

VANTAA'S PLEDGE TO THE EUROPEAN PILLAR OF SOCIAL RIGHTS, 2025

Commitment to Principle 11: Childcare and support to children

All Together in Vantaa – Advancing Equality in Education

To increase equality in education and to provide all learners possibilities to learn to their fullest potential, Vantaa is committed to advancing equality in learning by developing educational equality indicators, strengthening the skills of multilingual learners and promoting a language-aware operational culture, and supporting the socio-emotional skills of children and young people.

1) We will further use and develop equality indicators in education to better allocate resources and organise teaching

The Department of Education and Learning in Vantaa is committed to promoting educational equality through needs-based funding. We are developing our knowledge base to advance educational equality and to understand how schools have developed differently.

The city has introduced new school-specific indicators to ensure that funding is more accurately targeted where it is needed. The funding is based on four indicators: the proportion of unemployed parents, the proportion of parents with only basic education, the proportion of learners living in low-income households, and the proportion of learners with a foreign language background. The differentiation development of schools is regularly monitored in management boards, and the knowledge base is used as a tool for data-driven management.

Indicators: Needs-based funding is maintained at least at the current level, and the allocation of funding is monitored annually.

2) We will strengthen the skills of multilingual learners and promote a language-aware operational culture

Several studies show that the skills of multilingual learners are weaker than learners who have Finnish or Swedish as their mother tongue. On the other hand, it has also been recognised that multilingual children and young people are a heterogeneous group in terms of background, school skills, and competencies: some were born in Finland, while others have just moved to Finland.

The goal of Vantaa's Multilingual Learners' Skills Development Program 2024–2027 is to develop educational practices so that every learner, regardless of background or mother tongue, has the best possible conditions to grow and learn to their fullest potential. During the program, the aim is to identify structures and measures that can best support the learning of multilingual learners and the development of a language-aware operational culture.

The program will develop the activities of early childhood education, basic education, and secondary education from the perspective of a unified school path, considering the individual needs of the learner.

Indicators: The measures of the Multilingual Learners' Skills Development Program will progress according to the schedule. The program includes a financial investment of at least €300,000 per year. These investments include organising co-teaching; one language and culture coordinator; and one language and cultural awareness specialist. We are also closely monitoring the learning outcomes of Finnish as a second language learners.

3) We will develop common practices in schools and early childhood education centres to support socio-emotional skills, to strengthen positive behaviour, and to address behavioural challenges of children and young people

The development work is carried out according to research-based operational models of “ProVaka” and “ProKoulu” (based on the School-wide Positive Behaviour Support and the Program-wide Positive Behaviour Support frameworks). The operational model has been adopted because there is a growing need among staff to address challenging behaviour in children and young people and to develop their own skills. The operational model supports the strategic goals of the Department of Education and Learning in Vantaa, especially in supporting the well-being of children and young people.

Indicators: Twice a year, a staff survey is conducted in schools and early childhood education centres to gather information on the effects of the operational model both at the city and school /daycare centre levels. The survey focuses on e.g. experiences related to behavioural challenges and well-being at work. In addition, schools and early childhood education centres will annually assess how the implementation of the operational model has worked out.

Vantaa, March 13, 2025

Pekka Timonen
Mayor
City of Vantaa