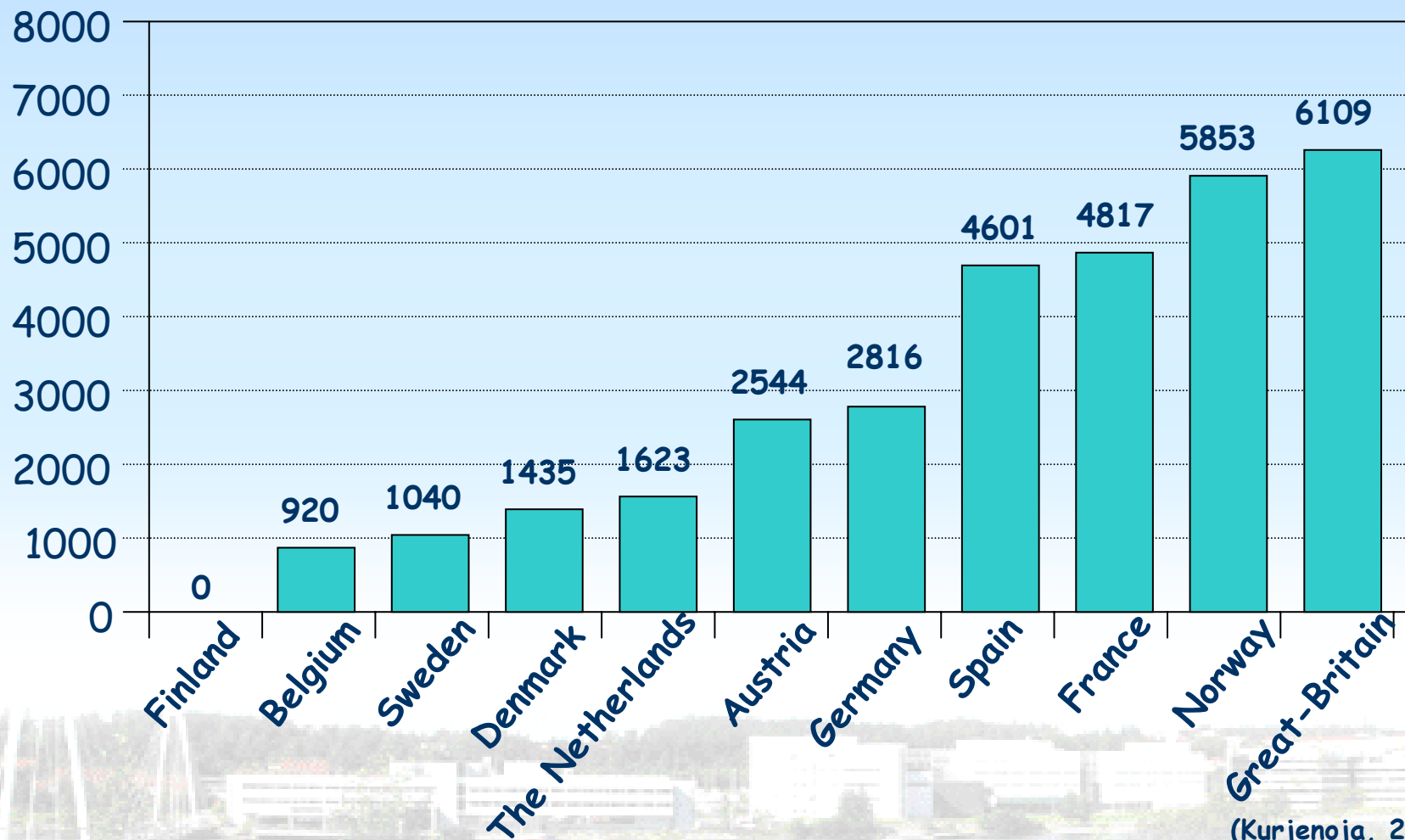


Lea Pulkkinen
Professor of Psychology
University of Jyväskylä, Finland

The Organization of School Day in Finland and the Concept of “Integrated School Day” in the MUKAVA Project

1. Why are morning and afternoon activities being introduced now in Finland?
2. What kind of morning and afternoon activities have taken place in Finland?
3. What is the Finnish education system like in general?
4. What is the MUKAVA project and why was it established?
5. Is there any research evidence to support the MUKAVA intervention?
6. What does the concept "integrated school day" mean?
7. What kind of activities are taking place? Will teachers be expected to supervise the activities?
8. What is the role of the parents?
9. Will morning and afternoon activities be compulsory for everyone? How will this be funded?
10. What are the expected outcomes of the MUKAVA project?

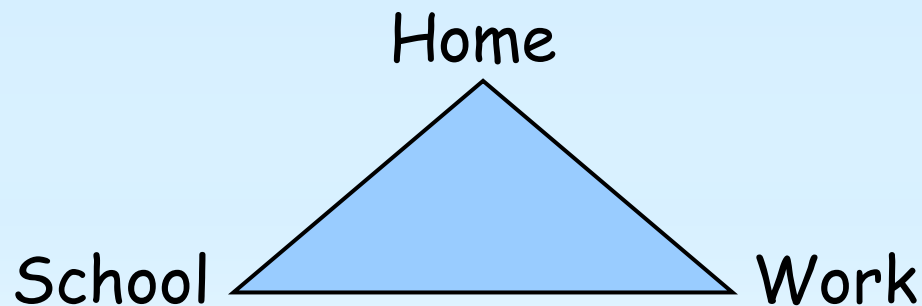
The level of annual family expendible income (net income plus child subsidy) for a one-wage-earning couple, as compared to Finland



(Kurjenoja, 2003)

Reforms in 2004

1. The law will mandate that supervision of children's activities in the morning and afternoon should be available for all first- and second-grade children and for children at any grade.



2. The law will mandate that one of the parents could shorten the work day until the end of the child's second school year.

Economic recession (early 1990s)

- club activities reduced
- afternoon care diminished



Under school age: Subjective right to day care
School age: No right to afternoon care

Increased public awareness: (1996-)

Organization of afternoon activities, e.g., in Jyväskylä (1998)

National Board of Education: Working group on club activities (1998)

The program of the Finnish Government (1999)

OECD Country Note (2001)

The Ministry of Education: Committee (2001), Report (2002)



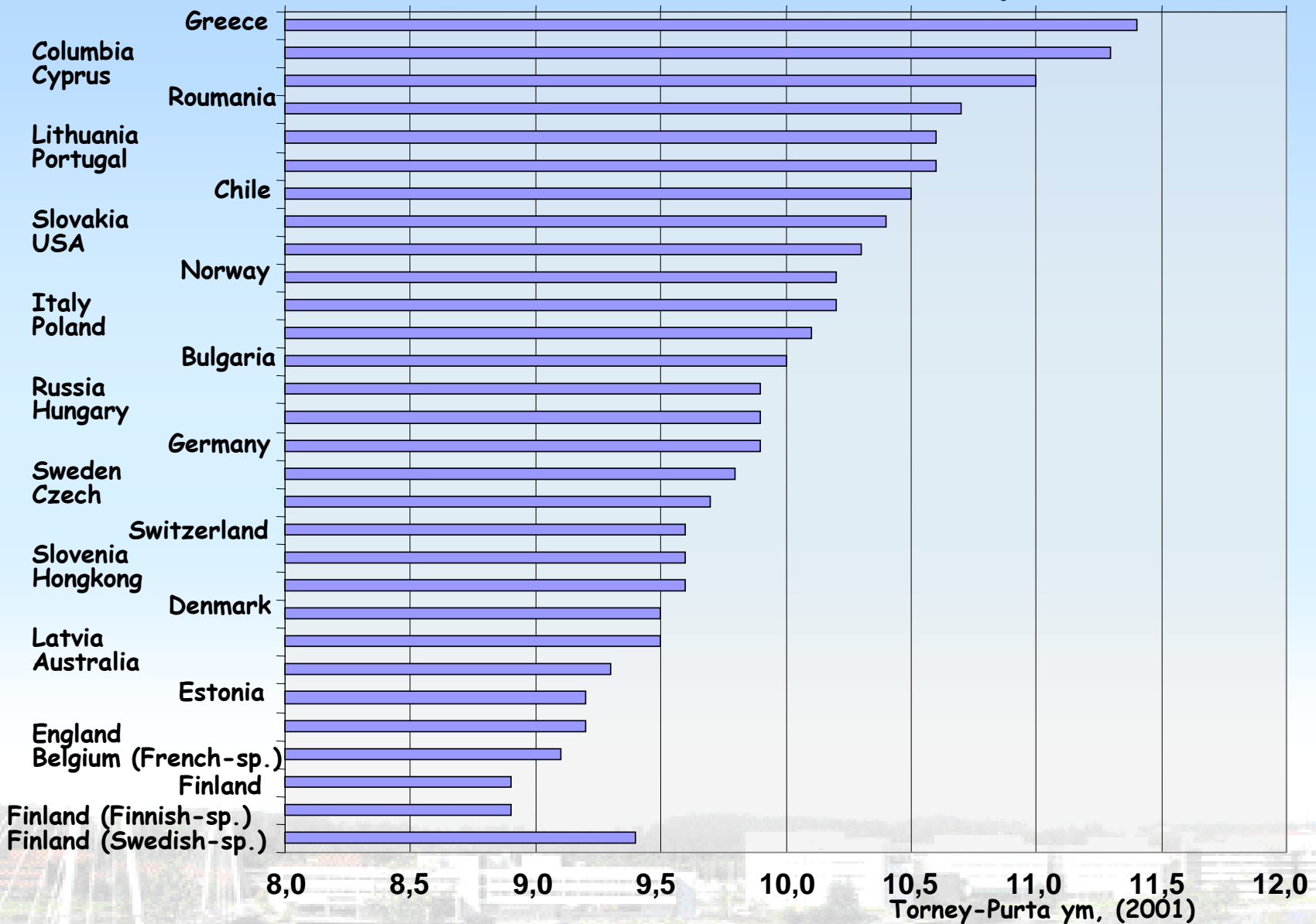
Committee Report, Ministry of Education (2002)

Alternative solutions:

- 1.No changes
- 2.The arrangement of morning and afternoon care becomes the responsibility of municipalities
- 3.The school serves as an activity center
- 4.A full day school schedule
- 5.Shortened working hours for parents

Combination of options 3 and 5 recommended

Valuation of civic activity



MUKAVA

Goals

- 1) Child protection
- 2) Psychological development
- 3) Social psychological



MUKAVA



MUKAVA -Program

Patron: Paavo Lipponen, the Speaker of the Parliament

Board

Chair: Tuula Haatainen, Minister of Education and Science

Executive Committee

Chair: Kyösti Karjula, Member of Parliament

Scientific Director:

Lea Pulkkinen, Professor

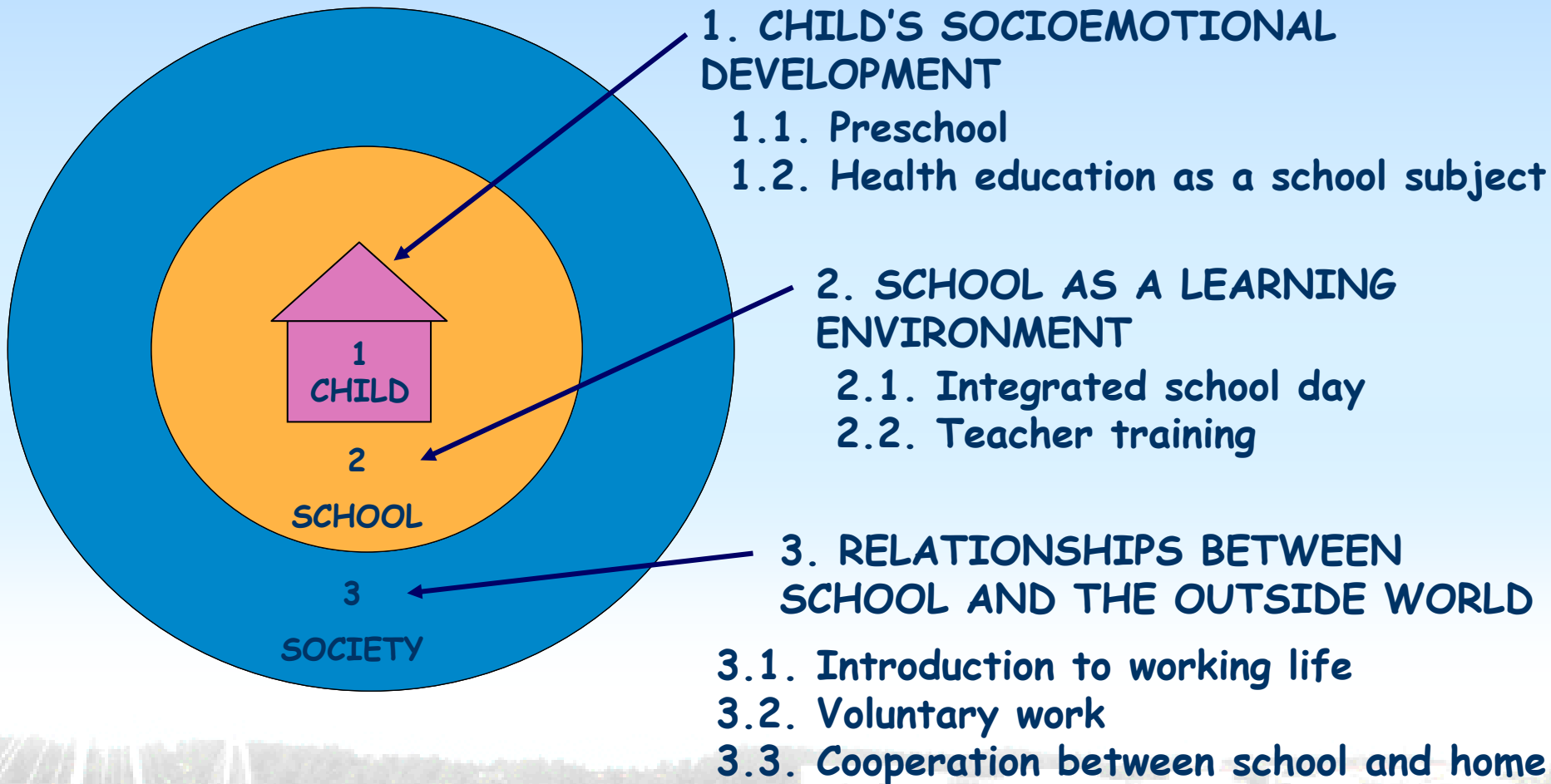
Program Manager:

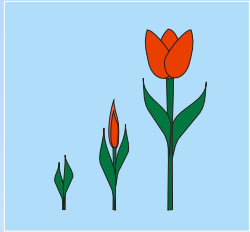
Leevi Launonen, Ph.D., School Principal

Coordinator of the Integrated School Day Project:

Raija Pirttimaa

MUKAVA : the levels of action

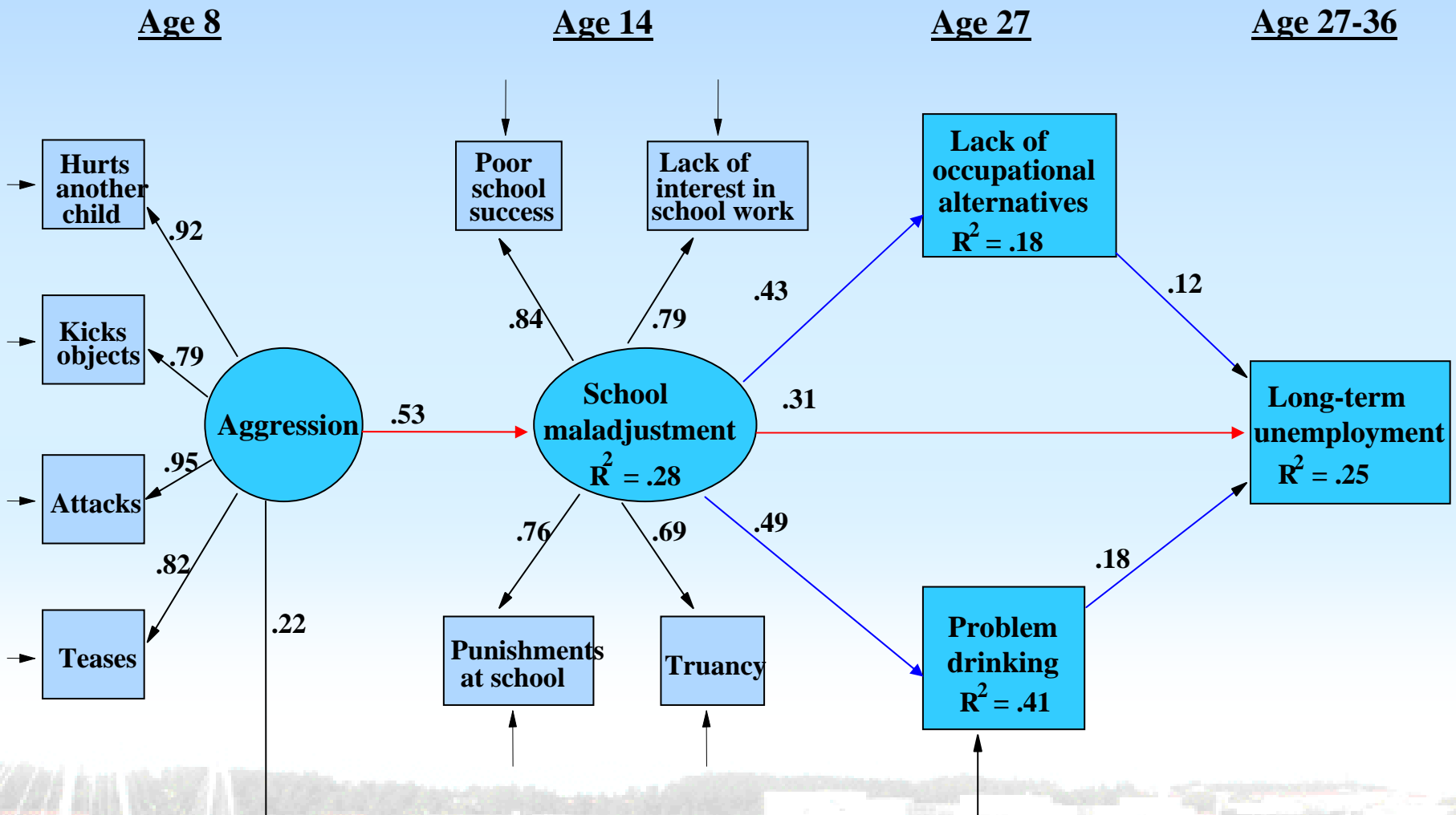




The Jyväskylä Longitudinal Study of Personality and Social Development (JYLS)

Year	Age	Participants	Methods
1968	8	196 boys 173 girls	Peer nomination Teacher rating Personality inventories
		60 boys	Aggression inventories School achievement tests
1969	9	60 boys	Aggression machine (PAM)
		174 boys	Teacher rating
1974	14	189 boys 167 girls	Peer nomination Teacher rating
		77 boys 77 girls	Subject interview Parental interview
1980	20	68 men 67 women	Subject interview Self-control inventories
1986	27	166 men 155 women	Mailed questionnaire Interview + EPQ, SSS
1992	33	123 men 126 women	NEO-PI (Costa & McCrae) TV watching
1995	36	161 men 152 women	Mailed questionnaire Interview + inventories
1997-1999	38-40	55 men + spouses 54 women + spouses	Interview + inventories Family observations
	7-13	109 + 40 siblings	Laboratory tests Inventories Teacher and parental rating
2001	42	151 men 134 women	Medical examination Mailed questionnaire Interview + inventories

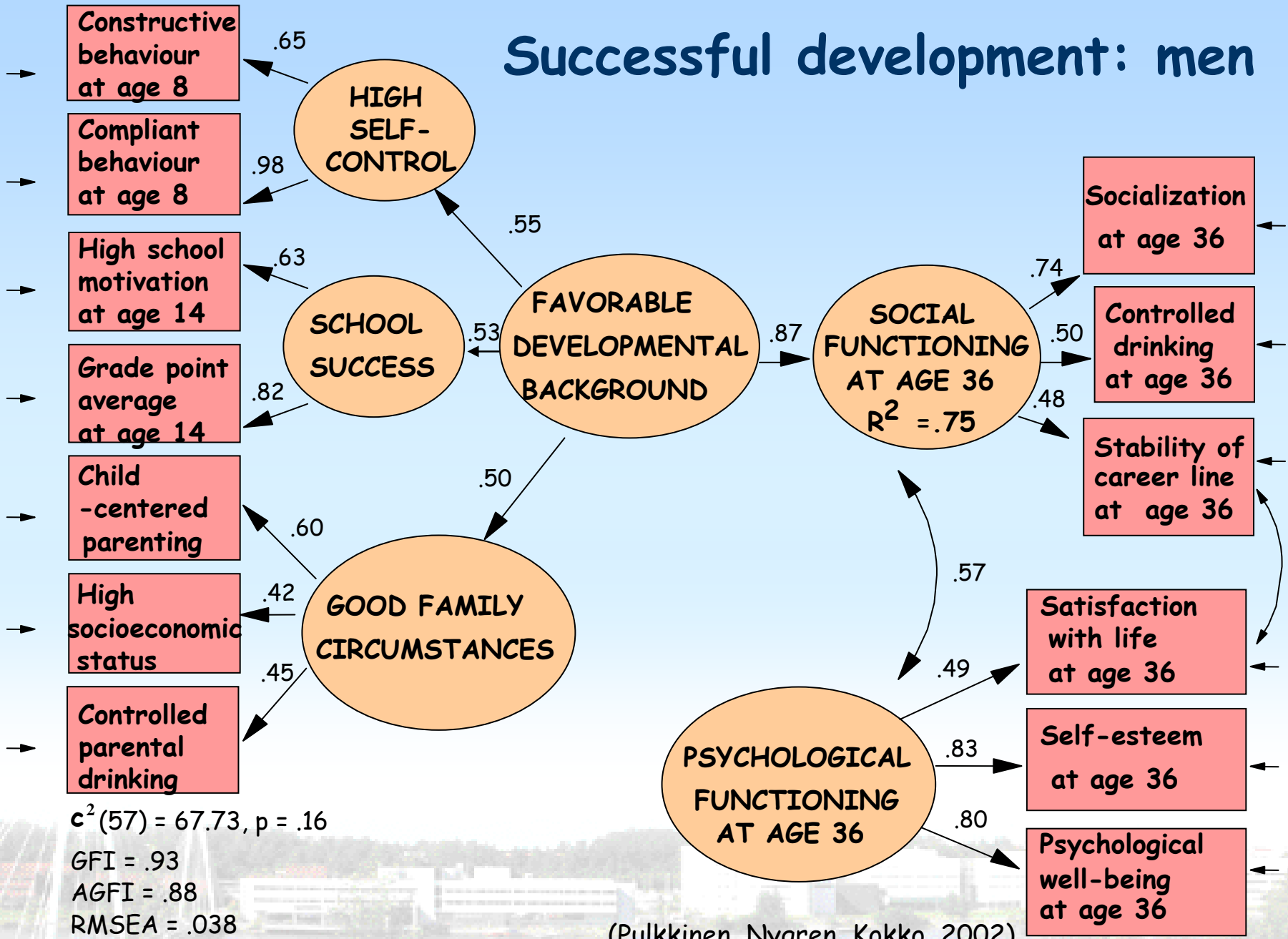
A cycle of maladaptation



$\chi^2(34) = 32.78, p = .53; RMSEA = .00; RMR = .041; GFI = .98$

Kokko & Pulkkinen (2000)

Successful development: men



(Pulkkinen, Nygren, Kokko, 2002)

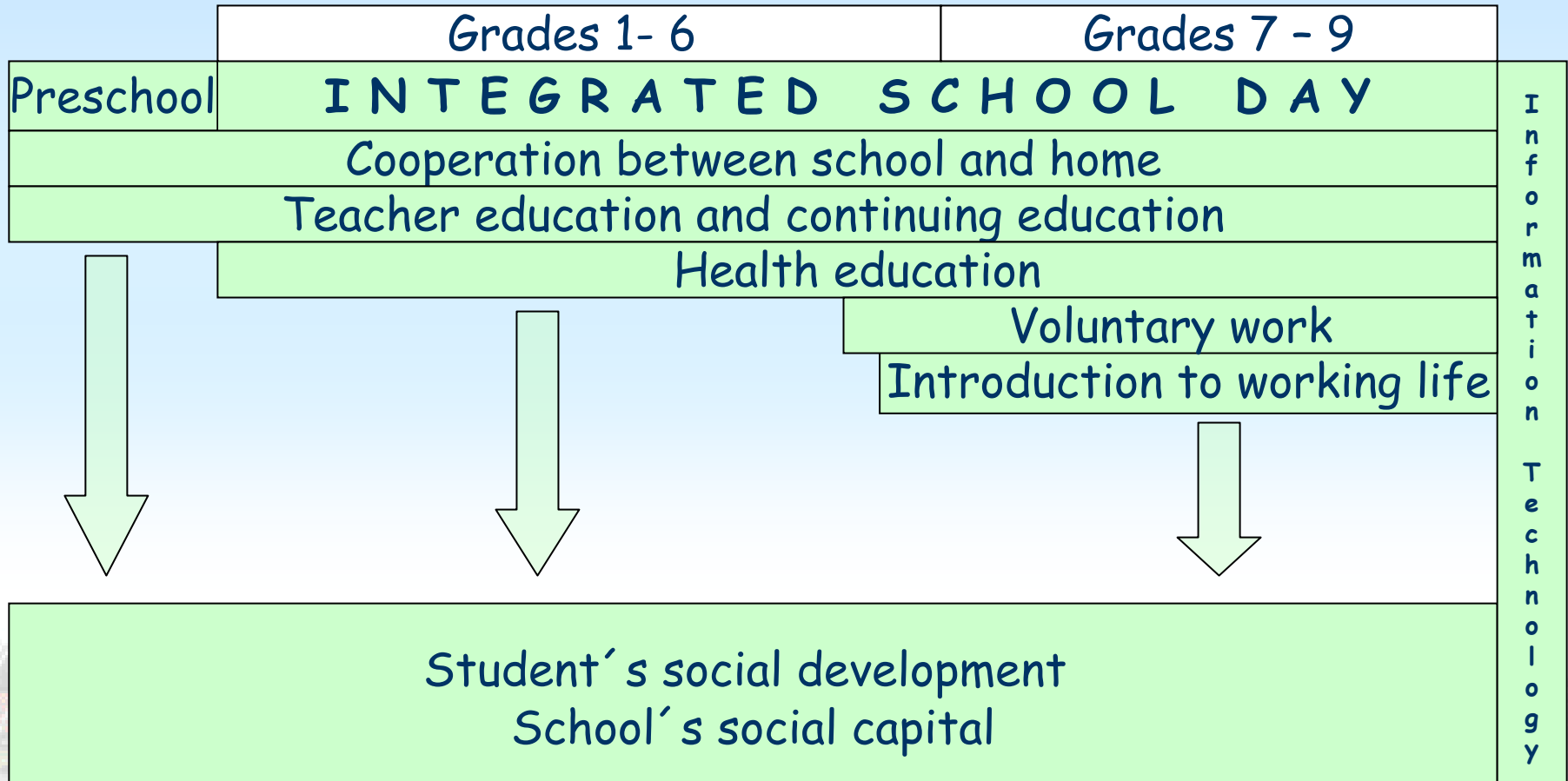
Extra-curricular activities at school

- Strengthen children's contacts with other children
- Strengthen children's contacts with the staff at school
- Improve school achievements
- Increase student's attachment to school
- Increase social capital of school



MUKAVA -Program

for the Enhancement of Social Capital
in School and Children



Integrated school day

- reorganization of school work to provide greater scheduling flexibility
- before lessons, during lunch break, between lessons, and after lessons:
 - (1) "Care" style of supervision
 - (2) "Goal-oriented" activities
- in school premises
- under the supervision of school principal



The structure of the school day

	Current Situation		Recommendation
	1. day	2. day	Same rhythm for each day
8-9	lesson		supervised activity, if needed
9-10	lesson		lesson
10-11	lesson	lesson	lesson
11-12	lesson	lesson	siesta & supervised activity
12-13		lesson	lesson
13-14			club activity
14-15			lesson
15-16			supervised activity, if needed

Peer Tutoring



A new profession

“School supervisors”

full-time workers from part-time teaching assistants

- supervise activities
- serve as teaching assistants
- assist in the organization of activities

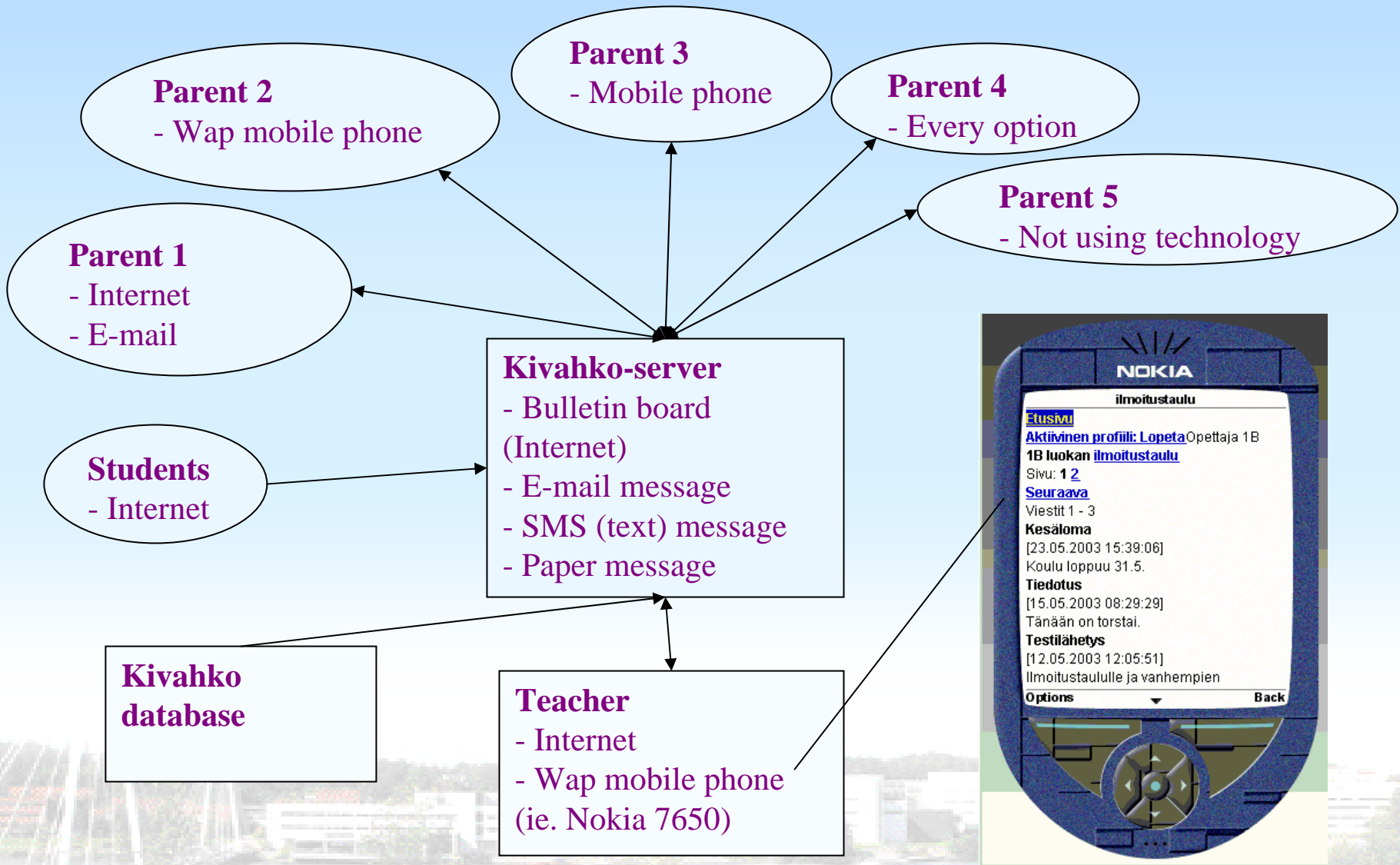


The role of the parents

- Activities planned in cooperation with parents
- VAPSU; a questionnaire on free time activities
- attention to children who do not have hobbies, children with disabilities, children of immigrants
- Parent involvement encouraged on a classroom basis



Kivahko-communication system



Funding

Ministry of Education:

Each child 570 hours of supervision per year
3 hours per day

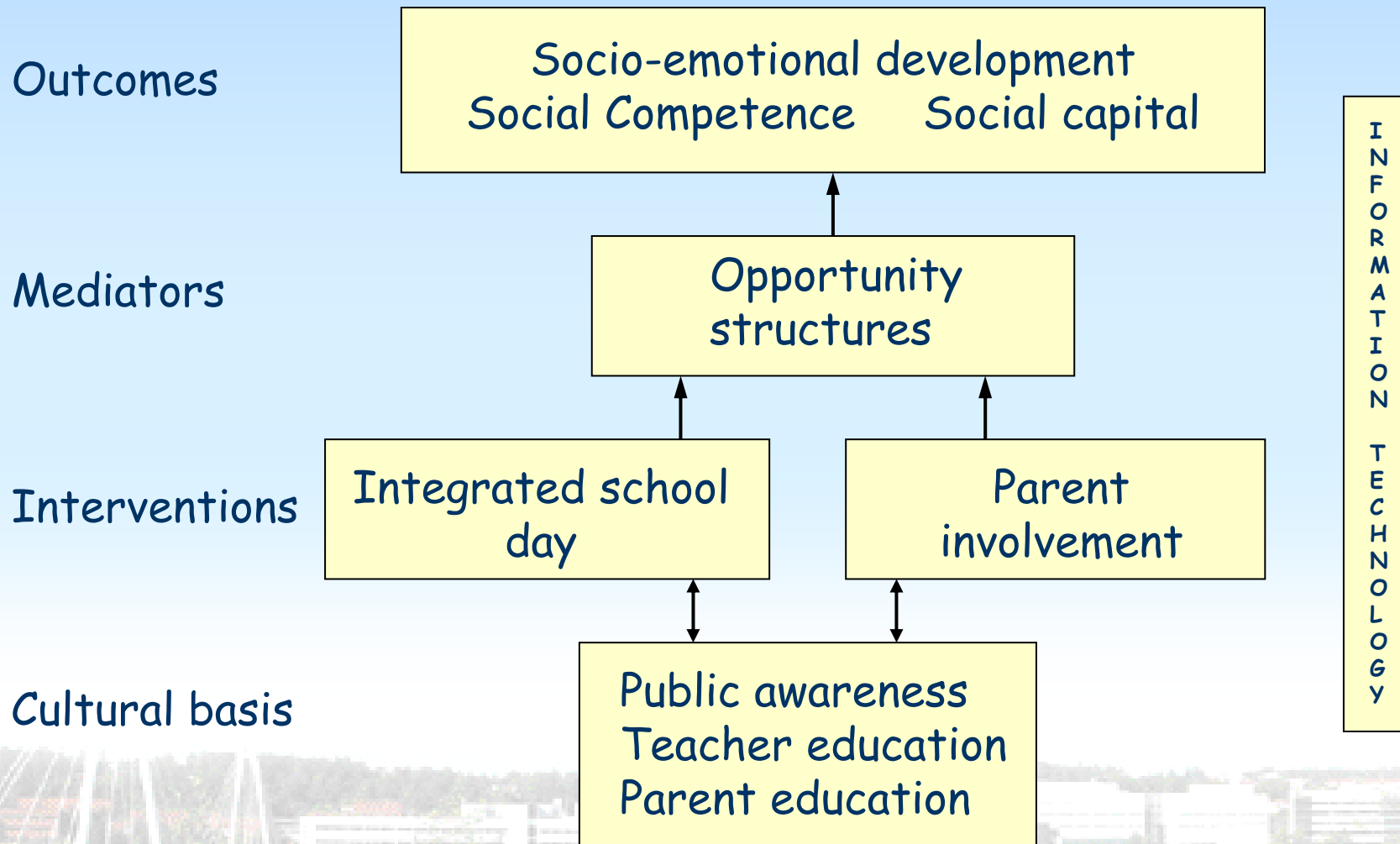
Costs per child: 821 euros per year, from which
Government will provide 57 % (466 euros)

Parents can be charged 60 euros per month (570 euros)

Total 1036 euros



Conceptual map of the project



JAMES COLEMAN (1988)

"FAMILY BACKGROUND"

- * FINANCIAL CAPITAL (E.G., INCOME)
- * HUMAN CAPITAL = CULTURAL CAPITAL (E.G., PARENT'S EDUCATION)
- * SOCIAL CAPITAL (E.G. RELATIONS BETWEEN CHILDREN AND PARENTS)



INITIAL SOCIAL CAPITAL

(Pekonen & Pulkkinen, 2002)

- * VALUES AND NORMS
- * THE AMOUNT OF NETWORKING
- * TRUST IN HUMAN RELATIONSHIPS

Conceptual map of the project

