

COURSE MATERIAL

COMMENTS 88

REPORTS

RESEARCH REPORTS

Outi Kivinen (ed.)

PROMOTING URBAN HEALTH

Experiences from Developing Multiprofessional
Studies in Social and Health Care Education



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

COURSE MATERIAL

COMMENTS 88

REPORTS

RESEARCH REPORTS

Outi Kivinen (ed.)

PROMOTING URBAN HEALTH

Experiences from Developing Multiprofessional
Studies in Social and Health Care Education



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

COMMENTS FROM TURKU UNIVERSITY OF APPLIED SCIENCES 88

Turku University of Applied Sciences
Turku 2014

Pictures: Maria Halkilahti

ISBN 978-952-216-544-2 (printed)
ISSN 1457-7941 (printed)

ISBN 978-952-216-545-9 (PDF)
ISSN 1459-7756 (electronic)

Printed by Suomen Yliopistopaino – Juvenes Print Oy, Tampere 2014
Distribution: <http://loki.turkuamk.fi>

CONTENTS

FEATURES OF URBANISATION	4
<i>Outi Kivinen</i>	
URBANISATION, HEALTH AND WELL-BEING	7
<i>Sirppa Kinos</i>	
SURVEY ON THE SOCIAL DETERMINANTS OF HEALTH FOR IMMIGRANTS IN THE PANSIO-PERNO AREA	12
<i>Sari Ojuva, Emmi Yrjänheikki, Hanna Mikkonen, Saara Salonen, Tellu Leino, Maaret Severinkangas, Panu Sarkiola, Marianne Ollila, Paula Kulmala & Salla Laine</i>	
1 Introduction	12
2 Environmental Conditions	13
3 Socioeconomic Conditions	16
4 Cultural Conditions	19
5 Basic Services in Pansio-Perno	24
6 Other Services	30
7 Results and Developing Ideas for Services	34
8 Social Networks and Social Capital among Immigrants in Pansio-Perno	36
9 Improvement Suggestions	45
10 Sources	47
URBAN HEALTH COURSE 2013: EXPLORING CHILDREN'S LIVES AND DREAMS IN THE PANSIO-PERNO AREA	50
<i>Kati Förbom, Niina Jalo, Satu Lauri, Janita Taskinen, Jussi Uotila & Outi Kivinen</i>	
EXPERIENCES OF URBAN HEALTH COURSE 2014	55
<i>Jaana Tomppo</i>	

FEATURES OF URBANISATION

Outi Kivinen

The present living environment is rapidly urbanising. This development can be seen especially in big cities and metropolitan areas. However, phenomena which can be closely linked with urbanisation can also be seen in smaller cities and towns, and purely rural living environments are gradually disappearing. It seems that people are attracted by the assets of city life, i.e. its dynamics, diversity and complexity. The city offers anonymity, excitement and possibilities – real or imagined. The small communities with a stronger social control are regarded as undesirable, and individuality instead of togetherness and artificial contacts are replacing genuine social interaction.

The consequence of urbanisation is a heterogeneous population: in the city, you find a mixture of children, young and elderly people, families with and without children, and single persons – all with different ethnic, cultural and family-related backgrounds. You can find experimental subcultures, which challenge mainstream culture within art, music, politics, and sports. You find extreme marginalisation like homelessness, mentally ill people living without a supportive network and refugees who are in the country without legal permits. Still, despite of all this, cities are different from place to place. They are always part of a specific cultural, economic, historical and political context. There is no single form of “urban living”, but rather a range of living conditions with shared features.

Urbanisation offers immense possibilities for better social and health care services. Citizens’ social potential can be utilised in social and health care in voluntary work, peer support and advocacy groups. But how do you encourage people to care for and help their fellow citizens? Togetherness in a community is not a threat to individuality, but a possibility to one’s well-being. However, urbanisation creates physical and social problems and consequences for human well-being, too. It touches upon issues of public health, health promotion, disease prevention and social determinants of health, like poverty, loneliness and environmental problems. The present and future professionals should be capable of facing the challenges of urbanisation. A multiprofessional approach is necessary, because the nature of the challenges is not only social or health orientated but a combination of many features.

The aim of this publication is to introduce some theoretical questions about urban health and some results of Urban Health study module. The Urban Health study module is a cross-professional BA level course for social and health care higher education offered at Turku University of Applied Sciences. It provides students

with an understanding of the complexity of urban health and well-being with the purpose of preparing them to work with urban health issues in their future work life as fully trained professionals. The study module deals with health and welfare conditions in cities and the way these conditions influence well-being among the people living there. It is divided into a theoretical part, field studies and a reflective report. The focus is in the living communities and people's everyday living environments. A recommended breath of the implementation of the study module can be varied from 5 ECTS to 10 ECTS depending on the use of literature.

The first implementation of the study module was in 2012. The curriculum development has been a joint venture between two university colleges in two different countries, Metropolitan University College, Copenhagen, Denmark and Turku University of Applied Science (TUAS), Turku, Finland. The intention has been that the study module is attended by students from a variety of social and health study programmes in different campuses and countries. The Urban Health study module has been carried out now for four times, September 2012, February 2013, September 2013 and September 2014. The last implementation took place between two different campuses of TUAS in Turku and in Salo.

The theoretical part of the study module has taken place through video connection and the students have discussed and shared their opinions virtually. The implementation of the field work has been carried out in the local communities, for example in the Pansio-Perno area in Turku, in different parts of Copenhagen and in the Ollikkala area in Salo. Over the years, Urban Health students have come from social services, physiotherapy, occupational therapy, nursing, health visitor and global nutrition study programmes.

The study module has had several purposes, mainly to provide students with broad knowledge about pertinent perspectives on urban health, both as a research theme and as a professional field. This implies that students have gained knowledge of different aspects which influence the health conditions of the population living in cities. Another objective of the study module is to offer students opportunities to focus especially on urban health as a topic of interest and concern. It is important to provide students with experience regarding how knowledge across disciplinary boundaries and across different professions should be integrated. In order to obtain this purpose, students are encouraged to collaborate irrespective of their particular profession. One central objective of the studies has been to encourage students to interact and activate people in their own environment.

The purpose of this publication is to present the concept of Urban Health, introduce the data and information collected by students, and to present their experiences and study outcomes. The publication can be used as a reader or study material in the following Urban Health study module implementations. This publication includes four articles. The theoretical concept of urban health

and social determinants of health is introduced by VTL, Senior Lecturer Sirppa Kinos. Sirppa Kinos presents some of the key issues of urban health: urbanisation as a global megatrend, the advantage perspective of urban health and the need of multiprofessional approach in social and health care in urban settings. These theoretical questions have been emphasised in different implementations of urban health study modules presented in the publication.

The second article includes the results of an area analysis of Pansio-Perno in Turku, Finland. The area analysis was carried out by socionom students in the Pansio-Perno area in autumn 2012. The article is based on the data and information collected already in 2012, and it includes descriptions of the environmental, socioeconomic and cultural conditions in Pansio-Perno, basic facts about the services in the area as well as interviews of professionals and people living in the area. The data for the article is collected in September 2012 and no details has been changed; therefore some information may be outdated.

The third article, Exploring Children's Lives and Dreams in the Pansio-Perno Area, is a description from children's point of view of their living environment in Pansio-Perno from autumn 2013. A multiprofessional and international group of students interviewed and observed children living in the area. These observations and interviews were used as a background information in developing a new method of community work, Icehearts, in preventive child welfare in the Pansio-Perno area.

The last article by lecturer and MA of Health Sciences, Jaana Tomppo deals with the experiences from the implementation of Urban Health course in autumn 2014. The students of social services, public health care as well as physio- and occupational therapy carried out four different learning projects of urban health in Turku and Salo. The aim of the article is to introduce the students' opinions about the urban health course as well as briefly describe the focus of their study projects.

The publication is edited by MA of Soc, Senior Lectures Outi Kivinen. It can be used as a reader or study material in the following Urban Health study module implementations. It is desirable that the material will be developed further, because the issue of Urban Health is important and must be explored and studied also in the future.

URBANISATION, HEALTH AND WELL-BEING

Sirppa Kinos

URBANISATION IS A GLOBAL MEGATREND

Urbanisation is one of the most important demographic shifts around the world. Everywhere, population growth takes place primarily in cities. This progress provides great opportunities but also some risks. Along with urbanisation in European and other countries, marginalised populations, pollution, and crime frequently increase. In developing countries, deprived slums are a common phenomenon in cities (Lorez Moreno 2011, 43; Vlahov et al. 2007, 2; Kötter 2004). Urban environment creates specific living conditions and aspects of determinants of health. Social determinants are common in all contexts, but they are transformed in a certain way through the characteristics of cities: size, density, diversity and complexity (Galea & Vlahov 2005b, 341-342; Vlahov et al. 2007, 1).



FIGURE 1. *Social determinants of health* (Whitehead, Dahlgren & Gilson 2001, 314).

A social-determinants approach identifies four factors of city living which have an impact on health: the physical environment, the social environment as well as availability of and access to health and social services (Vlahov et al. 2007, 3). Urban living shapes both physical and mental health directly and indirectly. The urban infrastructure is an important part of the environment and determines how a city provides water and energy, and disposes of garbage. Some features in cities, e.g. mixed land uses, scale of streets, aesthetic qualities and green areas, affect physical activity. A low level of physical activity is a risk factor for many diseases (Galea & Vlahov 2005b, 342, 345).

The social environment includes e.g. distribution of wealth, power relations, occupational structure, social inequality as well as cultural practices and beliefs about community and place. Spatial segregation of different ethnic and socioeconomic groups in cities also may be an important determinant of health. Individual social experiences matter too. Informal social ties are important features of city living that ultimately affect social support and cohesion. Social capital is associated with lower mortality, reduced violent crime and better self-reported health. Social networks are associated with certain health behaviours, as social learning sets norms for lifestyle (Galea & Vlahov 2005b, 347-348; Fitzpatrick & LaGory 2011, 130-131; Lönnqvist & Laakso 2012, 88).

Socio-economic inequities in society often lead to health inequities. As economic pressures increase and health care costs rise simultaneously with an ageing population, the risk of exclusion increases, too often leaving behind those with the greatest health needs (Health 2020, 8). Inequality definitely is one potential determinant of health in urban areas. However, local well-being services can be salutary resources for residents. In rich countries, cities are characterised by a vast variety of health and social services. Even the poorest urban neighbourhood often has a lot of social agencies, each providing particular services. In urban areas, formal local resources can complement for individual or family resources (Galea & Vlahov 2005a, 9).

It is obvious that, despite the development of an information-based society, the place still matters. This is remarkable especially concerning some groups which remain spatially more dependent: people with disabilities, low income, unemployment or limited social capital (Fitzpatrick & LaGory 2011, 126). Cities usually include both sophisticated and wealthy areas and areas of poverty and deprivation. Therefore, cities can represent diverse living conditions and also a range of human experiences. The Urban Health Intensive Course at Turku University of Applied Sciences mainly concentrates on working in urban deprived areas with people at risk of marginalisation.

URBAN HEALTH ADVANTAGE PERSPECTIVE

Cities are not only risk areas of the global change, but they also provide lots of opportunities. An urban environment enables a rich variety of lifestyles, subcultures and pluralism. Cities are also engines of the economy. Metropolitan areas are centres of the global economic and political power as well as promoters of national and international developments. Lots of highly qualified along with unqualified labour is available. Both formal and informal economic sectors are on a high dynamic level. Big cities even initiate economic growth in surrounding areas. Edvard Glaeser (2011) concludes that “our culture, our prosperity, and our freedom are ultimately a product of people living, working, and thinking together, all of which can only happen in our cities.” (Loikkanen, Laakso & Susiluoto 2012, 15, 55).

The urban health advantage perspective emphasises the benefits and protective effects of city living. Nowadays, health is better in cities than in rural areas in many of the wealthier countries. Some data show that even the urban poor manage better than the non-urban poor. Socioeconomic heterogeneity, which is typical for urban life, may bring a variety of resources such as education, health care, advice and support within the reach of disadvantaged urban residents. Local well-being services can be salutary resources for residents. Cities also offer potential for social and political mobilisation and movements, which may be another route to an urban health advantage (Galea & Vlahov 2005a, 9; Vlahov, Galea & Freudenberg 2005, 2-3; Vlahov, Galea, Gibble & Freudenberg 2005, 951-954).

With the constant growth of urban areas, good governance within the cities becomes more complex. Big cities have to co-ordinate their activities through local units and decentralise some responsibilities to the local actors and initiatives. New instruments for participation and empowerment of local residents are needed. Urbanisation calls for new forms of democracy and involvement of local inhabitants in city planning and decision making (Purcell 2002, 101-201).

URBAN HEALTH REQUIRES A MULTIDISCIPLINARY, MULTIPROFESSIONAL APPROACH

A social-determinants of health approach emphasises improving living conditions such as the quality of living environment, housing, employment, education, diet, social and health care services and social support (Vlahov et al. 2007, 3). It is obvious that this work urges the involvement of different disciplines and sectors. Urban health definitely is a multidisciplinary concept and a multiprofessional approach. It involves various sciences and scientific traditions such as social and health sciences, social pedagogy along with perspectives of community planning and sustainable development. (Galea & Vlahov 2005a). The ongoing development in urban areas means great challenges to the skills of social and health professionals who are working in cities. Innovative, activating and empowering client work methods are needed, as well as new methods for multiprofessional work. In practical terms, without collaboration between professionals in a specific urban area, complex health and well-being issues cannot be addressed.

Accordingly, it is important that students from different degree programmes learn to work together during their studies. Rigid distinctions and artificial boundaries between different disciplines, e.g. social and health care are harmful and old-fashioned. During the Urban Health Intensive Course, students of social services, nursing, occupational and physiotherapy form multidisciplinary teams, which also include exchange students. Lectures and articles to be read consist of material of diverse disciplines and approaches in order to create firm knowledge basis for actions in the field work.

INNOVATION PEDAGOGY IN AN URBAN ENVIRONMENT

Promotion of urban health calls for new empowering and activating work methods. Innovations are a topic of interest throughout Europe in order to enhance the competitiveness of European countries. Besides innovations relating to technology, European innovation strategy emphasises service innovations inspired by research and innovative conceptualising. New social innovations are urgently required to face the challenges of urbanising, multicultural environments in Europe (EUROPE 2020. A European strategy for smart, sustainable and inclusive growth).

Urban environments create a fruitful arena for innovative, multiprofessional work and studies. New frameworks for learning are needed, such as innovation pedagogy. It emphasises learning by doing in actual settings, in multiprofessional teams. Innovation pedagogy is a competence based approach to stimulate innovation activities and to adapt to the constantly developing operational environment. It includes individual innovation competences, interpersonal innovation competences and networking innovation competences. It is a key concept in the pedagogical strategy of Turku University of Applied Sciences (Lehto, Kairisto-Mertanen & Penttilä 2011, 7-11).

FUTURE GUIDELINES

Along with ongoing worldwide urbanisation, the promotion of urban health becomes increasingly more vital. Health 2020 is a European policy framework supporting action across government and society for health and well-being, formulated by the WHO. It emphasises the need for new approaches and perspectives, if universal health and well-being coverage is to be a reality. Shifting the mindset of policy-makers, social and health care providers and inhabitants from defining health in terms of combating illness to promoting health and well-being is the key to the future. Recommendation 2(b) urges to reduce inequities in the local determinants of health through partnership with local residents, civic activity, social and health care agencies and other actors in the area. All actions should apply inclusive methods for public engagement and use local knowledge, resources and assets. Recommendation 2(c) advises to give socially excluded individuals and groups a real say and to involve them in the development of policy and action.

The Urban Health Intensive Course is one local attempt to boost these targets. Although small and limited, it implements the important principle of thinking globally but acting locally!

REFERENCES

- EUROPE 2020. A European strategy for smart, sustainable, and inclusive growth. European commission 2010. <http://ec.europa.eu/eu2020/pdf/COMPLETE%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>
- Fitzpatrick, K. & LaGory, M. 2011. *Unhealthy Cities: Poverty, Race, and Place in America*. New York: Routledge.
- Galea, S. & Vlahov, D. (eds.) 2005a. *Handbook of Urban Health. Populations, methods and practice*. New York: Springer.
- Galea, S. & Vlahov, D. 2005b. Urban Health: Evidence, Challenges, and Directions. *Public Health* 2005, 26:341-65.
- Glaeser, E. 2011. *The Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. New York: Penguin.
- Health 2020. A European policy framework and strategy for the 21th century. WHO Regional office for Europe 2013. http://www.euro.who.int/__data/assets/pdf_file/0011/199532/Health2020-Long.pdf?ua=1.
- Kötter, T. 2004. Risks and Opportunities of Urbanisation and Megacities. PS2 Plenary Session 2 – Risk and Disaster Prevention and Management, FIG Working Week 2004, Athens, Greece, May 22-27, 2004.
- Lehto, A., Kairisto-Mertanen, L. & Penttilä, T. (eds.) 2011. *Towards Innovation Pedagogy. A new approach to teaching and learning for universities of applied sciences*. Turku University of Applied Sciences. <http://julkaisut.turkuamk.fi/isbn9789522161697.pdf>.
- Loikkanen, A., Laakso, S. & Susiluoto, I. (toim.) 2012. *Metropolialueen talous. Näkökulmia kaupunkitalouden ajankohtaisiin aiheisiin*. Helsingin kaupunki. Tietokeskus
- López Moreno, E. 2011. Living with shelter deprivations: Slum dwellers in the world. In: *Population Distribution, Urbanisation, Internal Migration and Development: An International Perspective*. United Nations, Department of Economic and Social Affairs, Population Division.
- Lönnqvist, H. & Laakso, S. 2012. Kaupunkialueen maankäyttö metropolialueella. In: Loikkanen, A., Laakso, S. & Susiluoto, I. (toim.) 2012. *Metropolialueen talous. Näkökulmia kaupunkitalouden ajankohtaisiin aiheisiin*. Helsingin kaupunki. Tietokeskus.
- Purcell, M. 2002. *Excavating Lefebvre: The right to the city and its urban politics of the inhabitant*. University of Washington.
- Vlahov, D, Freudenberg, N., Proietti, F, Ompad, D., Quinn, A., Nandi, V. & Galea, S. 2007. Urban as a Determinant of health. *J Urban health* May 2007; 84 (Suppl. 1): 16-26.
- Vlahov, D., Galea, S. & Freudenberg, N. 2005. *The Urban Health “Advantage”*. Oxford University Press, Advance Access publication.
- Vlahov, D., Galea, S., Gibble, E. & Freudenberg, N. 2005. Perspectives on urban conditions and population health. *Cad. Saúde Pública*, Rio de Janeiro, 21(3):949-957, May-June 2005. <http://www.scielo.br/pdf/csp/v21n3/31.pdf>
- Whitehead, M., Dahlgren, G. & Gilson, L. 2001. Developing the policy response to inequities in Health. A global perspective. In: *Challenging inequities in health care: from ethics to action*. New York: Oxford University Press.

SURVEY ON THE SOCIAL DETERMINANTS OF HEALTH FOR IMMIGRANTS IN THE PANSIO-PERNO AREA

Sari Ojuva, Emmi Yrjänheikki, Hanna Mikkonen, Saara Salonen, Tellu Leino, Maaret Severinkangas, Panu Sarkiola, Marianne Ollila, Paula Kulmala & Salla Laine

1. INTRODUCTION

This survey is a part of the Urban Health study module at Turku University of Applied Sciences organised in 2012.¹ The purpose of the study module was to learn to recognise and assess the needs and well-being of clients as well as the needs of their family members and the community relating to their welfare. The aim was also to learn to recognise the ethical aspects of professional work and rehabilitation.

The target area assigned to us was a suburb of Turku called Pansio-Perno. Because all the interviews we conducted were done with immigrants, we decided to limit our study to include only immigrants of the target area. The concept of immigrant can mean a person who comes to a country because of work or persecution and other difficulties in their home country. The concept is very wide and resistant to generalisations.

We divided our team into three groups, which were formed according to the social determinants of health: 1. Population data & socio-economic, cultural and environmental conditions, 2. Social networks and 3. Services. The purpose was to get a deeper and wider picture on the situation of immigrants in Pansio-Perno area and possibly take the message to the city's decision-makers.

The research process and results are based on, in addition to theoretical literature, interviews with residents (immigrants from Iran, Russia, Somalia and Rwanda), local personnel, volunteers and official authorities. We also used national and local statistics and made our own explorations in the area.

1. The information contained in the article is from 2012 and thus partly outdated.

The problem with the study was the lack of time. All the desired interviews could not be done and the number of interviews limited the analysis. Therefore, the results may not provide as an in-depth picture of the situation as we had hoped. This study is, however, indicative.

This way of working increased the motivation to go into the subject and to better understand the situation of immigrants from a different perspective. It also taught us how to work on a larger project and, of course, thoroughly introduced the suburb of Pansio-Perno to us.

2. ENVIRONMENTAL CONDITIONS

Pansio-Perno is located in the western part of Turku, about 6–7 km from the city centre, and about 4000 inhabitants live in the area. The Pansio-Perno area is located close to the sea, but the people who live in the area have no access to it, because by the sea there is a lot of industry, one of the Europe's biggest shipyards and a naval base of the Finnish Navy. Houses in the area are mostly high-rise apartments, but also terraced houses and town houses can be found. Green areas and good outdoor activities are the best things in the suburb area of Pansio-Perno (Nella Karhulahti 29 Aug. 2012).



PICTURE 1. *Harbour milieu across the both sides of Pansiontie, at the crossroads of Valmetinkatu.*

History of the suburb area Pansio-Perno

The first written facts about Pansio-Perno are from the 15th century. The urban area belonged to the city of Raisio until it was connected to Turku in 1931. The zoning of the area began shortly after the 1940s (Hyttinen & Wennerstrand 2010, 35).

At first the houses were single-family homes and small wooden houses for industrial workers. A residential area for workers (Laivateollisuudenkatu) was designed by Erik Bryggman and completed in 1946. A few years later, in 1950, Pansiola people's hall was completed by voluntary workers. (Suvi Aarnio 2012.)

The industry in Turku grew fast in the 1960s and people moved to the city from the countryside looking for work. More apartments were needed, so apartment buildings' construction began in 1965 in Pansio and in 1968 in Perno. (Nella Karhulahti 29 Aug. 2012)

Perno is also famous for Hölmölä (Eng. Simpleton) (Hylköistentie), where lots were drawn to establish ownership of 47 houses built by volunteers. Both areas boast stunning oak groves and rocks that offer breath-taking views as far as to Ruissalo. (Suvi Aarnio 2012)

Description of the area

Nature

In the Pansio-Perno area, nature is close. There are lots of trees and green areas. In Pansio there are stately oaks, spruces and rocky hills. The residents do not have to go far from their homes to enjoy nature. In Perno there is an area called Suursaarenpuisto. Suursaarenpuisto gives an idea of what the districts of Pansio-Perno looked like before the port and industrial buildings were constructed. (Suvi Aarnio 2012) In the park of Suursaari significant animal species are the flying squirrel and boreal owl. (City of Turku 2012)

Houses

Houses in the Pansio-Perno area are mostly high-rises. Over half of the houses are rental apartments. (City of Turku 2012). The number of floors in the houses varies from two to seven (Hyttinen & Wennerstrand 2010, 5). The apartment buildings' style and appearance varies widely by area of residence, and that makes the overall picture of the area look a little mixed up. The houses in the area are not densely built; rather they are placed broadly in the Pansio-Perno area.

The residential area also has terrace houses mainly with two floors. The region also has two small single-family house areas. The City of Turku has planned only a few new building projects in the area, and thus the area is not attractive to new residents. (Nella Karhulahti 28 Sept. 2012.) The only thing that is attracting new residents' move into the area at the moment is the cheap price of the rental and ownership apartments.



PICTURE 2. *A block of flats at the crossroads of Pernontie and Laivateollisuudenkatu.*

Traffic connections

Bus connections to the city centre work very well. Buses 32 and 42 pass every 20 minutes. The bus stops are about 250 metres apart from each other. Buses 90 and 99 go to the east part of Turku. Public transport in the area offers easy access to three large shopping centres.

In Pansio-Perno the volume of traffic varies from time to time. Traffic builds up on weekdays in the morning and in the afternoon, because people come and go to or from work, but otherwise the traffic is quiet in the area. In the region there are good pedestrian and bicycle routes so walkers and bikers can move safely. Speed bumps have also been constructed on the roads of some residential areas to prevent speeding, and because of that kids for example can move more safely in the area.

Immigrant residents' opinions about the area

In the beginning of the urban health course, each group was given immigrants' contact details and our task was to arrange a meeting, interview them and ask questions about their backgrounds and their opinions about their own residential area which was Perno or Pansio. We interviewed four people: from Iran, Russia, Somalia and Rwanda. The questions were: What is good about the region, is it safe and clean there? What is bad about the region and what would you develop in the region?

Almost all interviewees thought that Perno or Pansio is a good and pleasant place to live. They thought that the best part of the region is services which are located very close to them, for example day care, the school and the pharmacy. Cleanliness of the area divided opinions. Some thought that the area is always clean, while others thought that area is sometimes clean and sometimes dirty.

Most of the interviewees considered the area a safe place to live. One interviewee's son had experienced violence in the region, but the boy does not want to move away from the area, because all his friends live there. The interviewee did not say they had experienced insecurity in the region because of the incident.

Even though some of the interviewees had seen the violence in the region, most of them were of the opinion that the worst matters in the region were pubs and drunken people, because they cause restlessness in area. Another bad thing that the interviewees pointed to was difficulties to get an appointment at the health centre in Pansio. Especially the health centre's unclear opening hours and appointment system got bad feedback from the interviewees.

The interviewees would like to develop more free-time activities for the region. One of the interviewees hoped for a bigger gym, and another hoped for a public swimming pool. In addition, one of them hoped a bigger playground for children and facade renovations for the residential buildings.

3. SOCIOECONOMIC CONDITIONS

Population structure

The population of the Pansio-Perno area decreased 8.3% in the years 2000–2011, which is the fastest rate in Turku. Pansio-Perno has more rental housing than the other areas in Turku (N. Karhulahti 29 Aug. 2012). The area has a lower number, 12%, of people who have participated in higher education than other areas (Turku Master Planning Office 2012, p. 48).

According to The Area Profile of Turku (2011), there are 8% of 0–6 year-olds, 13.7% of 20–29 year-olds and 5.1% of over 75 year-olds in Pansio-Jyrkkälä. Looking at the age chart of Pansio-Jyrkkälä below, the age group of 60–64-year-olds appears to be bigger than any other.

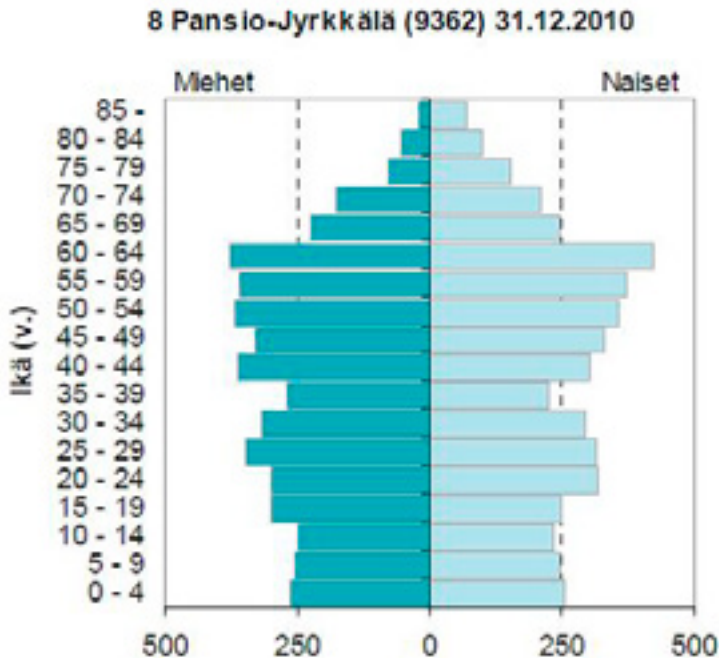


FIGURE I. From left to right: Age, Men, Women (Pärty 2010, 10).

In Pansio, 44% of the families are single parent families and in Perno the comparable number is a bit under 25%, both being the highest rates in Turku. In Eastern Pansio, 53% of the households are one-person households. In Pansio, 9% of households have five or more inhabitants. (Turku Master Planning Office 2012)

More than 80% of the inhabitants of Pansio-Jyrkkälä live in apartment houses and more than 50% live in rented apartments. A remarkably lower number of people live in single-family houses and terraced houses, have an ownership of a house or live as tenants. (Pärty 2011, 13)

The area has more multicultural backgrounds and foreign languages than on average in Turku (N. Karhulahti 29 Aug. 2012). The number of foreign language (other than Finnish and Swedish) speakers in the Pansio-Perno-Jyrkkälä area is the second highest in Turku; in Pansio-Jyrkkälä it is 11.4% (Pärty 2011, 12), and circa 6% in Perno (Hyttinen, Wennerstrand 2010, 20). 2.1% of the inhabitants are Swedish speakers (Pärty 2011, 12).

Employment and unemployment

Industry, including mining, is the biggest employer in Pansio-Jyrkkälä. As much as 64% of the jobs are in the industrial sector. The second biggest employers are the sector of whole sale and retail trade (transport and storage, accommodation and nutrition) and public administration and national defence (compulsory social security, education, health and social services) that both separately offer circa 13% of the jobs in the area. (Pärty 2011, 15)

The unemployment rate of Pansio was 18% at the time of the study, (Turku Master Planning Office 2012, p. 48) which is one of the highest in Turku. The unemployment rate has increased from the year 2007, when it was 14.2% (Hyttinen, Wennerstrand 2010, 20).

In 2006, Turku Social Centre carried out a Pansio-Perno regional employment project, which was intended to take into account the unemployment associated complex problems and to activate the unemployed. The project's customer work was based on group activity. Its aim was to reduce barriers to employment. The target groups were unskilled young adults, house wives entering the job market and persons with a background of drug abuse living in the Pansio-Perno area. The project co-operated with the social office of Perno. (City of Turku 2012)

Pansio Reception Centre

The reception centre of Pansio operates in various units, which are the adult reception, group home and supported housing. The last two are units for minors that have arrived in the country without a guardian. (Finnish Red Cross 2012)

In 2012, the adult reception receives 300–350 new asylum seekers a year, which includes adults arriving alone and families (with a single parent or two parents). All of the minors' units (group homes and supported housing) receives 10–20 minors arriving alone a year. Families arrive regularly, especially from the Balkans.

There are asylum seekers from all social classes, but a majority of them represents the uneducated working class. Most of the asylum seekers stay 1–3 months at the Pansio reception centre before moving to another reception centre in Finland. Turku is a 'transit centre', which means that only the beginning of the asylum process (interviews, basic information etc.) is operated here. Circa 20% of asylum seekers move into their families' or friends' households in Pansio-Perno or other areas in Turku soon after arriving. In these places they wait for the granting of asylum. In the minors' unit, most asylum seekers stay in Turku until the end of the asylum process. However, at the moment some of the new arrivals have to be sent to other centres directly, since the units in Pansio are full.

The reception centre is not allowed to practice integration as such, but it uses integration supporting methods. All the asylum seekers learn Finnish either in the reception centre or at school and the children go to primary school. In addition, the asylum seekers are given social teaching and psychosocial support and guidance. There is also cooperation with the church and various organisations to organise activities with special groups of asylum seekers. (Janne Seppä, personal announcement, 13 Sept. 2012).



PICTURE 3. *Customers at the reception centre on a Saturday afternoon.*

4. CULTURAL CONDITIONS

There is a heavy emphasis on culture in Turku. For example, Turku was the European Capital of Culture 2011. The culture year's favourites of the public were seen and experienced again in summer 2012. Culture continues to be strong everywhere in Turku. Over 50 projects, which receive extended funding from the Turku 2011 Foundation, continue their operation beyond 2011. The goal is to root the best events and projects of 2011 as a permanent part of the cultural life of Turku. (Turku2011, 2012)

In the culture section of the website of the City of Turku there are links to different culture activities like movies, photography, literature, library, multiculturalism, museums, music, concerts, exhibitions, visual arts, events, theatre, dance, financial assistance, grants, as well as cultural associations, societies and organisations. (City of Turku 2012)

A harder part was to find culture in Pansio-Perno. From several urban exploring blogs on the web we found some descriptions of old abandoned cultural monuments in the area. Also Pansio library has a good supply of cultural activities for immigrants and other population groups.

Pansio is a multicultural area and the City of Turku has many cultural services focused especially on the needs of ethnical minorities, different language groups as well as immigrants. They are not located in Pansio-Perno, however, except library services. The Finnish Way of Living Guide, which is available on the web, contains information about the Finnish culture, history, traditions and customs for immigrants.

The situation with regard to religion in the area was also hard to clarify. Because of many ethnicities, there are also many religions. In order to dispel prejudice and avoid cultural clashes, it is essential to understand Christianity, Judaism and Islam as the three key elements of European culture. It is important to grasp the historical heritage and current status of these world religions. (Turku2011, 2012)

Cultural history

Finnish history, art and society are presented at the museums in Turku. There are various interesting museums that give an idea of the life in Turku during different centuries. Some museums in Turku are: Turku Castle, the Luostarinmäki Handicrafts Museum, the Pharmacy Museum and the Qwensel House, Kylämäki Village of Living History, the Biological Museum of Turku and Wäinö Aaltonen Museum of Art, offering high-quality fine arts exhibitions. (Info Bank 2012)

A report by the City of Turku (2006) revealed that in Pansio there are three Iron Age grave wrecks which could be opened to the public. In the harbour, area there is a Crimean War aged cannon battery. Pansio's aerial beacon, the only preserved reminder of the Artukainen airport, is found on Paakarla rocks. Turku has planned to make the lighthouse safe and build an information panel on the site.

On the web, urban exploring blogs contain many pictures and stories about people who have been exploring the old, abandoned aerial beacon. They describe that there is a lot of garbage around, it has been soiled and homeless people have lived inside of it. Nevertheless, the lighthouse has survived almost undamaged. (A publication by the City of Turku, 2006)

Library activities

In 2008–2011, Turku City Library participated in a project called "Open Zone" aimed at developing the library's multicultural services. The good practices that were developed during the project are crystallised in the multicultural service concept, which is an integral part of the normal activity and developmental work of the library. The aim of the "Open Zone" project was to build up practices that support immigrants' integration into the Finnish society, help immigrants nurture their own culture and increase cultural interaction. The project was

launched based on the immigrants' needs and wishes as library customers, and the immigrants themselves have actively participated in the planning, carrying out and evaluating of these services and activities. During and after the project the library has worked hard in order to become an equal and open environment for learning and a meeting place for the community. (City of Turku 2012)

Pansio library serves the inhabitants as a school and neighbourhood library. Children and young people are one of the most important target groups. There is close co-operation with the local school, in the form of class visits and projects. The school also influences the library's material purchasing.



PICTURE 4. *The school and the library.*

Pansio library has participated in the project "Libraries Attractive – the Artist's Vision" where an artist designs a new look for the library's children's and young people's Department. (Pansio magazine.) A variety of multicultural club and course activities take place in the library. The action is open to all and free of charge (City of Turku 2012).

The library's book buddy activities include, among other things, reading circuits, book exchange market, book tips, events, fairy tale features and poem karaoke nights. There one can expand one's world view and self-knowledge and meet new people.

Reading circles focus on the world of stories and participants' own stories are worked with digital collage technique. The circles are held by the Central Association of Women Entrepreneurs in Finland, Turku City Library and in cooperation with immigrant and multicultural services. The activities are supported by the Southwest Finland ELY Centre and the Ministry of Education and Culture. (City of Turku 2012).

In autumn 2012, a club called SanaPaja (Word Workshop) for children and young people gathered in the library. There one could learn about society, science and the arts by debating, writing, and by making handicrafts. The aim of the activity was to increase multiculturalism and intercultural interaction and enhance the everyday activities of young people in the area. (City of Turku 2012).



PICTURE 5. *Supervised christmas crafts at the library on a Thursday afternoon.*

A story circle for the whole family gathers once a month at Pansio library. It features reading, listening, and telling fairy tales and stories, as well as discussions. The themes are from different countries; stories, folk tales and animal fairy tales. It is well suited to immigrants in terms of strengthening their skills in the Finnish language. The story circle for the whole family is a part of the Book Buddy activity, and the arrangement also includes the Book House, the Eviva project and Pansio library. (City of Turku 2012).

There is also a Men's Turn circle, New Finnish Literature circle and common fairy tale mornings for children and old people at the Pansio library.

Multiculturalism

In addition to the Helsinki metropolitan area, Turku is one of the most important centres of multiculturalism in Finland.

The City of Turku Cultural Services participates in the creation of a multicultural Turku by means of different activities: plays at Turku City Theatre, concerts by Turku Philharmonic Orchestra, various events arranged in the Turku City Library and exhibitions at different museums. The Cultural Services'

multicultural activities produce services to support immigrants in the process of integration and to support the immigrants in maintaining their own culture, provide information about different cultures – inform the immigrants about the culture and history of Finland and likewise inform the Finnish people about different countries and immigrants, promote the dialogue between different cultures and cooperate with immigrant associations, friendship associations and other associations working with international affairs and with the authorities. (City of Turku 2012).

A guide called the Finnish Way of Living Guide contains information about the Finnish culture, history, traditions and customs. The guide also contains information on the rules and practices of Finnish working life. It is intended for foreigners working in Finland, asylum seekers and immigrants, as well as people working with them. The guide helps in familiarising and adapting oneself to Finnish society. It has been published in electronic format and as a book (in Finnish, English and Russian). (City of Turku 2012).

There is also a guide (Kulttuurit keskuudessamme -opas) for Finnish people that presents the cultures and religions of Finland's traditional minorities and new immigrants. It provides an overview of today's multicultural Finland and offers facilitation to intercultural interaction and communication. (City of Turku 2012).

One of the Cultural Services' tasks is to foster the Finnish cultural heritage. The Cultural Services offers immigrants several opportunities to become familiar with the Finnish way of living and society, as well as Finnish art and history. This knowledge provides an additional key to integrating into Finnish society. (City of Turku 2012).

Religions

Religions carry and represent a wide variety of human cultural heritage. Issues on local identities and the impact of religion are becoming more important as world globalisation continues. Multicultural knowledge has become necessary, as Finland is moving from being mostly a single-culture nation towards multiculturalism, together with people with various religious and cultural backgrounds. (Turku 2011, 2012)

There is no church in Pansio-Perno, but a parish hall called Paakarlan seurakuntakoti. It is part of Parish of St. Michael, which belongs to Turku and Kaarina Parish Union. It is comprised of ten Evangelical Lutheran parishes that cover the area of Turku and Kaarina. Turku and Kaarina Parish Union takes responsibility for such forms of congregational activities that require special skills and knowledge: information services, instruction, pastoral counselling, education, diaconia, and global mission and international diaconia. (Turun seurakunnat 2012).

The Islamic Community of Turku was established as an association in 1992. As a registered community it has been in business since 2008. Their mosque is located in Turku city centre. Their mission is to provide Muslims the opportunity to practice their religion together and support their religious identity, as well help to adapt in Finnish society and retain their own cultural background. (Tisy 2012)

Turku Orthodox parish works in the regions of Turku, Rauma, Salo, and in Åland and the archipelago. The parish has approximately 2 700 members (04/2010). Administratively it belongs to the Diocese of Helsinki. Turku Orthodox congregation has since its establishment been multicultural and multilingual. The number of immigrants is on the rise. Church services are delivered in multiple languages; in addition to Finnish also in Swedish, Russian and Romanian.

Religious diversity has increased in Finland at an increasing pace during the past five decades. At the moment there are several hundred distinct religions and religious movements operating in Finland. The Religions in Finland Project by Kimmo Ketola & Tuomas Martikainen is a joint effort of the Church Research Institute and the Research Network for the Study of New Religions in Finland (USVA). Its aim is to collect information on religious communities operating in Finland. (Uskonnot 2012).

5. BASIC SERVICES IN PANSIO-PERNO

Basic services contain for example education, day care, health care, social services and other public services. The City of Turku produces these for the Pansio-Perno area. For the study, a planner of immigrant education at the Education Department of Turku and the Head of Basic Education at the same department) as well as a VALMO teacher were interviewed. VALMO education is targeted to newly immigrated pupils in order to develop their learning skills in Finnish basic education. For this section, we interviewed a VALMO teacher at the elementary school of Pansio on 17 September 2012.

Education for immigrants in comprehensive school

There is one elementary school in the Pansio area. It is located in the middle of Pansio-Perno, close to other services. The school was founded in the 1950s. It has had immigrant pupils since the 1990s. At the moment there are about 20 teachers and other staff. There are about 250–270 pupils in 12 different classes. 20% of them are pupils with an immigrant background. The number of immigrants has been increasing. The teachers are used to work with people with immigrant backgrounds – they have their own particular knowledge and skills. There is no racism in the school; the children learn to respect multicultural differences.



PICTURE 6. *The old school of Pansio.*

The school offers VALMO education which prepares immigrant children to study in Finnish elementary school. Basically it means studying the Finnish language. Everyone with an immigrant background continues their Finnish studies till the end of the comprehensive school. Other support methods for immigrants are individualised teaching, supportive teaching and native language teaching. The school is special because all these assistances for immigrants.

Co-operation with families

Especially in this area, the co-operation between families and school is challenging. This concerns both Finns and immigrants. Finnish parents are passive and the school does not reach them; for example they do not come to parental meetings. This describes how unwell the families are. “Teachers need to be like social workers, psychologists and therapists and mediators,” says the VALMO teacher. Teachers’ job description is not only teaching – it is more and more about helping and meeting families.

Immigrant families have different challenges. These depend on the type of immigration. The school has to respond to the needs of every immigrant. Backgrounds are different and children come from different environments and cultures. Work-based immigrants are often from Russia or Estonia. Their culture is quite similar to the Finnish one, contrary to that of refugees. They may come from refugee camps and without any experiences of western society. The biggest problem is language skills and uncertainty which cause fear. Sometimes parents have unrealistic expectations about the education progress.

Immigrant families are met more often. In meetings there are always translators to help with the interaction but it takes a lot of time. There are still problems with translating because of lack of proper words and concepts. Children still act as translators too often. Some parents do not want to learn Finnish at all. Thus it is important to use basic language.

The school's point of view about Pansio-Perno

The school has different co-operation partners in the Pansio-Perno area. Those include a library, Finnish Red Cross (migrant reception centre), sports services, police, the elementary school of Aunela and the Parish of St. Michael. The school is satisfied with its location, because the nature, library and sport facilities are very close. There are many services for children, such as junior football and an afternoon club. According to the VALMO teacher, immigrant children do sports either by themselves or in a structured way. The school would like to have services for adults and immigrant mothers. The school also wishes that the police could be seen more in the area. A nursing home for mental health clients was built near the school.

The future of the middle school

Pansio middle school was finished in 2009. The high school located in the same building was finished two years before. One of the reasons was bad air quality inside the building. Since that it has been empty and decision-makers have not yet decided what to do with it. There are many options and possibilities, like building a new middle school in the same place. Because of this situation, the elementary school is waiting for the decision on renovating. These days the pupils go to Rieskalähde middle school and they have good transportation there. Even though the school is further away, the move has been made easy thanks to co-operation.

Local parents would like to have a new middle school in Pansio-Perno, but there are not enough young people for that. It would be very expensive to maintain a middle school in this area. The VALMO teacher mentioned that services are decreasing in this area and the city centre is so close – public transportation works.

We visited the empty school building and it was very sad to see how it stands there without any function. It gives a bad image and reflects disregard. There has also been some vandalism.

Immigrants are satisfied with the elementary school

The elementary school has got thanks for its location and intense co-operation. The school is near the residents. Many mentioned that the teachers are nice. Immigrant parents know their children's teachers very well. Parents also know about the activities in the school. The school has a significant role as an adviser.

Day care

There are three day care centres in the Pansio-Perno area. They are located in different parts of the area and each of them offers day care for children 0–6 years of age. One is in the heart of Pansio. It is near to the comprehensive school and offers basic day care. The second is near to the border of Artukainen. It is special day care with an integrated group for children with speech or developing disorders. Near the special day care there is an open playground with organised activities. (City of Turku 2012.)



PICTURE 7. *Day care centre at the crossroads of Saukonkuja and Pernontie.*

The third is near to the shipyard in Perno, on Heinikonkatu. There is an integrated special group for children who need social-emotional support. (City of Turku 2012.) According to a kindergarten teacher in Heinikonkatu on 10 September 2012, the percentage of immigrant children in their day care centre is about 30. All children come from the Pansio-Perno area. Co-operation with immigrant families is mainly positive, but it has its own challenges like language. Children speak Finnish well because they learn the language easily. Translators are used when discussing with parents. Multiculturalism is seen in everyday life, for example children get to know different religions and traditions. Multiculturalism is not a problem.

The kindergarten teacher thinks that there are not enough services for immigrants and the quality of advice is poor. They do not get enough information. Fear of the authorities can also cause that they do not accept support. One problem is that immigrant women do not get to know Finns. More resources are needed especially for home visits.

During field work we had discussions with locals and we found out that there is a huge need of day care services. Day care centres are full and the queues are long. One living example was a young mother who was on her way to take her child home from another suburb. She told that her child does not have room in the nearest day care centre.

According to immigrants' opinions, day care services have been good. Despite this, some have had difficulties concerning day care. These problems were in the beginning and maybe because of lack of knowledge and language.

Child welfare clinic and family centre Telakka

The child welfare clinic is right next to the day care centre and the elementary school. The location is very good as families can easily reach the services. "Child Welfare Clinic wishes to help the families to appreciate the meaning of healthy lifestyles for child development, to help and support families in their choices of health promoting behaviours" (City of Turku 2012).

Family centre Telakka offers services for families with little children. It is open and offers early support and advice. Child welfare is part of this pilot project. At the moment there are unfortunately no immigrant clients. (City of Turku 2012.)

Health services

The health care centre of Pansio is located in service centre Höveli. There are also other services, for example dental care. It is easy to go to Höveli because of public transport. The health care centre is open for residents on weekdays from 8 am till 4 pm. An appointment to health care can be made by phone in order to evaluate the need of care and urgency. In the beginning of the year it was possible to get an appointment in five days even if there was no urgency. In addition to basic health services, there are also health advice and examinations, nurses' consulting hours, and laboratory and X-ray services. (City of Turku 2012.)

In the middle of August, the health care of Pansio was outsourced and a private company took responsibility of the health services. The number of staff has remained almost the same. Corresponding doctor of the health centre wishes that there will be more clients from the nearby suburbs and work places in Pansio-Perno. The aim is to offer a better quality of services. Finally, responsibility of these services belongs to the City of Turku as a supervisor. (Rajala 2012.)

Among immigrants, health care in Finland is regarded proper. The new e-prescription has got thanks. On the other hand, access to the health centre in Pansio is difficult – sometimes it is open, sometimes closed. Clients do not trust that they get treatment if needed. Often immigrants are sent to the city centre to the emergency. Sometimes they go there by themselves. This issue is quite normal in whole Finland (STT 2012).



PICTURE 8. *Service centre Höveli offers social and health services.*

Social services

There are three social welfare offices in Turku. All residents in Turku use the same welfare office in the city centre except for those who live in two suburbs, Pansio-Jyrkkälä and Varissuo-Lauste. (City of Turku 2012.) It is thus quite special that Pansio has its own social welfare office. Social services are in the same building as health care in Höveli. The social welfare office provides social work for adults and families, child welfare's non-institutional care, substance abuser care and housing services as well as income support. The office is open on weekdays from 9 am till 4 pm. You can also call there in certain times. (City of Turku 2012.)

There is a sheltered home for the elderly and people with disabilities in Höveli too. It provides supportive housing round-the-clock. There are 30 rental apartments in two floors. Home care nurses take care of the residents. A care and service plan is made for every client. (City of Turku 2012.)

The immigrants told that they have gotten much help from social workers in Pansio. This has also helped with the social integration. Some described their own social worker as lovely and nice. One mentioned not having much experience of the social office. The service has been mainly about filling the applications without a personal discussion. Many have had the possibility to use a translator in the social office. When asked about getting advice on how to arrange things, the responses varied. Some had gotten help in their native language and some of them had not. The place where you can find information in your own language, Infotori, was familiar only for some – we can draw a conclusion that information about this service does not pass on to everybody.

6. OTHER SERVICES

We gathered information about the exercise services mainly through the “vapaa-aikaräättäli” (“free time tailor”) activity. Most of the development ideas are based on people’s wishes that came up in free time tailors’ survey. Free time tailors have visited the S-market and K-market stores and the health care centre. We also explored the exercise services on City of Turku’s website and Pansio-Perno’s notice boards. We also visited Children’s Sports Wonderland in Kupittaa.

Exercise Possibilities in the Pansio-Perno Area

The City of Turku offers a lot of exercise services that are available for all residents of Turku, including Pansio-Perno residents. Public transport between Pansio-Perno and the rest of Turku works very well.

Exercise Services Centre offers sport possibilities to all age groups. For children aged 1–12 years, there is Children’s Sports Wonderland. There kids can play with all sorts of equipment on their own terms. The nearest Children’s Sports Wonderland to the Pansio-Perno area is located in Aunela. For 13–19 year-olds, there is a project called Poweraction where you can go to try out all sorts of sports. A programme called Power20+ is like Poweraction, but for those residents of Turku who are between the ages of 20–29. The sports that you can try out are e.g. floorball, afropowerdance, taekwondo, ice-skating and bowling. All of these services are free of charge. (City of Turku 2012.)



PICTURE 9. *Two men engaging in nordic walking on Pernontie at midday.*

For people of working age there is a programme called *Leidit liikkeelle* (“Ladies on the move”) for women, and *Hikinen tusina* (“Sweaty dozen”) for men (aged 29–64). They offer a variety of sports and groups with different stress levels. These groups are held across Turku, sometimes in the Pansio-Perno area too. Also overweight people of working age have their own group. Then there is a programme called *55+* for people who move occasionally or little. Elderly people, over 65 years of age, can get a senior card which offers free access to all sports centres in the City of Turku. Special groups, immigrants, Swedish speakers and the unemployed also have their own exercise services. And, if you for some reason are unable to leave home alone, there are assistant services for the elderly, people suffering from chronic illnesses and disabled people.

The community centre of the Pansio-Perno area offers activities for young people. There it is possible, for example, to play table tennis and attend different events. People can borrow sports equipment from the community centre. There is also a gym next to the community centre, and it is open to everybody. Pansio-Perno area also offers football clubs for children. *Tutojumppa* offers gymnastic exercise in the Pansio elementary school gym for children aged 3–13 (Tuto 2012).

The residents of the Pansio-Perno area have set up their own exercise clubs and associations. One of these is *Pansio-Perno PaPeNu ry*. The association has a little over sixty members, and their average age is 32. They play group sports, like floorball, together. They also have occasional ice hall reservations for the members. (PaPeNu ry 2011.) For senior citizens there is *Pansio-Perno aktiivit ry*, whose idea is to activate seniors to exercise and engage in hobbies.

Across the road from Pansio elementary school there is an exercise park, “*Kisapuisto*”. It includes lots of sand fields to play football and other sports. Most of them have lighting. There is also a tennis field and a roller-skating track. Behind the exercise park there is a new children’s playground. On the yard of the community centre there is a skateboarding ramp.

Nature is a big part of the landscape. There are plenty of jogging paths in the surroundings. Around the inhabited area there is an eight kilometres long route. Dog owners are very happy with these paths. In the winter the paths act as ski trails. They have lighting. (Liiku 2012.)



PICTURE 10. *Majanmetsä (a forest at the end of Lumikonkatu) has good outdoor grounds and a lighthouse.*

All of the activity arranged by the Exercise Services Centre is available to immigrants. Participating in exercise activities is free for every immigrant who has lived in Finland for less than three years and is involved in “Koto-toiminta”. Immigrants have exercise groups intended just for them, but none of these groups are arranged in the Pansio-Perno area at the moment. (City of Turku 2012.)

Free time tailors

EVIVA is a well-being promotion project of the City of Turku. In order to create better sports and recreation services, the City of Turku needs to find out what is missing in each area from the perspective of the residents. Free time tailors are a part of the EVIVA project. They go out to the streets (shops, health care centres etc.) and ask people face to face about how they are spending their free time and what free time activities and hobbies they would like to see in the future. This is a better way than an internet survey, because this way the city can reach also those people who are not so active. Based on these wishes the City of Turku then develops new free time services and improves the existing services. (City of Turku 2012.)

Here are some issues that came up in the interviews. Some people felt like they did not need any more exercise services in the Pansio-Perno area, since the public transport is so good. They can easily go to other areas. Many feel that children under school age need more activities, as their exercise activities are non-existing. It seems that people are happy with school-aged children’s exercise services. There

are plenty of possibilities at least outdoors. In winter there could be little better possibilities. Women hoped for some kind of gymnastic exercises and dance classes. Quite a few men also hoped for dance classes.

There is not much to do for the elderly, since many of them find that taking the bus is troublesome. That could be one reason why they were hoping to get a swimming pool closer. The swimming pool was a recurring wish of the residents. It might be in people's minds, because the matter of building a swimming pool in the Pansio-Perno area has been considered before.

Informing people about the exercise services does not seem to work very well. Many of the residents were hoping some kind of brochure which would contain all of Pansio-Perno's exercise activities and were sent home a couple times in a year. The residents of the area had organised groups themselves that arrange physical exercise. The problem is that it is announced only on the bulletin boards of the local stores and library. For example almost no one knew about a certain association's activity, and at the same time many were hoping exactly the kind of activities that they offer.

Shops and Other Services

The Pansio-Perno area has a total of four shops: Two Siwas, a K-market and an S-market. We interviewed some people living in the Pansio-Perno area and asked them what they thought about these shops in particular. The opinions varied, but everyone had something positive to say about the shopping possibilities in the area. Especially old people and families with children gave positive feedback for the large amount of shops. Especially elderly people need shops that are nearby. In Pansio-Perno this particular sector is taken care of well.

The interviews revealed that some who live in the area think that it is great to have so many shops in such a small area. Part of the people that we interviewed told that because the shops are so close it is easy to go and pick up different offers from each shop. And then, vice versa, some people thought that it would be more important to concentrate on different things than shops. One of the opinions was that instead of the S-market, they should have built the new middle school. Another opinion was that the S-market was the best thing to happen to Pansio-Perno: The shop is big enough that it is not necessary to go into a super market to buy for an example meat products there.

The shops are located in the centre of Pansio-Perno, where most of the other services are located too. The K-market can be found in the Höveli's service centre and the elementary school of Pansio is in the middle of K-market and the Siwa of Heinikonkatu. The shops almost form a triangle in the Pansio-Perno centre.



PICTURE 11. *Service centre Höveli.*

There has also been a bank in the Pansio-Perno area. It was located in Höveli service centre, but now it is closed. The self-service bank has not been in use since 30 May 2012 because of lack of use of the self-service point and vandalism. We asked the local people's opinions on the bank's transition away from the area, and most of the given feedback was negative. From the opinions we found out that bank's transition reduced comfort in the area. There is also a post office in Siwa Heinikonkatu and several letterboxes around the area.

Service centre Höveli (where the health care centre is located) has a lot of room which is not in use. For example the bank has been closed. The pharmacy has moved away from Höveli, but is still in the area. Höveli also has a hair dressing salon. There is a pizzeria in Höveli, which is popular among the residents. Höveli has also a pub, and there is bar next to the pharmacy and another pizzeria.

The youth centre and afternoon club are located next to Kisapuisto. There is also Finland's Red Cross's voluntary work facility and a parish hall.

7. RESULTS AND DEVELOPING IDEAS FOR SERVICES

When exploring the Pansio-Perno area we found out many drawbacks and risk factors. Even though there is great potential, the area needs to be developed. Developing the services and the area as a whole is important for example in that the mental health of residents is promoted by offering high-quality and versatile local services (Noppiari et al. 2007, 235–236).

The services are an important part of the suburb. We found out that people do not get enough information about local services. The biggest challenge is informing residents about free time activities. For example the local magazine, an own website and activity centres help effective communication and networking. They also affect the identity of the area and uplift the image. (According to Kopomaa 2003, Kurki 2001, 262–263.) The information about local services spreads through these channels.

Developing ideas for services

The services have to be centralised, because now they are separated in different parts of the area. This results in people not meeting each other enough and there is no common spirit. Service centre Höveli could be more attractive and needs renovation. There are empty places and rooms which could be filled with new services. Now when the services are separated, the information is hard to find and people do not know about local services.

One possible option could be opening an activity centre for the residents in Höveli. This can also support people who spend their days drinking or unemployed people by offering a good option to spend time. It should be open for everyone and activities could include, for example, playing, cooking, handicrafts and woodwork.

The elementary school is waiting for renovation but it will not happen before the final decision of the old middle school is made. That is why we suggest that the old middle school should be demolished. Its location can be used for example for building free spaces for free time activities for adults – immigrant mothers and the elderly.

The day care centres are full in the area. Therefore there should be more day care services to response to the families' needs. Family support centre Telakka could also take immigrants for clients.

The health centre in Pansio needs more resources, if the quality of services is to be retained. A problem with accessing health care does not depend on an immigrant background.



PICTURE 12. *Day care centre on Heinikonkatu..*

It is great that Pansio-Jyrkkälä has its own social welfare office, but we still think that there should be the kind of social work that a Bachelor of Social Services can do. Meeting people face to face, not only filling in applications and giving financial support.

When it comes to exercise services in the Pansio-Perno area, there is a lot to be improved. Informing people does not work very well, and thus some kind of brochure which would contain all of Pansio-Perno's exercise activities would be useful. Especially adults and elderly people would need more exercise possibilities. The area does not have enough indoor exercise possibilities. There is a demand for gymnastic exercise for women. A swimming pool is an important issue on the residents' wish list.

8. SOCIAL NETWORKS AND CAPITAL AMONG IMMIGRANTS IN PANSIO-PERNO

Primary Social Networks

Most immigrant families come from a very communal culture, where family and relatives are important. When the family moves, it always affects the relationships between the family members and relatives. Because of this, immigrant family relations are often transnational, as their relatives live in another country and the distances are long. Despite this the relationships are strong.

The father is usually the head of the family and the one who provides for the mother and children. The mother stays at home and looks after the children and takes care of the home. This is one of the reasons why the mothers of immigrant families usually have poorer Finnish speaking skills than the fathers.

There were four immigrant families with different backgrounds and different religions who we interviewed. Two of the families were Muslim, one Catholic and one Orthodox. The differences in religion may result in collisions of cultures that make immigrant parents unsure of their position as parents in our country and culture. Usually the collision happens when the children of the family spend time with Finnish children and then bring home Finnish culture and manners.

Usually a family consists of at least three members: father, mother and child. However, if the family is forced to flee or move to another country, it is possible that the entire family is not able to go. This results in single-parent families. Two of the families that we interviewed are single-parent families, where the mother is the head of the family and the providing parent while her relatives are in another country.

When a family has small children, it is important for the child to have a place at the local day care centre. This is the same for immigrant and Finnish families. The person who we interviewed is a kindergarten teacher at the Heinikonkatu day care centre and she has worked there for five years. According to her, approximately one third of all the children in the day care centre are children who are from an immigrant family. When asked how interested and willing the families are to work with the staff of the day care centre she answered that immigrant families are very willing to work with them, and are sometimes more interested in how the child is doing and how his/her day has been than some Finnish families are. She also said that she has noticed that there are fewer problems with behaviour in immigrant families than in Finnish families, because parenthood and respect for the parent are more acknowledged in an immigrant family.

Of course, however, communicating and working together is not always easy. For example, the language barrier causes problems especially when talking about important issues and possible problems the child has at day care. What the day care centre might see as a problem may not be that in the parents' mind.

The school of Pansio is an elementary school where there are approximately 270 children. Of that amount 20% are immigrant children. What makes the school special is that they arrange VALMO teaching, which is for immigrant children. Its goal is to ease the adaptation process and make our language and culture more familiar to them. After 10 months of VALMO teaching, the immigrant children are transferred to the "normal" classes. Language barriers and the fact that the families come from very different backgrounds make the partnership and working together sometimes difficult.

Secondary Social Networks

The friends, relatives and the closest social networks are necessary for good mental health and well-being as a whole. These things are sometimes taken for granted. A person does not always understand the importance of these things until they do not exist anymore. (Kuntoutusportti 2012.) The quality of relationships is included in the social environment. These qualities are trust, connectedness and cooperation among neighbourhoods. Strong ties and trust among people in neighbourhoods are linked to well-being. (Cubbin et al. 2008.)



PICTURE 13. *An inner court of a block of flats on Heinikonkatu.*

When entering a new country, immigrants have few friends and relatives in the beginning. They often come from countries where there is a collective culture, where the individual's identity is formed by a number of social relationships. Therefore, immigrants experience social isolation and loneliness distressing. The lack of friends undermines the well-being of immigrants. In particular, this affects the well-being of women, because they are used to getting help from friends and relatives in the home and in child care. The new home country does not necessarily offer equal opportunities for the creation of a social network than what they have had at home.

The number of immigrants in the Pansio-Perno region is almost established. This is due to the location of the Finnish Red Cross reception centre and of the dockyard in the area. The immigrants have come to the area partly because of shipyard employment and partly because of the reception centre. In both cases, the relatives have remained in the home country and in a new area the mutual community spirit is no longer similar than at home. The lack of relatives

is a problem among most of the immigrants in the area. This was reflected in the interviews. For example, according to the kindergarten teacher, the lack of Finnish friends is the problem for the women, mothers, at home. They are very lonely without their relatives they are used to and therefore would need relationships outside the nuclear family. This is one of the reasons why most of the friendships are made up with other immigrants. Another immigrant relieves the homesickness.

When these immigrants are placed in the area to live, they mainly make their way over to other immigrants. The interaction between the native population and immigrants is therefore quite small. This can be seen for example at school, where, as the teacher told in the interview, even disputes and fights take place between the groups of immigrants and Finns. They seldom quarrel with each other. This distinction is, however, surprising, because the teacher in the day-care centre told that the children were still playing well with each other in kindergarten, regardless of the cultural background. Furthermore, in interviews with the older people who have lived in the area a long time, they acknowledged that they had nothing to do with immigrants. Some of the interviewed immigrants admitted in an interview that they have noticed the evasive behaviour of the inhabitants. They might say hi, but otherwise do not talk to you. The immigrants think that they cannot get any Finnish friends, because Finns do not let them come close.

The racist attitude among the Finnish population in the area can be noticed among children as well as older people. In the school we were told that some Finnish children have a marginal racist attitude, which comes, unfortunately, more often from their parents. The same message was also sent by a salesperson interviewed in a local convenience store. She told that there is a noticeable racist attitude among some Finnish customers. Some immigrants in our interviews revealed that they have felt prejudices against them. One of the reasons can be that a majority of the original population in the area experience the immigrants as a threat to their livelihood. The unemployment rate is very high in the area. The rise in immigration and cross-cultural encounters has increased prejudice and discrimination against immigrants, which relates to low socio-economic status. (Alitolppa-Niitamo et al. 2005, p. 43)

The church family club director told us that only one Finnish mother participates in the multicultural Family Club of the church and no immigrants go to Perhetelakka (a family club arranged by the City of Turku). The staff of the family club is considering removing the word “multicultural” from the front of the name, in order to show that the club belongs to everyone.

One reason for the Finnish residents in the region avoiding communication with the immigrants may be immigrants’ low participation in the small events of the region, such as “talkoot” (an event where e.g. residents of a house gather together to do some yard work). This may be due to immigrants settling in a block of flats. The salesperson in the convenience store told that the local

government offices never arrange anything common with the residents, so that they would get to know each other. The terraced area has more such behaviour, but there are fewer immigrants. The Finnish interviewees felt that there is not enough cooperation among the different communities in the area. Cooperation would increase the interaction between the Finns and immigrants. The region was reputedly previously served by one active person, who managed to form a small network of different actors. At that time, the region had a common “Make Pansio-Perno better” day, which brought together many of the residents from both regions. Unfortunately, when this strong contact person moved away, the operations ceased. The interviewees wanted to have new similar activities to enliven the area and to connect the inhabitants together.



PICTURE 14. *A block of flats on Ahjokatu.*

Tertiary social network

When a person faces a problem, for example divorce or poverty, one usually tries to fix things by oneself. If the problem cannot be solved alone, there are different options. A person can ask friends to help or have support from society. The society offers an official providing system which helps people with problems. From social work services you can get support, help or advice in a variety of economic and social dilemma situations. That support is called a tertiary social network.

The support can be occasional, regular or long-lasting and it can come from various sources. E.g. the hospital gives urgent and rehab treatment, day care offers help for families, social services give people income support and other

assistances, Kela (the Social Insurance Institution of Finland) provides social security benefits for all residents of Finland and the employment agency will help looking for a job. (Härkäpää & Järvikoski, 2004. p. 91.)

When immigrants arrive to a new country they are usually totally lost. A new language is a challenge, the culture is often a lot different from their own and learning the new society system takes time. Using the services requires a general knowledge of the system, as well as of customers' rights and obligations. Those born in Finland get to know the system and learn how to deal with different services from the child welfare clinic. It has been said that the system of Finland's social services is complicated, bureaucratic and hard to understand completely. (Kuntoutussäätiö, 2008.)

Immigrants get help. When immigrants arrive here in Finland they go to the reception centre; the so called tertiary social support starts there. Authorities are responsible for supporting the immigrant and their family when they come to the new country. (Härkäpää & Järvikoski, 2004. p. 91.)

In the Pansio-Perno area there are social networks which are intended for immigrants. Nowadays the situation seems to be different than before. For example, there are fewer associations for people. There were more associations before, but one active person moved out from the area and after that no-one took responsibility for the associations. The City of Turku and the parish organise almost all of Pansio-Perno's activities.

We noticed that the co-operation between the day care centre and immigrants works, because the immigrants are interested in working with day care. Immigrants are pleased with the educational partnership which day care is providing. There are also problems in the tertiary social network: immigrants very often face problems with language, they are afraid of the authorities and their culture and the Finnish culture does not always match each other. For example, what is acceptable for them may not be allowed here in Finland.

One of the problems of the tertiary network is the quality of communication. Information of events, activities and hobbies does not reach all immigrants. In markets there are notice boards, but very often the information is only in Finnish.

There are four reasons why immigrants usually do not have a hobby. First of all, in some cultures, women stay at home and look after the children and house. Second, there are "cultural protests" against men's and women's common sports clubs. The third one is that immigrants do not want to take part in social activities because the typical way to celebrate success of the sport club is to drink alcohol. The fourth reason is that the new domestic national sports culture features and forms of organisation are not understood. (Zacheus, Koski & Mäkinen, 2011. p. 64.)

The reasons why immigrants do not have so many hobbies are cultural differences and practicalities. The most significant adverse factors to physical activity were the lack of money, Finnish language, lack of time, needs of the family, lack of information as well as winter. Of these at least the lack of money, Finnish language and the lack of knowledge are probably practical obstacles. If you do not have money, do not speak the language and there is no information about the sports facilities, physical activity is more difficult. (Zacheus, Koski & Mäkinen, 2011. p. 67.)

Activities in the Pansio-Perno area

In the Pansio-Perno area there are many places for activities and hobbies where people can meet each other. Pansio-Perno offers hobbies for children, adults and seniors. The question is: are there enough hobbies and sport services? And are they good in quality?

It seems to be clear that football is the most popular hobby in Pansio-Perno. It is not a surprise, because football is the most popular hobby also nationally and globally. Football teams are not for everyone and that is why some of the age groups have to play outside the Pansio area. The reason is the lack of volunteer players. In addition, girls do not have a team in Pansio anymore for the same reason. One inhabitant, who was also the team leader of Pansio's football team, told that girls that they have to play in a nearby suburb, Aunela. In the Pansio-Perno area children play football also in yards or streets.



PICTURE 15. *Exercisers at the gym next to the community centre on a Thursday evening.*

There are different opportunities for having fun in the Pansio-Perno area: e.g. the Scouts, jogging, motorcycle fixing, frisbee golf, cycling, exercising in the gym and so on. More unusual hobbies are in the centre of Turku to where the distance is about 6 km from Pansio. In the Pansio-Perno area there are people who go to hobbies even if those are not in the local area. Bus connections allow the passage of more distant hobbies.

From the above we can see that opportunities exist, but do they also exist for immigrants? From our interviews we can conclude that immigrants are not very aware of hobbies, sports services and different events. The reason might be communication problems; immigrants do not know where the hobbies are or they do not understand the language. One preparatory teacher who teaches immigrants thinks that many immigrant children play together and do not exercise under supervision. The teacher also thinks it would be necessary to have more recreational activities. The teacher also states that immigrant women usually are not interested in any hobbies. Hobbies are a perfect place to establish relationships. The information should be more effective and understandable. The exclusion percentage would thus be lower and much less welfare problems would exist.

Children's Wonderland

Children's wonderland is a free sport event where children can play with different toys and gadgets. The event is intended for children aged 1–12 years. Children can do physical exercising in different ways, safely and under supervision. Children cannot play there themselves without an adult or parent. For children it is an excellent place to try all kinds of different moves and skills without a fear of failure. Parents meet other parents and a child can make friends with other children. Children's wonderland is an excellent place for expanding the social network.

Children's wonderland is a low threshold service where you can go easily without any reservation or qualification. E.g. for immigrants with family it is a great place to see people like other families. It does not matter how well you speak Finnish or English, no matter what your religion is or if your child has some kind of disability. Every family with a child or children is welcome.

There are a total of nine different wonderlands in the whole Turku area. The nearest children's wonderland to Pansio is located in Aunela. The distance is about 2–4 kilometres from the Pansio-Perno area. The distance may cut the number of participants. In the Pansio-Perno area families with children might visit events like wonderland more often if those were closer, e.g. in the gym of the local school.

Social capital

Social capital is understood as a reference to the social structure of the community features, such as networks, participation and trust. Social capital includes the idea that people's trust in society, community procedures, citizens' interaction networks, social norms, and other social structures can affect economic developments, as well as enhance the achievement of individual goals, such as employment. Social capital facilitates communication between people, and because reliable social networks and social support facilitate people's individual and group activities, it can be rightly said that social capital increases the well-being of the individual and community. (Pehkonen, 2006)

The meaning of social capital is emphasised for immigrants. Immigrants may not be moving to a new country ready for any kind of contact with the country, and in particular unaccompanied young people and the elderly are at risk of exclusion. When an entire family is moving to another country, it is important to support their mutual relationships, because family members help each other tremendously. They still need contacts outside of the family too so that the integration in the new country would begin and would continue well. Also, immigrants usually come from countries where they belong into a collective culture. Finland is however an individualistic culture so the change may be huge and scary. This is why it is especially important to support immigrants when they move here.

Immigrants have very disconnected networks, because their relatives and friends usually live in other countries or in other areas in Finland. They do not have the people close by who can give them support and who can help and listen to them. They maybe meet other people only in stores and other places like that so their relationships can remain unattached. Also, because of the fact that the relatives can be in different countries, there is less collectivism than before.

Interaction between immigrants and Finns has remained quite low in Pansio-Perno partly because some Finns have some kind of prejudices about migrants and their culture. Because of this, Finns in the Pansio-Perno area may have an avoidant attitude toward immigrants. That means that immigrants do not have a chance to generate trust in Finns. One might speculate that as a result, also immigrants in the Pansio-Perno area have a weak trust in Finns.

What was also noticeable in the interviews is that immigrants in Pansio-Perno do not participate much. That is because they do not have any information about the activities. The info is always in Finnish if there is any info at all. This is a big issue, because through those different kinds of activities Pansio-Perno's immigrants could generate lots of new relationships and get more help and support and then perhaps integrate better. Unfortunately from all these things it can be inferred that the social capital among immigrants is very scarce in Pansio-Perno and something must be done to improve the situation.

9. IMPROVEMENT SUGGESTIONS

Developing mental health work and residents' mental health begins from a good living environment and from offering high quality and diverse services. A big part of people's lives consists of comfortable housing and free time services. (Noppari et al. 2007, 235, 236.) Here are some suggestions to make people's lives better and healthier in the Pansio-Perno area.

As mentioned previously, services should be centralised to improve the common spirit and make it more likely for people to meet each other. The service centre of Höveli should be made more attractive and thus needs renovation. There are empty spaces that could be filled with other services.

The area would need more free time activities for adults. Especially immigrant women/mothers would need some groups that are closer to their own culture. For example, Finnish folk dance is not as attractive for them as handicrafts. Through free time activities immigrant women could create new social relations. School-aged boys have more free time possibilities than girls; girls would need their own activities as well.



PICTURE 16. *Sports fields at the crossroads of Pernontie and Laivateollisuudenkatu.*

Informing people about exercise services does not work very well, so some kind of brochure which would contain all of Pansio-Perno's exercise and free time activities would be useful. Especially adults and elderly people would need more exercise possibilities. The area does not have enough indoor exercise possibilities. There is a demand for gymnastic exercises for women. A swimming pool is an important issue on the residents' wish list.

Community spirit could be improved by increasing local participation and empowerment. For example, a community art project would be appropriate for this purpose. Another area in Turku (Varissuo) carried out a project, where young people renovated and painted the community house themselves. People could work together to improve the area.

Pansio elementary school needs a renovation. However, it cannot be done before it is decided what is going to be done to the mouldy middle school. Getting rid of the mouldy school would also give space for new services.

Developing immigrants' parenthood is important. At the moment, their kids are sometimes acting as interpreters, because they understand Finnish better. The parents would need information and support to learn more about the Finnish culture, and regain their position as parents.

Many of the immigrants come from a collective culture, and it is important to support their collectivism in Finland as well. Their possibilities to keep in touch with relatives who are elsewhere should be promoted.

To decrease prejudices that Finnish people have about immigrants, more information about other cultures should be available. This would also increase the community spirit and communication between the Finns and immigrants. People should be encouraged to have more contact with the immigrants.

To make the area more attractive the exterior of the area should be improved; removing the mouldy school is one factor. Access to the sea would be a huge improvement. It would increase the value of the area. The middle school would be a good addition in the area. Families with children would benefit of a Children's Sports Wonderland, since it can be difficult to go to other areas. People should be given information about the services available; otherwise they might not know about them. And, if they do not know what services are available, they cannot benefit from them.

The networking of people would improve the flow of information and enable co-operation. Local co-operation is needed to upgrade the image of the Pansio-Perno area. This could be done for example with an own website of the area, local magazine and activity centres. The website can improve the image of the region and act as source of information about services. A newspaper can also affect the region's identity. (According to Kopomaa 2003, Kurki 2001, 262–263.)

10. SOURCES

Aarnio, Suvi. Accessed on 24 Sept. 2012 http://suviaarnio.net/minimatkaoppaat/retkelle_ruutukaavan_ulkopuolelle_englanti.pdf.

City of Turku. 2012. Accessed on 24 Sept. 2012 turku.fi » Virastot ja toimipaikat » Sosiaali- ja terveystoimi » Sosiaalityön palvelut.

City of Turku. 2012. Accessed on 25 Sept 2012 turku.fi » Perhe- ja sosiaalipalvelut » Vanhuspalvelut » Palvelutalot » Höveli.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Kasvatus ja opetus » Lasten päivähoido, esiopetus ja leikkitoiminta » Lasten päivähoido » Päiväkotitoiminta.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Lapsille ja perheille » Lasten liikunnan ihmema.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Nuorille » Power 20+.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Nuorille » Poweraction.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Työikäiset.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Ikään-tyneille.

City of Turku. 2012. Accessed on 25 Sept. 2012 turku.fi » Turku.info » Kehittyvä kaupunki ja seutu » Eviva

City of Turku. 2012. Accessed on 25 Sept. 2012. turku.fi » Liikunta ja ulkoilu » Liikuntapalvelut » Maahanmuuttajille » Ohjattua liikuntaa maahanmuuttajille

City of Turku. 2012. Accessed on 26 Sept. 2012 turku.fi » Terveys » Terveysasemat.

City of Turku. 2012. Sosiaalitoimi. Accessed on 25 Sept. 2012

City of Turku. 2012. Turun yleiskaava. Accessed on 24 Sept. 2012

City of Turku. Turun lähiöiden suunnittelijoista selvitys. Accessed on 20 Sept. 2012 <http://www.turku.fi/Public/default.aspx?contentid=367505&nodeid=23>.

Cubbin C., Pedregon V., Egarter S., Braveman P. 2008. Where we live matters for Our Health: Neighborhoods and Health. Neighborhoods and health, issue brief 3/September.

Härkäpää, K. & Järvikoski, A. 2004. Kuntoutuksen perusteet. Vantaa: WSOY.
http://lts.fi/sites/default/files/page_attachment/lt611_tutkimusartikkelit_63-70_lowres1.pdf.

<http://rednet.punainenristi.fi/node/3617>, Accessed on 26 Sept. 2012.

http://www.infopankki.fi/en-GB/culture_and_leisure_turku/, Accessed on 25 Sept. 2012.

<http://www.infopankki.fi/en-GB/home/>, Accessed on 25 Sept. 2012.

http://www.kulttuurifoorumi.fi/filebank/119-kulttuurifoorumi_ohjelma2010_web.pdf, Accessed on 25 Sept. 2012.

<http://www.liiku.fi/liikkeelle/numero-1-2012/tassa-numerossa/lahiretkeilya-voi-harrastaa-myos/>.

<http://www.ortodoksi.net/index.php/Turku>, Accessed on 25 Sept. 2012.

<http://www.tisy.fi/yhdyskunnasta.php>, Accessed on 25 Sept. 2012.

<http://www.turku.fi/public/?contentid=200214&nodeid=8799>. 2012. Printed 12 Sept. 2012.

<http://www.turku.fi/Public/default.aspx?contentid=27959&nodeid=9516>, Accessed on 25 Sept. 2012.

<http://www.turku.fi/Public/default.aspx?contentid=386923&nodeid=5091>, Accessed on 24 Sept. 2012.

<http://www.turku.fi/Public/default.aspx?nodeid=12677&culture=fi-FI&contentlan=1>, Accessed on 25 Sept. 2012.

<http://www.turku.fi/public/default.aspx?nodeid=16814&culture=fi-FI&contentlan=1>, Accessed on 25 Sept. 2012.

<http://www.turku.fi/public/download.aspx?ID=157436&GUID={8A83D44C-EFA2-4E20-99A8-994E6355AD96}>, Accessed on 24 Sept. 2012.

<http://www.turku.fi/public/download.aspx?ID=157436&GUID={8A83D44C-EFA2-4E20-99A8-994E6355AD96}>.

<http://www.turku2011.fi/>, Accessed on 25 Sept. 2012.

<http://www.uskonnot.fi/english/>, Accessed on 25 Sept. 2012.

<http://www05.turku.fi/ah/sosla/2007/0502012x/1647699.htm>, Accessed on 25 Sept. 2012.

<http://www05.turku.fi/ah/sosla/2007/0502012x/1647699.htm>.

https://www.turunseurakunnat.fi/portal/fi/ajankohtaista/kulttuurivuosi_2011/, Accessed on 25 Sept. 2012.

https://www.turunseurakunnat.fi/portal/fi/seurakunnat/mikaelinseurakunta/toimitilat/paakarlan_seurakuntakoti/, Accessed on 25 Sept. 2012.

Hyttinen, A. & Wennerstrand, H. 2010. Yleiskaava 2025: Turun lähiöt – arvot ja tulevaisuus, Pansio ja Perno. City of Turku/Turku Master Planning Office.

Interview with an immigrant from Iran. 9/2012.

Interview with an immigrant from Russia. 9/2012.

Interview with an immigrant from Rwanda. 10 Sept. 2012.

Interview with an immigrant from Somalia. 12 Sept. 2012.

Kuntoutusportti. Sosiaalisen verkoston muutokset kuntoutumisen yhteydessä. 24 Apr. 2012. Printed 19 Sept 2012 http://www.kuntoutusportti.fi/portal/fi/ajankohtaista/tatakin_voisi_tutkia?bid=873.

Kuntoutussäätiö. Maahanmuuttajien kuntoutumisen ja työllisyyden tukeminen Helsingissä. 2008. Printed 23 Sept. 2012. http://www.kuntoutussaatio.fi/files/162/Maahanmuuttajien_kuntoutumisen_ja_tyollistymisen_tukeminen_Helsingissa.pdf.

Kurki, H. 2001. Luova ja elinvoimainen kaupunginosa. In Kopomaa, T. (ed.) Kohti kaupunkisosaalityötä – haasteena tasapainoinen kaupunki. 2003. Tampere: Palmenia-kustannus. 262–263.

Liiku. 2012. Accessed on 25 Sept. 2012

Noppiari, E., Kiiltomäki, A. & Pesonen, A. 2007. Mielenterveystyö perusterveydenhuollossa. Vammala: Tammi.

Pansio-Perno PaPeNu ry. 2011. Accessed on 27 Sept. 2012 <http://www.papenu.net/>.

Parkkunen, H. 2012. Structural approach to wellbeing and poverty: social indicators. Slide number 11. Lecture material 30 Aug. 2012.

Pärty, J. 2010. Turun alueprofili 2011. Turku: Turun kaupungin keskushallinto/Strategia ja viestintä.

Pehkonen A. Maahanmuuttajan kotikunta. 2006. Vammala: Vammalan kirjapaino Oy.

Rajala, O. 2012. Pansion terveysasema liittyy Turun ostopalveluketjuun. Turun Sanomat 11 Sept. 2012.

STT. 2012. Suomalaisten mielestä lääkäriin on vaikea päästä. Turun Sanomat 25 Sept 2012.

Tuto. 2012. Accessed on 27 Sept. 2012 <http://www.tutojumppa.fi/index.php?page=koulusalit>.

Yleiskaava 2035 lähtökohdat ja tavoitteet -raporttiluonnos 29 Jun. 2012. Turku: City of Turku/Environmental and City Planning Department/Turku Master Planning Office.

Zacheus, T., Koski, P. & Mäkinen, S. 2011. Maahanmuuttajanaisten liikunta Suomessa. Liikunta & tiede 48, 6/2011. http://www.lts.fi/sites/default/files/lt611_tutkimusartikkelit_63-70_lowres.pdf. Accessed on 27 Sept. 2012.

URBAN HEALTH COURSE 2013: EXPLORING CHILDREN'S LIVES AND DREAMS IN THE PANSIO- PERNO AREA

*Kati Förbom, Niina Jalo, Satu Lauri, Janita Taskinen, Jussi Uotila
& Outi Kivinen*

INTRODUCTION

The focus of the second Urban Health fieldwork in September 2013 was to collect background information for the purposes of children's welfare. The model of preventative child welfare work, *Icehearts*, was going to be established in Pansio-Perno in 2013, and background information on pre-school aged children's lives and dreams was needed by social workers and other Icehearts actors. The Urban Health 2013 student group was multinational with five Finnish students and four foreign students, including two students from Spain and two students from South Korea. This article offers an overview about the Icehearts method, the results of the children's opinions and the observations of foreign students. How did non-Finnish students see Pansio-Perno as an urban area?

The observation took place on Pansio-Perno Day, which was a special day organised by Turku city for enhancing the community spirit in the area and activating the community members to take part in cultural, sports and other activities in the area. The four exchange students had a very special role in the observation. The idea was to look at the area through non-Finnish glasses. The exchange students walked around in the area, took photos, and explored the atmosphere of Pansio-Perno Day. The Urban Health students interviewed different aged children in order to "catch" their opinions, their dreams and expectations for the future and by asking them what it is like living in the Pansio-Perno area from a child's point of view.

CHILDREN'S WELFARE AND THE ICEHEARTS

The Icehearts is a model and concept for improving community based child welfare. It is preventative child welfare work, which utilises adults' special role, team method and sports. The aim of the Icehearts model is to prevent social exclusion, to promote the social skills of the children and to provide a secure and long-term adult commitment throughout the child's life from early childhood (age 6-7) to adulthood (age 18).

The structure of Icehearts is a non-profit organisation that works closely together with professionals from social services and day-care centres and schools as well as with the children's homes (<http://www.icehearts.fi>). The idea of early prevention is in the core of the model. The Icehearts educator as the adult of a new Icehearts team co-operates closely with local day-care centres and preschools. He collects the core of the team, approx. 10 boys aged 6-7. The Icehearts team is aimed at those boys who are in need of special and long-term support. The risk factors to be considered are, for example, behavioural and emotional problems, learning difficulties, single parent families, poverty, or an immigrant background.

A remarkable factor is that an adult man is needed in these boys' lives (Vartiamäki & Niemelä 2010). In the Icehearts team, boys learn teamwork and other social skills which are needed in their future life. No one is left out and the model is based on a set of values that gives every child a chance. The educator of the Icehearts team commits to his task for 12 years. For the boys who have experienced much uncertainty and indifference in their previous life it is important to have an adult who they can trust. Icehearts can be seen as a process, where the educator supports the children's growth from childhood to adulthood (Vartiamäki & Niemelä, 2010).

RESULTS OF THE CHILDREN'S INTERVIEWS

The children's interviews were carried out in different places: in two day-care centres, in an afternoon club for first grade school children, in a play group for pre-school children and in third and fourth grade classes with children at the age of 9 or 10. Children were interviewed about their hobbies, dreams and opinions concerning their environment.

The pre-school children only had a few hobbies, and they seemed to spend more time at home e.g. playing board games. However, among the pre-school there were already some football or ice-hockey players or even a young ballerina. The schoolchildren had many hobbies, e.g. football, ice hockey, floor ball, gymnastics, running, swimming, dancing and breakdance. Other mentioned hobbies were riding, scouts, frisbee golf, ballet, playing piano, reading, drawing, crafts and circus school.

Children in elementary school were dreaming about many things like future careers and things they want to have or do. Especially boys want to be rich, have a sporty car, become a professional sportsman (ice hockey, football, floor ball), be a racing car driver, a cook, a policeman or a navy officer. Girls dream more of things like being a nurse, doctor, dentist, a singer, a fashion stylist, a veterinarian or having a little sister or a brother or an animal. One girl also wanted to help poor people. In general, children dream about having a detached house, although some want to move to an apartment building. Travelling was a very dear dream for many children in 3rd and 4th grade. Preschoolers mostly dream about being

a doctor, a singer, a policeman and a private investigator. Only a few of them had a dream job and they dreamed more about imaginary things or things that can happen in the near future. Those dreams were very creative, e.g. having wings, becoming a princess and catching thugs.

All the children who were interviewed mostly enjoyed living in the Pansio-Perno area, but there were also some things that could be better in the environment. For example, there were many things to do in Pansio-Perno, but some hobbies can only be done in Turku. There were also drunken people that disturbed and scared children and people who steal or break things. The environment also could be more tidy and cleaner. Children also gave some improvement suggestions such as getting place to play floor ball in Pansio, a playing structure at school and more trips to amusement parks. Good things in the Pansio-Perno area were e.g. that there is forest where they can play and many friends and hobbies.



PICTURE 1. *Majanmetsä (a forest in the end of Lumikonkatu) has good outdoor grounds.*

All the children had opinions about their present life and dreams for the future, which was a great thing. Children also had many improvement ideas, some more realistic than others, e.g. “more green areas” vs. “passage to a desert, where you can climb to a cactus”. Overall, the kids were happy and satisfied about their life and environment. The children from third and fourth grade had more realistic opinions and dreams than the preschoolers and kids from the afternoon club. This is obvious because of their difference in age and development.

When talking about their home environment, the overall opinion was that Pansio-Perno is a nice area. Living there is mainly peaceful, but it depends on the area. Some children stated that it is restless to live in some places. They thought that everything is close to home and especially preschoolers stated that they mostly walk from place to place. Some of the children wanted more green areas and playgrounds. They also mentioned drunken people and garbage as a target for improvement.

STUDENTS' EXPERIENCES AND OBSERVATIONS FROM PANSIO-PERNO DAY

On Pansio-Perno Day, in September 2013, there was music and fun activities for local children and adults. The Urban Health students had a drawing corner where the children drew things that can be found near their homes. The children drew pictures from nature, trees, flowers and animals (a cat, a sheep, a dog in a leash, a squirrel), forests, rainbows and a sun. Some of drawings were more related with living and housing, such as stairs, houses, people, trampoline, cars, carriages, a jungle gym (playing structure), swings, a slide, houses, shops and schools. Some of the drawings were funny or a little bit exotic, like a smiley face, submarine and a boat. Many children also wanted to write their own names on the drawing.

The group of exchange students, comprising two students from South Korea and two students from Spain, observed the area during Pansio-Perno Day by looking and walking around the neighbourhood for a good reason: they had a chance to have a new view of the area through fresh eyes and ears. Below are some of their findings.

The area is a part of Turku City but it is not a very urbanised area. Houses are dispersed, some of them are chalets, and only a few are flats. It looks like they are in good condition and tidy. Although Pansio-Perno looks like a rural neighbourhood, it has got some recreation areas for kids, dogs and places where families can go to spend free time and, therefore, it looked rather peaceful. It has also got a school, a supermarket, some restaurants, a fire station, etc. Furthermore, there is an industrial zone close by.

Although Pansio-Perno has got a high level of immigration, the students met very few immigrants. Pansio-Perno Day was targeted mainly at Finns, families with young children (between 0-13 years old) but also some elderly men and women were there, too. Communication between the Finnish kids was good, but the students realised that the communication between the Finnish and immigrant children was difficult because of the language. The younger children played together because language was not a problem for them but the older children have some difficulties playing and communicating with each other. Pansio-Perno is one of the poorest areas of Turku. However, the environment and people seemed to be in good condition and harmony.

The Pansio-Perno activities were mainly targeted at children and their families. There were some stands selling food e.g. sausages, sweets, books, clothes and second hand things. Most of the activities were organised by children. There were also many stands for children to play and enjoy, and children enjoyed their activities together. To explore Pansio-Perno, the exchange students were able to do a little trip in a street train around the area.

SOURCES

Iceharts ry. Toimintamallin kuvaus. Accessed 15.9.2013. <http://www.iceharts.fi>

Vartiamäki, Teemu & Niemelä, Miika. 2010. Iceharts – Koulun kyljessä. Iceharts ry 2010.

EXPERIENCES OF URBAN HEALTH COURSE 2014

Jaana Tomppo

INTRODUCTION

The latest urban health intensive course at Turku University of Applied Sciences was held in August-October 2014. The participants were public health nurse, social work, physiotherapy and occupational therapy students, totalling in 33 students. The teachers of the course were Niina Katajapuu from physiotherapy education, Sirppa Kinos from social service education, Maika Kummel from nursing education and Jaana Tomppo from public health nurse education. This article offers an overview on students' experiences and opinions regarding their learning outcomes. There are also three examples of students' projects carried out as a learning task of the intensive course. The aim of the students' projects was to arrange activities to three different groups of people: for immigrant female clients in Turku, immigrant male clients in Turku and for primary school pupils in Salo. The purpose of the activities was to enhance social activeness and to promote healthy life and well-being of the participants. The results of the students' project show that careful planning is important in arranging this kind of activities. The involvement of clients is also a challenge and unexpected risks are possible. Therefore the role of the supervising teacher is necessary in this kind of projects.

Students were divided into four multiprofessional groups by the teachers. One group worked in Salo and three other groups in Turku. Each group had a supervising teacher. All the lectures were held in Turku and the group working in Salo listened to lectures through a video link. The purpose was also to test the technology for the future.

The course included four study days at the university. These included lectures and working in the groups. The task of the group work was the planning and organisation of the fieldwork. At the end of the course, students participated in a group exam, where all the course material was allowed in the exam, both articles and lectures. On the same day, the seminar of the course was organised where each of the groups presented their projects. After that, the groups wrote reports about their work. Summaries of each group's reports are included in this article.

After the course, the students were asked to give feedback about the course. The feedback was given by 28% of the students. They were mostly satisfied. Negative feedback was given about the technical problems related to the audio/video equipment used in multi-site lectures. In addition, some students studying in Turku did not like travelling to Salo. Positive feedback was given about the multiprofessional work and the new way of learning.

SOME QUOTES FROM THE STUDENTS' FEEDBACK

What were the three most important things that you learnt?

I have learnt that multiprofessional work is a very good way to co-operate. I have also learnt a lot about urbanisation, urban health issues and the problems faced. The communal art project was a very interesting way to do community work, and so was animation; both were new to me. I liked this course!

It is difficult to choose just one thing: the lectures were really interesting and the fieldwork was an eye-opener.

How did you feel working in the multiprofessional groups?

It was amazing to see how different pointers we were able to see in situations and how important it is to be able to interact with other professionals. My own way of thinking can be really selective and one-sided. And these differences after studying only one year. Moreover, it is easy to see that certain personal qualities lead you to choose a certain profession. Interesting!

Our multiprofessional group functioned very well and it was great to hear the opinions of those who are studying something different than you.

What else would you like to say?

The idea of multiprofessional co-operation is good and needed. We need more of this. Also acting together "in the field" with existing reference groups is good to start already at this phase of studies. Finding time to work together is always a challenge - especially when in different cities. The exam was really "open" - maybe a bit more to the point kind of questions would have been useful. However, we were able to be suitably creative =). The lectures were all really interesting but binding them together and finding the common nominator was really a BIG subject and for me, at least, it was challenging. Thank you for all the groups and lecturers!

This was an interesting course and I would recommend it to other students too. Thank you for arranging very different kinds of lecturers. I obtained many new ideas for my future work.

In a meeting of the teacher team, we stated that according to the feedback given by students and experiences from teachers that the multi-site video connections should be improved as well as the group exam, and the objective should be to get more exchange students participating in the course and more virtual studying in addition to lectures.

EXAMPLES OF STUDENTS' REPORTS FROM GROUP ASSIGNMENTS

Turku Reception Centre (Finnish Red Cross) female clients

The aim of this multiprofessional group in taking part in the Urban Health course at TUAS was to arrange recreational, health related intervention for the female clients of the Turku Reception Centre. The clients are asylum seekers who have recently arrived in Finland and are waiting for information about their future position from the Finnish authorities. A problem concerning the residents of the Reception Centre is the lack of invigorating or empowering activities. The group planning and implementing the fieldwork comprised seven students who study Occupational Therapy, Physiotherapy, or Social Services.

The fieldwork consisted of two interventions: the first was a trip to the local woods to enjoy walking in nature and possibly picking mushrooms and berries. The second event was an afternoon filled with small moments of relaxing art forms, pampering, and stretching – culminating in tea and biscuits.

The interventions succeeded in creating meaningful and recreational activities for the clients as well as new and eye-opening experiences for the students. The asylum seekers – both men and women in the first event – also obtained information about the unique Finnish concept of “Jokamiehenoikeus”, everyman’s right which gives everyone in Finland public access to the countryside and the right to e.g. pick wild berries and mushrooms. The women enjoyed the second intervention, partly because of the relaxing content of the afternoon, and possibly partly because there were only women and children present; they also benefitted from the atmosphere of an informal peer support group.

The multiprofessional student group learnt the importance of a common language with the clients and the different concept of time that people from different cultures have. The students were left with some questions concerning multicultural interventions and the meaning of different gestures or ways of behaving with people who represent some other culture than the students. Altogether, the interventions were able to teach the group things that no lectures can and give a wider perspective to the situation of asylum seekers.

(Original report by Hanni Kulju, Merja Laamanen, Noora Lehtinen, Emmi Polviander, Arja Reima-Lindström, Annastiina Saastamoinen & Heidi Viirla-Rantanen.)

Turku Reception Centre (Finnish Red Cross) male clients

The assignment of the group was to organise an activity that promotes health and well-being for the Turku Reception Centre (Finnish Red Cross) male clients. Reception centre wished for us to arrange some activities for men. The students decided to play frisbee golf on two different days as there is a track at Pansio where the reception centre is located, so it would also be easy for them to access the track later by themselves. Frisbee golf keeps men active, social and at the same time they experience being out in nature. It is an easy and fun get-together sport even if there is not always a common language. Of course, clients created some terms and bounds, but student group members' special skills and interests were used in planning the project implementation. The students wanted to offer something that was free and simple to participate in for men, because their personal resources are limited.

The aims of the activity were to perceive refugee applicants' situation, get to know the Pansio outdoors possibilities, enjoy nature and, of course, to motivate as many men as possible to participate. The students sought to offer a pleasant, interactive and refreshing experience, because the Turku Reception Centre is a so-called transit unit where these refugee applicants do not stay that long and their future is very insecure.

The first assignment day was sunny and there were 15 participants. They were from, for example, Iraq, Bosnia, Tunisia, Niger, the Kurdish region, and Morocco. On the second day, there were fewer participants than the first time, because the weather was cold and rainy. The sporty activity was successful on both times and it was fun for everyone.

The challenge for the activity was to get as many men as possible to get excited about the activity, although there were so many people from different countries and cultures with different backgrounds. In addition, the weather and all the arrangements brought own risks and challenges. The students were also worried that frisbee golf might be too difficult for the men and that they could lose their interest if they did not get the technique down right. However, these worries turned pointless, because the residents were very good at throwing the discs and all the participants had so much fun together even though a common language was not shared. The risk factor turned out to be the terrain. On the second day of activity, the rocks were slippery and many participants fell down and one even sprained his ankle.

This project gave a valuable opportunity to get to know unfamiliar cultures and surroundings. The reception centre is from time to time covered in different media outlets and it brings up many kinds of feelings in people. The chance to get to see these people in their everyday life was a remarkable experience for all of our group members.

(Original report by Emmi Kivimäki, Rachid Lagrari, Sanna Lassander, Perttu Louhesto, Jan Lund, Anna Miettinen, Niklas Pedersen, Tuomas Vuokkovaara & Anu Yli-Kauppila.)

Ollikkala district in Salo

As part of the Urban Health course, the students created an event about bullying at one of Salo's primary schools in Ollikkala. Ollikkala is known as one of the most notorious areas in Salo. There are a lot of rental apartments and the majority of Salo's immigrants live there. First, it was found out what were the options in the Ollikkala area to arrange an event, and then the students decided to go with the primary school. The students presented the topic, bullying, to the headmistress and she thought it was a good idea. After that, students started planning and decided to divide the event into two parts: first, students would be in the classes with a smaller group of pupils and then go together to the gym. In the classes, the students showed two videos about bullying, made an anonymous enquiry about bullying and made posters with the pupils. At the gym, there was a school policeman who spoke about vandalism. After the police speech, the students continued in smaller groups doing different games and in the end everybody relaxed with background music well-matched to the theme.

The aims for the event were to increase the sense of the community, to gather information on the Ollikkala area and to intervene and prevent bullying. The event went well. The students managed to stick to the schedule and carry out everything which was planned. The pupils concentrated well and took part in everything. Still there were a few things for improvement. The students should have contacted the special education class beforehand and ask how this class should be prepared better. The students could have left the police's speech out, because he had already been at the school speaking to the children. The students could also have done the relaxation part at the end of the event in a different way, because there was some giggling going on at the start. A better preparation for the relaxation part beforehand would have been important in order to reduce the nervousness of pupils. However, after the song started, the pupils relaxed and finally it ended well.

After the event, the students sent feedback forms to the teachers. They thought that the event was useful and the methods which were used were fitting and creative for the occasion. They thought that the activities were nice and they liked the fact that the pupils had the freedom to do things in their own way. They felt that the police's speech was maybe a little too long and even unnecessary. The pupils seemed to enjoy the event and took part in everything. Both teachers and pupils thought that the topic was important, because bullying also happens at their school.

(Original report by Jasmin Aallontie, Nina Ahtinen, Jenna Hellman, Emmy Juola, Anni-Maarit Laakso, Johanna Lehtonen, Susanna Malpakka, Reija Rajasalo, Miika Reponen & Kari Wahlström.)