. As starting one’s own company was not the direct objective of the coaching, students had the courage to try even utopian plans. In addition, multidisciplinary coaching acts as a way to make students of different backgrounds meet other.

However, different coaching programmes do not solely focus on producing new ideas.

Jenni and Erika: *“A mere idea is not enough; one must find an actual need. It is also important to take a few steps back once in a while, see what works and what does not and use this information to develop different experiments, such as Facebook landing pages. You can even progress with semi-finished products.”*

In the coaching programmes, students learn how potential ideas can be tested and developed towards possible innovations. The quick development of ideas and experiments based on the lean method help separate the wheat from the chaff (Ries, E. 2011). When one has tried brainstorming and the development of ideas in practice during studies, it is easy to apply the process to working life as well.

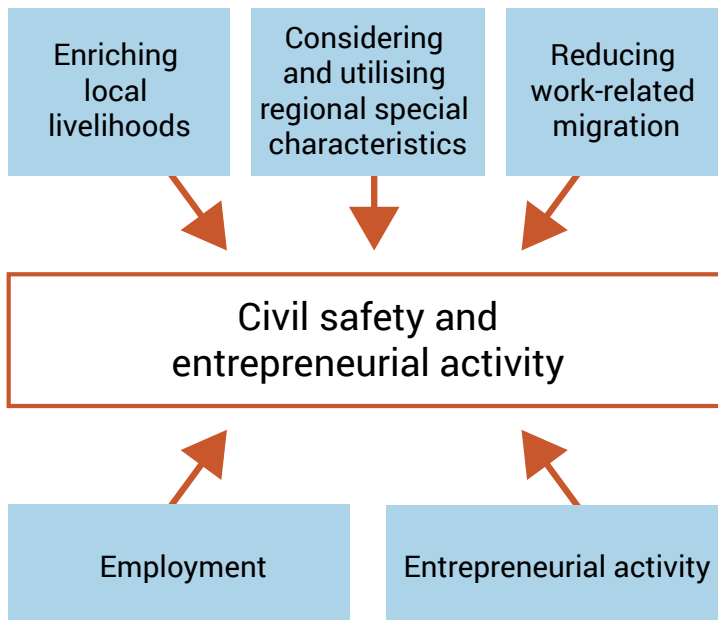
New ideas can both spawn new companies and help existing ones succeed. For companies and organisations in Lapland, the precondition for success is skilled and innovative labour. For an entrepreneurial, inventive expert, it is also easy to find work in Lapland. For many young people and students, employment is the precondition and reason for staying in Lapland.

CONCLUSION

The story of Jenni and Erika demonstrates that the intention of startup and other entrepreneurship coaching programmes is not just to make all students entrepreneurs. Instead, the objective of the coaching is that the students or other participants feel that their own activities can influence their own well-being as well as that of their living environment. The story is also a good example of ideas starting from surprising places. The idea sprang from the work history, experiences and interests of Jenni and Erika.

Most concretely, students are able to create their future workplace in the coaching programmes. The coaching programmes also enable different persons and competences to meet, which develops team work skills. Furthermore, the coaching increases the students' ability to tolerate uncertainty and encourages them to spread their wings and create networks. These are important working life skills that are needed even if one does not end up with a career as an entrepreneur.

Well-being in Lapland requires youthful vitality, which is bubbling especially in educational institutions and which should be nourished. Students can be oriented to face working life challenges already during their studies. The coaching is a combination of practice-oriented learning and an enthusiastic manner, which will certainly not be of harm in the future.



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European Union
European Regional
Development Fund

Leverage from
the EU
2014–2020



Centre for Economic Development,
Transport and the Environment

Activation of villages and towns – working together here and elsewhere: community-based safety in a network

Under the current circumstances, we must be prepared to take care of community-based safety ourselves in Lapland because nobody will do it for us. This includes all people from public sector actors to business life, third sector and residents. Community-based safety consists of small and large actions by many actors. Correspondingly, those who graduate from Lapland UAS should be creators of community-based safety at workplaces, at home, anywhere. The collection of articles at hand has brought up different views on community-based safety from the perspective of Lapland.

The community-based safety operating model developed in Lapland responds to the needs of both residents and visitors. The central idea of the operating model is a network-type way of operating. In municipalities, service entities springing from local needs are created by putting together local and regional networks. The objective is to take the first steps towards a network-type operating culture of the future municipality and region, in which the municipality or region does not necessarily implement the services themselves: an operating culture enabling the public sector, private sector, third sector and residents to work together to promote local well-being, safety, vitality and employment. Community-based safety is a very extensive concept. It covers not just employment and the availability of different services but also, for example, the social and environmental aspects of sustainability.

From the point of view of the well-being sector, community-based safety is a broad and important concept. Lapland UAS contributes to community-based safety, for example, in social services, elderly care and physical therapy as well as through cooperation with businesses in tourism. The development of social economy and the Lapland model have become important. The model has been used to build an international network on the European Union smart specialisation platform¹, in which information is exchanged between sparsely populated areas in order to develop the areas.

The community-based safety operating model has been built since 2007 in extensive local, regional and national cooperation. The community-based safety model has continuously involved simultaneous development of internal safety, rural areas, well-being, resource management and network management. In 2013, the community-based

1. <http://s3platform.jrc.ec.europa.eu/social-economy>

safety operating model was honoured as the best regional operating model in Europe for searching for solutions to the economic crisis in Europe. The European Institute of Public Administration (EIPA) granted the EPSA 2013 (European Public Sector Award) because the community-based safety model simultaneously addresses the challenges of the sparsely populated rural areas and the well-being of humans by going beyond the silo mentality of public administrations by applying a cross-administrative and cross-sectoral approach. According to EIPA, the model is available in many regions in Europe (cf. the article by Julia Bosse in this book).

At the moment, the Rural Development Programme for Mainland Finland finances the Maaseudun arjen palveluverkosto (everyday service network for rural areas) project, the purpose of which is to spread the community-based safety operating model in the regions of Lapland and Northern Ostrobothnia. There are now 35 municipalities participating. The Maaseudun arjen palveluverkosto project is supported by two parallel projects. The purpose of the SOIHTU assessment research project administered by the National Institute for Health and Welfare (2017–2019) is to bring out the economic benefits of the community-based safety model for municipalities and its effects on the well-being and safety experienced by the residents. The international cooperation project for community-based safety (Arjen turvallisuuden kansainvälinen yhteistyö, ERDF) was implemented parallel to the Maaseudun arjen palveluverkosto project for two years in 2016–2018. The project includes cooperation partners not only from Northern Finland but also from different parts of Europe. The culmination of the work is the social economy pilot for small enterprises and cooperatives on the European Union S3 platform.

The community-based safety business cluster enabled by the ERDF project includes some 20 community-based safety companies. They represent different sectors such as well-being, tourism, sanitation, nursing and technical applications. Many of these companies are conglomerates or SMEs. The project functions as a part of the regional community-based safety development work of Lapland. The pilot areas are Sea Lapland and Eastern Lapland, in which the practices have been tested and the actors have been interviewed extensively for the innovation platform of the project. The measures have been tightly integrated in the instruction of various fields at Lapland University of Applied Sciences.

In community-based safety work, inclusion, services and livelihoods have become central cooperation themes. In practice, this means the activation of villages and sparsely populated areas, employment, services for the elderly, the availability of services for all and responding to critical challenges of globalisation. The international network of community-based safety is based on the needs of the public and private actors involved and of the third sector. In order to start cooperation, the topic must be justified for Lapland, it must be included in the current or future EU programmes and it must be interesting for network partners. Then the community-based safety network will serve Lapland best as a cooperation platform.

Entrepreneur Seppo Kairala, Kairalan Kievari Oy:

“The collaboration project has been a positive experience for Kairalan Kievari. We have had the opportunity to talk to other entrepreneurs and develop our operations in the project. The project has also opened our eyes to other ideas.”

The Manchester region became an important reference area for Lapland because social problems are being solved there through collaboration. The Manchester region has also introduced the local effectiveness of well-being services and the quantitative indicators of well-being. These measures support the opportunities of the third sector and the SME sector to provide community-based safety services. Through the community-based safety collaboration, the Manchester model has been introduced in Lapland because it contains insights for developing community-based safety in Lapland as well. The topic will be presented at an international community-based safety seminar in October 2018. Before that, the topic provoked discussion in the European Social Economy Regions 2018 seminar in Lapland on 18 June 2018 and during the personnel exchange with Manchester.

Kevin Kane, Director of the Centre for Social Business, University of Salford, Manchester:

“The collaboration has gone really well. It has been open and interesting. It has offered us in Manchester a Finnish view on doing things. This has challenged our ‘Anglo-Saxon’ way of thinking, which has been an important learning experience for us.”

The community-based safety cooperation will continue as regional, national and international cooperation between sparsely populated areas and as international cooperation between Lapland and Manchester in the EU network and in the Barents Region. The project portfolio includes several important measures to take the cooperation forward in the future. The cooperation has also resulted in the extensive development of community-based safety education at Lapland University of Applied Sciences. This way, Lapland UAS responds to the needs of the region in daily work relating to community-based safety. This is also supported by the Internal Security Strategy (2017):

“The operating models of tried and tested good practices, including the Security network in Lapland and the Pirkanmaa security cluster, will be utilised. Through cooperation networks, regional information exchange and problem-solving networks will be created between the authorities, companies, educational institutions and NGOs, and the creation of new products and services that improve security will be promoted.”

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The European Agricultural Fund
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LAPIN AMK
Lapland University of Applied Sciences

The book at hand, Community-based safety in Lapland: Inclusion, services and livelihoods (2018) is a result of the strategy work of Lapland University of Applied Sciences. The texts highlight topical perspectives and development themes relating to community-based safety. The book is based on the basic tasks of the university of applied sciences: high-quality instruction and innovative research and development activities. The articles have been prepared with the intention of emphasising the collaboration and partnerships relating to the themes.

Lapland's operating model for community-based safety was selected as a European good practice in 2013 (EPSA 2013, Regional Level Award).



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