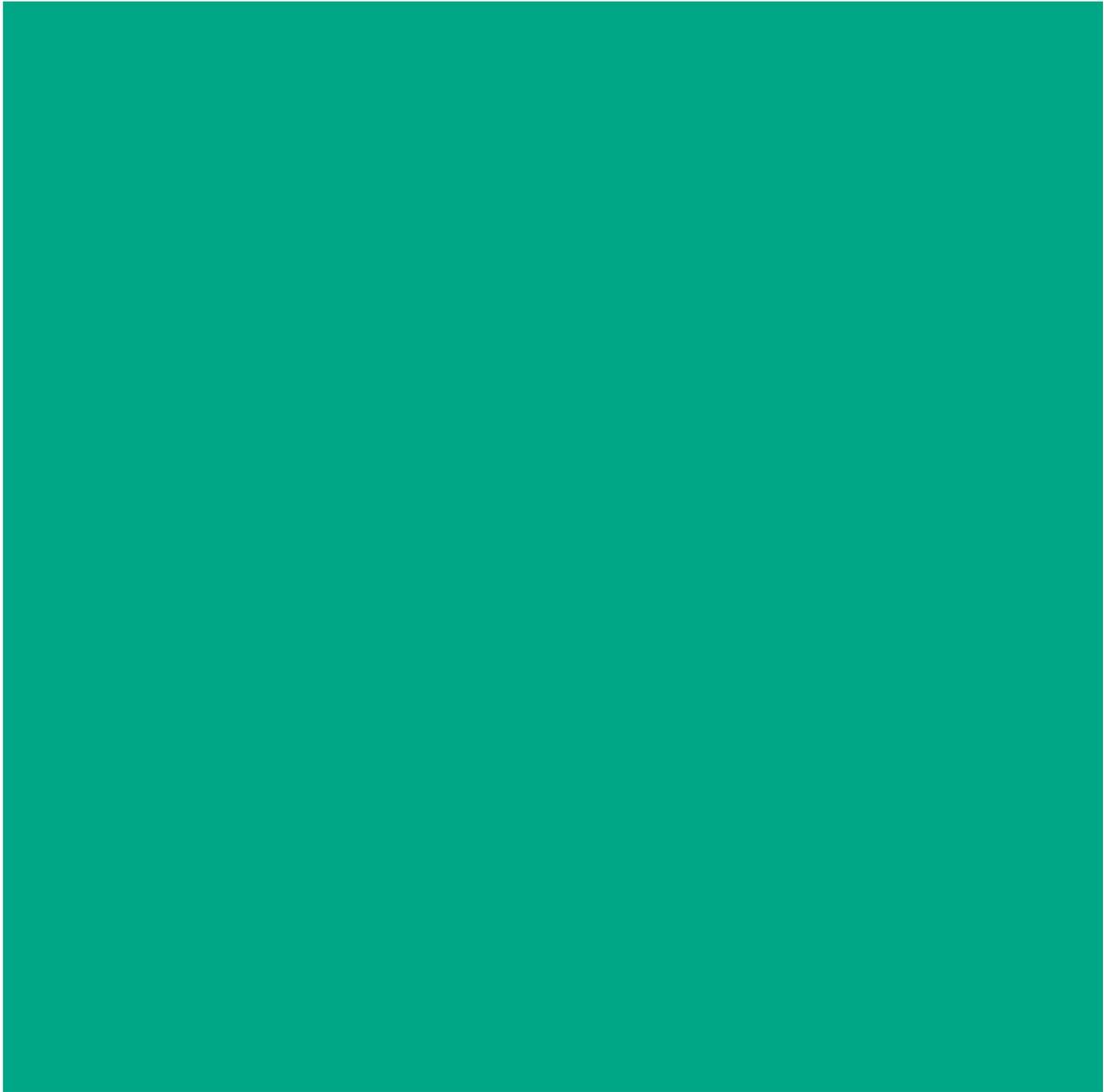




**3 FINLAND GIVES
YOU A LESSON**

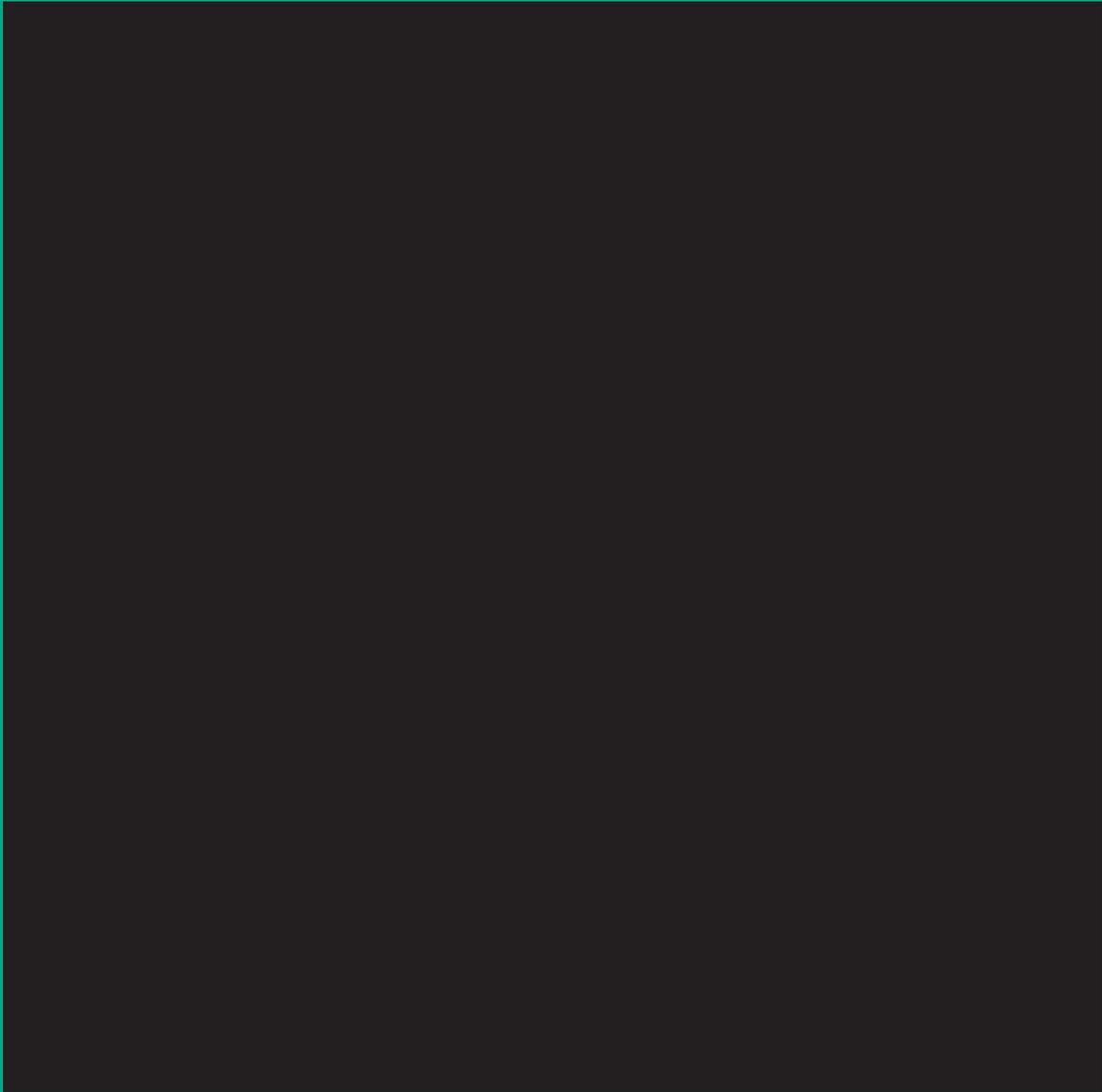


FINNS ARE THE BEST IN THE WORLD AT TEACHING AND LEARNING

Finnish comprehensive schooling is without doubt among the best in the world. Underpinning the success is the strong belief of Finns' in the importance of education and the positive learning atmosphere based on it. As a result of this exceptional strength, Finland has a particular opportunity to create other top-level educational products in addition to comprehensive schools and to become a major power in learning. However, at the same time the school tradition, which is based on equality and the opportunity of all pupils to continue their education irrespective of the previous school place, must be strengthened.

The importance of education and learning is also emphasised in working life. Instead of products and services, or in addition to them, companies are increasingly offering solutions to customer needs. This demands continuous learning and also teaching. Both leadership and performing work need to become more interactive. Leadership will in the future be increasingly about continuous learning and the further teaching of colleagues and customers. The best lessons from comprehensive school will in this way be transferred to working life.

Schools and education will in the future also play a major role in ensuring Finnish creativity and non-hierarchical problem-solving. Likewise, schools should enhance the natural way for Finns to communicate, that is, strengthen the negotiation and mediation skills in the way that has been pioneered by Martti Ahtisaari.



FINNISH TEACHERS KNOW HOW TO LAUGH

"I love you," said the teacher. "I also love my job. My fingers are itching to get to sow golden nuggets of information. My head is buzzing with new ideas and my heart is bursting with the need to guide you."

Ella and her friends are sure that the teacher is sick. They decide to help the teacher and make him better, for which they will need at least a quarantine, a giant Siberian flying squirrel, a schools inspector, lots of education, an Indian head-dress, a government bill, and light-hearted news item before the teacher calms down and everything goes back to how it was before. Or will it be even then?

An extract from Timo Parvela's book Ella – Look Out for Children!

Most Finnish children know Ella. Timo Parvela's Ella books depict everyday life at school and above all the friendly and humorous relationship between the pupils and the teacher. In that, the books depict the reality. Learning in Finland is not based on respecting teachers but on human and unreserved relationships between the teachers and pupils.

The teacher in the Ella books is not a frightening authority but a living human whose life is also followed outside the school. The children themselves and the everyday life at school create mishaps that both child and adult readers find funny. Parvela's books are also popular in countries such as Germany, where children like their informal and warm atmosphere. Although the teacher is often laughed at in the Ella books, it does not prevent them from being used as a school reader. Finnish teachers would appear to be able to cope with the fact that the joke is on them. Finnish teachers are in on the joke.

MISSION FOR SCHOOL CHILDREN:

Do something together even with
the quietest member of the class

Research on children's well-being has shown that the well-being of Finnish children is among the best in the world, but in family relationships and those with friends as well as in subjective well-being success has not been as good. The most successful aspects in Finland are children's health, material well-being and the quality of education.

Schools should improve team working methods for the group working model that has become outdated. Learning practices should be developed towards genuine cooperation so that positive and immediate peer examples are used in motivating learning. This can be achieved by bringing the 'everyone involved' model familiar from youth sports to everyday school work. It is important to obtain everyone's different input as part of a joint outcome than try to achieve the best outcome determined in advance.

This, therefore, involves a new way of working together, not a new subject. This is a means of teaching more social skills and about joy, friendship towards fellow beings, good manners and the consideration of others. Everyone will have more fun if we manage to build a friendly operating culture and a mature positive atmosphere.

This will not come about only through giving orders or directing from above; experiences of community come about through working together with peers. Therefore, every school pupil can take on a task: do something together with even the quietest ones in the class at least once a week.



FINLAND'S STRENGTHS – AND STRENGTHENING THEM

THE WORLD'S BEST LEARNING OUTCOMES Finns have only in recent years – carried along by the praise from the rest of the world – understood how unique Finnish schooling is. The PISA comparison, which is undertaken by the OECD and measures learning outcomes of 15-year-olds, has placed Finnish basic education at the top of the table several times in a row. The PISA programme evaluates young people's skills in mathematics, science, reading and problem solving at three-year intervals. Attitudes towards studying that support learning and study skills are also examined. Surveys of pupils and schools are undertaken to obtain extensive information on the learning environment at home and at school, the social status of the home and support for studying, how pupils spend their time and what they think about school and learning. Contrary to what is generally believed, PISA does not only measure doing well in actual subjects.

The focus area in terms of PISA's content varies with each survey round. For the survey in 2000 it was reading literacy, and in 2003 and 2006 was mathematics and science, respectively. Finland came top in the survey for both 2003 and 2006, even though different aspects were emphasised in them. An international survey was recently published in which young people's skills in social matters were investigated. Finland was ranked at the top of this survey too, although the report did state that knowledge on social matters does not channel into actual actions.

The mathematical and linguistic competencies of Finnish children and their level of knowledge of society are thus excellent. Numerous foreign visiting groups have requested Finns to analyse what makes our schools so good.

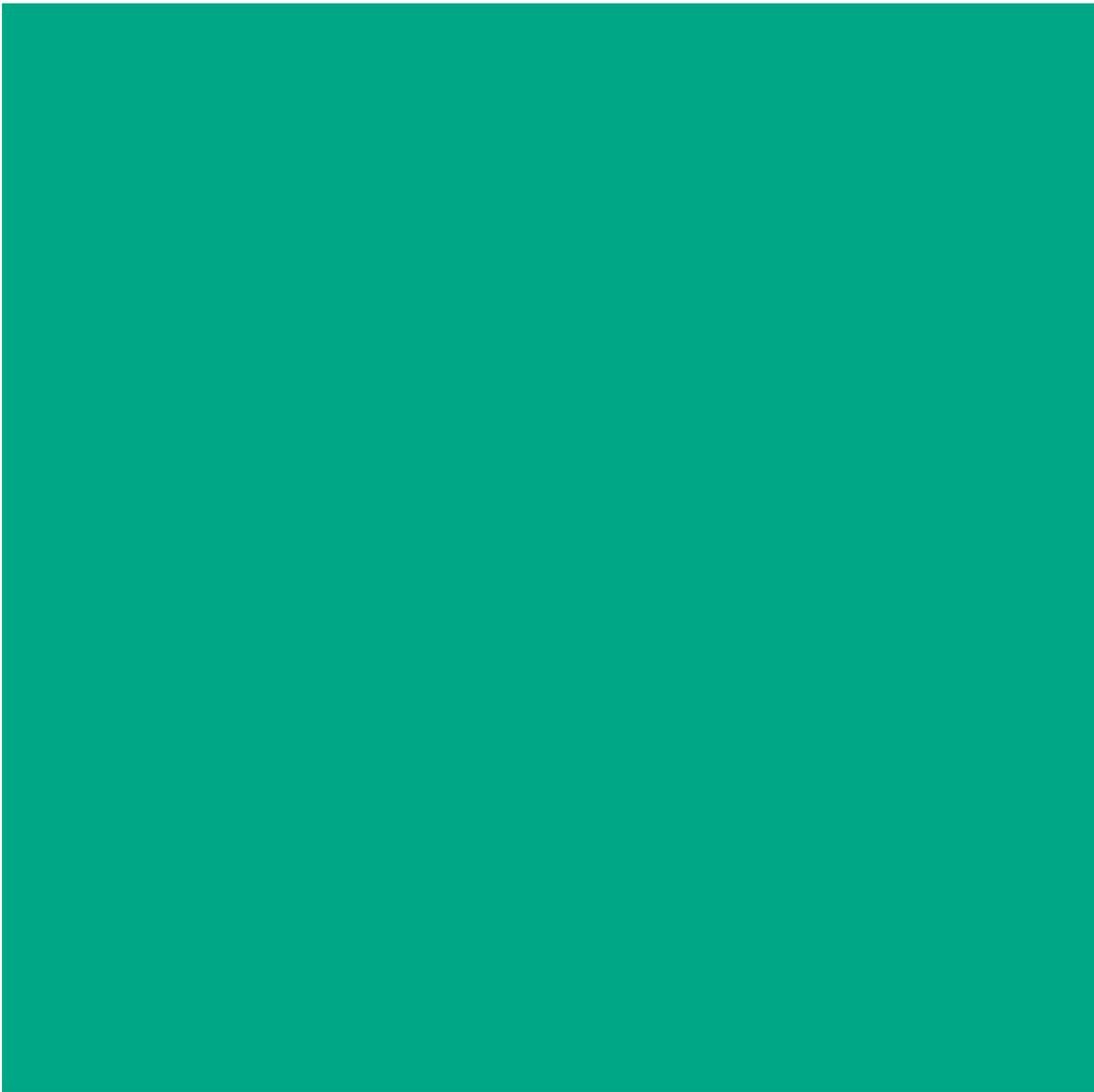
The emergence of Finnish society among the world's most wealthy countries during the latter half of the 1900s was mainly based on the desire for popular education and investments in education. In the modern world no country can manage without an educated and skilled nation. The Finnish model is a proven one and it could also function as a means for many current developing countries to go forwards.

MISSION FOR SCIENCE CENTRES:

Set up PISA centres

The success of Finnish comprehensive schools is the great success story of society in the new millennium. Therefore, it is important that Finns and international visitors have the opportunity to understand through popular information what is involved in this success and what explains it. For this reason, a high-level permanent exhibition on Finnish education could be created in Finnish science centres, such as the Science Centre Tietomaa in Oulu and Heureka in Vantaa. A version of the exhibition that tours internationally could also be designed.





MISSION FOR POLITICIANS:

The best school for all in a diversifying society

The Finnish school system cannot manage with limited resources. The diversification of the population is placing a major strain on education. Teachers feel the demands on them are increasing at the same time as pupils' skills and abilities are becoming more diverse. The continuous feeling of inadequacy is the main factor in eroding teachers' sense of meaningfulness about their work.

Equal opportunity and equality at school does not mean uniformity. In some schools there needs to be a lot more investment, while many will manage with their current resources.

It must be ensured that teachers have sufficient opportunities to establish good relationships with parents and support every child's sense of ability. The traditional strength in Finnish schools – equal opportunity – means accepting in an age of diversity the fact that schools need support for dealing with diversity.



A SCHOOL FIT FOR A PRESIDENT IN EVERY VILLAGE The success of Finns in the PISA surveys has its roots in the general attitude that views school in a positive way. The university's lyre symbol adorns the breasts of grandmothers as badges of honour: my achievement is this many educated children and grandchildren! Education has genuinely opened doors, and getting an education has been a channel for social advancement, more satisfying work and a better standard of living.

An attitude positive towards education cuts through society irrespective of the family's position or background: the children and young people of families with a working class background are also encouraged and have been encouraged to gain an education. Examples of a 'class trip', in other words, social advancement arising from education is a common feature of many families. The first children to get a master's degree in a family has been a sign that the nation's joint effort has produced results. Finland is a country in which the President in the 21st century is a cleaner's daughter who trained to be a lawyer. Many previous presidents also come from a modest background. The sons of a crofter and of a working class family from Turku have made it to become the nation's leaders.

Nowadays, the Finnish pre-school system illustrates how education is valued. Although children are not obligated to attend pre-school, local authorities have an obligation to offer it to all those who want it. Consequently, over 99 percent of children attend pre-school.

Over the last few years, the best learning outcomes have been achieved by girls and young women, whose role models are highly educated working mothers. In the comparison of the PISA results, it is the girls who take the boys with them into the top spots. The number of girls in secondary schools overtook the number of boys as far back as in the 1910s, immediately after coeducational schools were founded, and a majority of university students have been women since the 1940s. Educated women wanted to join the world of work, being a housewife was not a career like it was in many other western countries.

MISSION FOR HEAD TEACHERS:

Make schools a centre for neighbourhood democracy

The mission of head teachers is to ensure that the school not only teaches but also promotes democracy and that its principles are upheld. Creating open, ordinary bonds with the rest of society, companies in the area and the third sector is an important means for strengthening a positive social role for the school and pupils. In addition, the influence of the pupils themselves on the school's activities must be increased. In this way, the understanding of democracy as dialogue between various actors will develop in a concrete way through practise.

A group of international experts in learning familiarised themselves with the phenomenon of the Finnish school in spring 2010. They were surprised by the differences in the teaching of citizenship education. In the US, citizenship education is studied by undertaking social projects: by organising civic activity, by collecting money for the parish, by giving out food to the homeless or by organising a special occasion at an old people's home. However, young Finns know more about social structures and activities than their contemporaries in any other European country but participate in social activities less than almost in any other country. The opening up and integration of schools as part of the surrounding society is a challenge and a task that requires special skills. In order for this to succeed and the Finnish school brand as a creator of active citizens to be reinforced, head teachers will have to get down to work.



Even in his time, Uno Cygnaeus was a champion of women's education because he was of the opinion that women were more suited to education than men. Young women were accepted onto the teacher training started by Cygnaeus right from the start. This can still be seen in Finnish schools: the majority of teachers are women, from elementary instruction to the level of higher education institutions.

Finland has not seen the establishment of elite schools; the general Finnish school system and schools are of such a level that children do not need to try and get into a better school in order to succeed. Although the schools achieve various results in comparisons of the results of grades for matriculation examinations, Finnish school teaching is generally of such a high standard that the education provided by the schools is good enough. In Finland, there is no need for any special prep courses in basic education; any potential problems are taken care of through special teaching arrangements. The homogeneity of Finnish society has furthered this development: there have not been such large differences in the wealth and lifestyles of the population that the children of a labourer and a bank manager could not be in the same classroom. The promise of school as the builder of the future is real in Finland!

MISSION FOR PUBLIC FIGURES AND TOP SPORTING FIGURES:

Teach in a school once a year

The school is above all a social place for children and young people. Children go there to meet other school children, to play, gain experiences and work together. Increasing respect for the school in the eyes of its pupils is only possible by strengthening these social aspects of the school and by integrating them to support other learning objectives.

Finnish sporting figures and other public figures admired by children and the young could help in increasing respect for school. Their visits to schools make the school an even more important social place. At the same time, they could explain how they themselves learnt to work with others at school; how they were successful in defending those weaker, preventing bullying, being friends to those excluded and otherwise acting bravely in the school yard. These lectures by famous guests are given on the pupils' terms. This can also be seen in the fact that the pupils can vote on who gets invited to the school. Lessons by famous people are held outside the classrooms, in halls, the yard or some other room for pupils.



THE BEST COMPREHENSIVE SCHOOL The most impressive achievement of the Finnish welfare state is the nine-year comprehensive school, created in the 1970s. Offering the opportunities of education to all irrespective of where the family lives or its social and economic position has been one of the greatest political decisions since Finland became independent. The right to free education was written into the constitution as far back as 1919, and universal compulsory education two years later. Making basic education available to all those coming within the scope of compulsory education is a statutory obligation for local authorities. Compulsory education lasts until the person reaches 16 or until the nine-year comprehensive schooling has been completed.

There has been a debate in Finland about extending compulsory education until the age of majority. The fact that compulsory education for the disabled starts at the age of six and lasts eleven years highlights the pedagogical approach.

Free education also extends to school meals, the journey to school as well as trips. The introduction of various charges for recreational activities in schools has met with stiff opposition and has resulted in, for example, wide-ranging culture voucher programmes for children in Espoo and Turku.

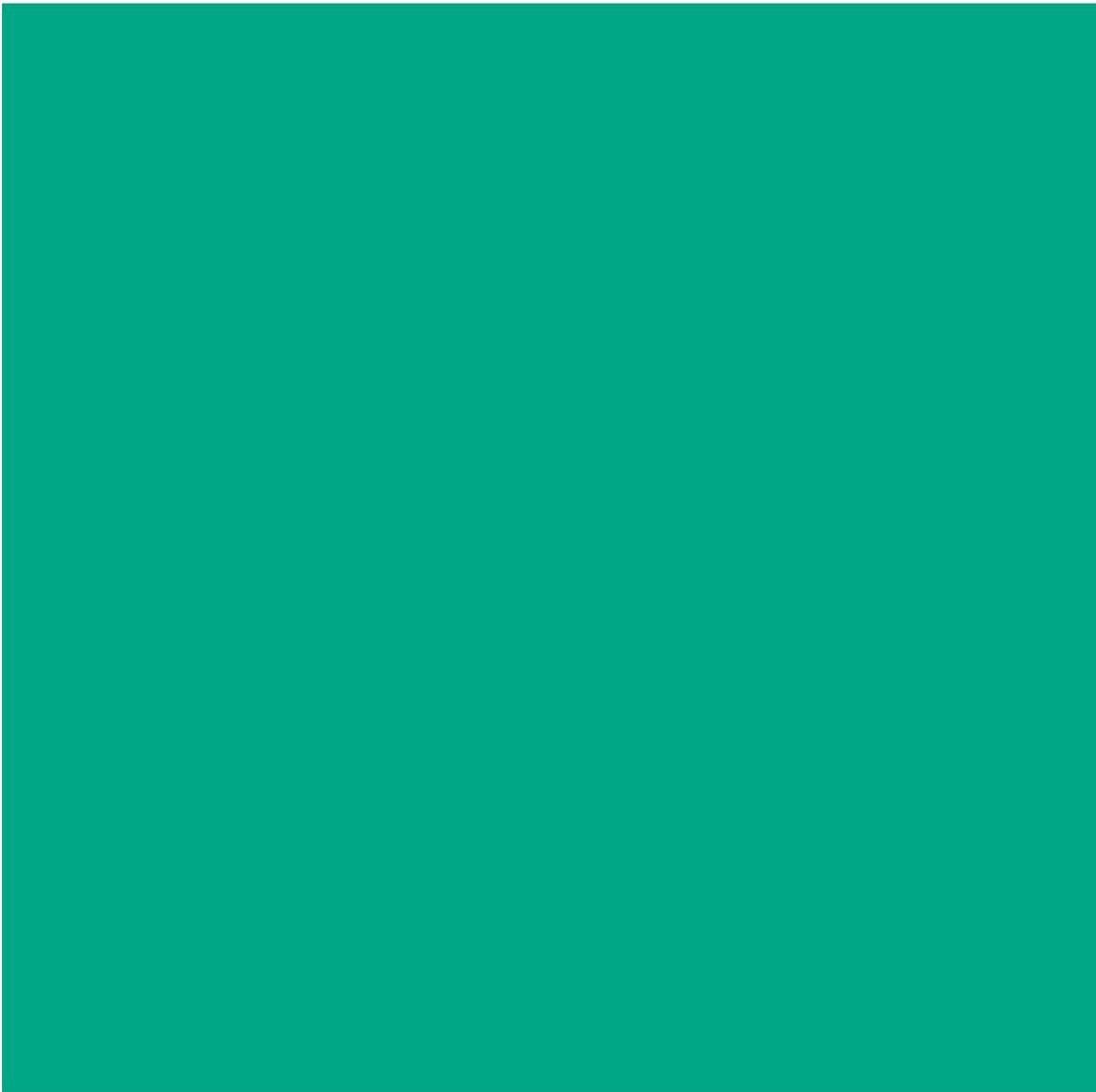
Finnish schools are cost effective. The best learning outcomes have not been achieved by spending more money than others. For example, while Finland spent just under 7,000 dollars per year per child in 2006, over 10,000 dollars per year for each child coming within the scope of basic education was spent in the US. Finland's expenditure on education per child is at the average level for OECD countries.

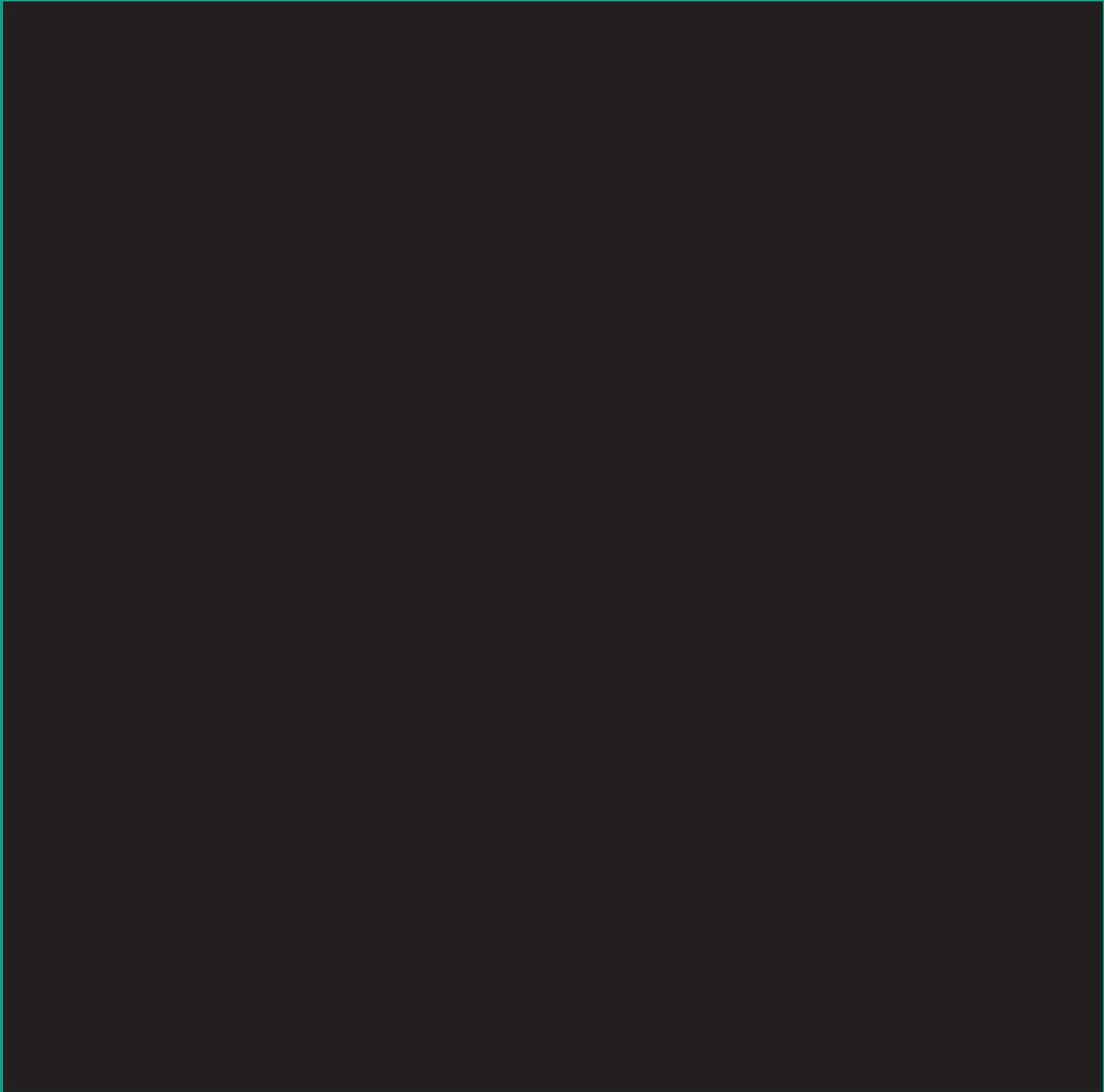
MISSION FOR PARENTS OF SCHOOL CHILDREN: Club activities and parents' learning obligation

Respect for Finnish comprehensive schools should be actively maintained. This would be supported by a nation-wide initiative on an open day to be held in every school four times a year. The nation-wide initiative would encourage employers to let parents find out about the daily life of their children during working hours. This new form of activity would bring together parents and recreational activities as part of the school.

Schools are well placed to bring together families with different backgrounds and to create equal opportunities for participation. This potential strength is not currently exploited adequately. There have previously been strong club activities in schools, within the framework of which young pupils have learned to organise working together among themselves. Nowadays, the children and families who need clubs most of all do not find their way to activities. Therefore, club activities should be interwoven in a new way as part of the daily programme of families with children who attend school and made attractive for the people of today. It is important to encourage parents to participate in developing, supporting and running club activities. High-quality club activities in schools would also free parents from having to take children to leisure activities. This would save energy and parents' time for higher quality time spent together.







ON THE INDIVIDUAL'S TERMS: ICEHEARTS The Icehearts sports club, which is active in the Helsinki region, Lahti and Ulvila, sets an example of how to include all the young in society. The club's educators commit themselves to support boys who are in danger of becoming excluded from the age of six years until adulthood. The adults, who have an education in social welfare, teach the boys about trust, working as a group, being responsible and self-knowledge in addition to sports. The 12-year time span is humane to the educators and the children as it allows for setbacks and failures.

At Icehearts the children come before sports. The educators go to schools to support the children, help parents in problem situations and let the boys choose themselves what type of sport is to be played. Ice hockey, football and Finnish baseball are tools for undertaking the educational task, not an end in themselves. Boys who are shy about team sports are also kept involved in the activities. Icehearts estimates that through its activities it prevents 2–3 boys in each group of seven boys from being taken into care. All of the first group who reached the age of 18 applied for upper secondary education.

MISSION FOR THE IT SECTOR AND PEDAGOGUES:

New innovations in teaching technology
should be developed

Computers are used less in teaching in Finland than in many other European countries. The differences within the country are enormous: information technology is used very innovatively in some schools, whereas in others computers are hardly used at all. It is not only teachers that affect learning outcomes but also the tools and teaching methods used in the teaching.

At the same time, various learning technologies and applications are being rapidly developed elsewhere in society. Finland possesses appropriate expertise in terms of this development. For example, Polar and Suunto lead the world in applications for sports technology and Remedy has already sold 10 million computer games around the world. If these skills are integrated with the world's best pedagogical skills, the result could be the world's best teaching technology. Pedagogues, the games industry and developers of teaching materials are needed for creating new teaching technology. Innovations in teaching technology should be made available for all teachers, which would mean that high-quality paper workbooks could be replaced by online material.



HIGHLY EDUCATED TEACHERS The most important factor explaining the international success of Finnish basic education is motivated and highly educated teachers: teachers are required to have a master's degree in Finland. Nursery school teachers are also trained at universities in Finland. Those working as teachers are required to have undertaken a trainee period during their studies. The long period of higher education ensures that teachers have pedagogic competence. It is specifically the teaching of subjects at the pedagogically appropriate time that is considered an important factor explaining Finland's PISA success.

The expression "candle of the nation" for primary school teachers encapsulates the way Finns regard teachers. Teachers have traditionally been powerful figures in village communities and neighbourhoods. The absence of school inspectors also says a lot about trust. In Finland, it is believed that teaching in schools is as a general rule performed well and that the staff are committed to their work.

Unnecessary authoritarianism has been successfully stripped from the teaching profession. Teachers may ring a pupil's home to ask after a child who has not come to school. Teachers are addressed by their first name, and it is easy for both children and parents to approach them. Teachers in Finland may also be by themselves with a child, unlike in Britain, for example. Teachers are trusted to be equal to their task.

Confidence in the professional skill of teachers is great, which explains, for example, why teachers are regularly ranked within the top twenty in surveys on the regard for various professions carried out by the Suomen Kuvalehti magazine. Respect for the comprehensive school teaching profession in particular is not related to salary. In Finland, teachers' work is seen as expert work that has real significance. This respect also translates into the profession's attractiveness. In many countries those who fail to get anything else have to be taken on as teachers.

MISSION FOR HIGHER EDUCATION INSTITUTIONS AND UNIVERSITIES:

Copying the PISA success at higher education institutions

Finland has achieved excellent pedagogical results for its comprehensive schools. The reason for this is especially down to skilled teachers. The challenge is that enormous potential is wasted because upper secondary schools and higher education institutions are not able to train enough of the world's best students supplied to them as world-class scientists and experts.

Finnish scientists must be turned into pedagogically qualified teachers. At the same time, a funding system must be established for higher education institutions that will enable teaching staff to gain sufficient resources for their work. Otherwise it will be impossible to provide sufficiently personal teaching and guidance. The pedagogy of higher education must also be brought up to such a level that higher education institutions become part of Finland's world famous education phenomenon. Good teaching work must be rewarded in filling vacant positions. The gulf between teaching and science must be narrowed: the potential of students who are working on their thesis and peer learning should be exploited to a greater extent.

What is essential is to engender an outlook in the students that they are entering an interactive culture of knowledge, in other words, crossing the border between learning and creation. This will take place by bringing them together with inspiring scientists as well as each other.



HIGHER, HIGHER, HIGHER Finland has made a determined effort to expand the number of educational institutions offering higher education. Free higher education has in practice enabled students to change the selections they have made as well as change sector. Those with a higher education have until recent times also been able to count on being able to find work: academic unemployment has been relatively low in Finland.

During the last 15 years, the polytechnic system has become a popular alternative to university education, which is more theoretical. Higher education institutions in Finland are of an equal standard: students can rely on the fact that certain criteria will be met whatever educational institution they choose. Finnish higher education can give students a guarantee for doing well, and the impact of an academic degree on a person's income level is still significant.

Finnish basic education is the best in the world. The next major objective is to get universities and higher education institutions up to that level – among the best in the world – where basic education already is. Finnish universities come out relatively well in international comparisons on research, but the difference with the world's best universities in the quality of teaching and especially in the individual nature of student guidance is clear. It is also the students' experience that guidance would improve learning and accelerate the progression of the studies. Finland has expended great efforts over a decade to ensure that two out every three Finns receives an academic degree. Improving the level of higher education must be the next focus of attention.

MISSION FOR MUSEUMS:

National heritage the property of the nation

According to the Constitution of Finland, Finns have responsibility for their cultural heritage. Museums must make their collections more easy to use and searchable on the Internet.

It is impossible to conceive in advance of all the impacts that releasing all the material for use by the public could have. A tight web of personal and national stories would soon start to take shape around the collections of museums. Opening up the collections for everyone's use would offer cultural institutions a way of finding new partners, make museums more functional places for shared experiences and give a stronger emphasis on local characteristics.



‘A SMALL NATION CAN BE BIG THROUGH EDUCATION’ Finland took some important decisions back in the 19th century and the school system that reaps success is part of their continuum. Finland, which has few natural resources, chose in the 19th century the path of educating the entire nation in the spirit of Snellman and Cygnaeus and the ideal of education of the time. The decision was made to bring reading and numeracy to every croft and cabin by means of schools run by parish clerks and peripatetic schools, as a result of which society avoided becoming divided into an educated elite and an uneducated populace. According to Finnish thinking on education, an individual can continuously learn and develop. Actors in the civil society, such as the temperance movement and political movements with their open colleges and workers’ institutes, have implemented this ideal independently.

In Finland, the literacy percentage of those who have Finnish, Saami or Swedish as their mother tongue is nearly one hundred. The subtitling of TV programmes is considered one reason for the good literacy level of Finns. Nowadays, it is seen that the good English-language skills of Finns are a result of the decision to subtitle foreign-language programmes. The alternative would have been to dub Finnish over the foreign language. One can only guess the magnitude of the impact that this would have had on literacy as well as on the comprehension of foreign languages. Another route was taken in many large language areas, such as in Germany and Spain. Finns think it is comic to watch Renny Harlin’s Die Hard 2 film in countries in which Bruce Willis speaks fluent German.

The general belief in education has also been a contributing factor in the high level of education. In Finland, people are expected to have broad knowledge of issues and society. Belief in science is strong in Finland; the majority of Finns believe that climate change is real and caused by humans. Finns take enthusiastically to new innovations, and all kinds of household inventors can be found in all shapes and sizes: in proportion to the population, the number of patent applications filed annually is the fifteenth highest in the world. Spede Pasanen, the archetypal DIY inventor, enjoyed great popularity with his various gadgets, which he tried with perseverance from one year to the next to get to work and into production. Finland is the least superstitious nation in the EU: only one out of five believe in lucky numbers. For the sake of comparison, it should be stated that on average in the EU two out of five believe in them and in the most superstitious nation, Latvia, three out of five believe in a lucky number.

MISSION FOR THE MEDIA:

The popularisation of science to new levels

Although the media sector is fragmenting, Finland's largest magazine, Pirkka, still reaches a half of all Finns. The Finnish-language version of Science Illustrated and ET-lehti, for example, can also be found in the list of the ten most read magazines. These magazines are not only read for fun but also for edification. Just as the Internet has conquered the market for encyclopaedias, so too magazines are facing major changes. Researchers are constantly pumping out more as well as more complicated research results. Therefore, those who popularise science will have an increasingly important role both in universities and in the media. People take time to read magazines, pore over them and frequently return to articles again. Therefore, their role as a reader friendly disseminator of information based on science is important. Scientific facts must therefore be told in a new way that interests and inspires Finns.



Finns have been avid readers since the early 19th century, and the general desire for knowledge and learning is characteristic of more than academic circles. Information is sought from books and papers. Newspapers are delivered to homes in the morning and their standard of journalism is relatively high. The same applies to other media and, for example, in international comparisons of the TV and radio Finland is acknowledged for its factual programming. The Finnish Broadcasting Company YLE is one of the world's most respected funders of documentaries.

Series of encyclopaedias have also been sold unusually extensively in Finland. People have bought general encyclopaedias for the home in instalments or books concentrating on some special area, such as nature, traditional cuisine, gardening or technology. Encyclopaedias aimed at children and young people have also been especially successful. Before the days of Google and Wikipedia, encyclopaedias were important sources of information. By purchasing an encyclopaedia for the home, parents have wanted to support their children's schooling by offering the best that they knew how.

MISSION FOR LIBRARIES: Ensure you are indispensable for Finland in the 2020s

Finns love their libraries. They are places for reading, listening and being. The traditional task of libraries as book storehouses where anybody can get the information they require with the assistance of friendly employees has, however, changed. The nature of the change is final. Information has been freed and an ever increasing number of Finns find the information they need via the Internet and not from books. Therefore, libraries must bring themselves up to date in order to meet the demand that still exists for them.

There is still a need in Finland for shared living rooms, spaces for spending time and meeting people as well as for engaging in cultural pursuits, which are maintained through public funds. The role of libraries could be just as important as a coordinator of various jointly owned goods and as a promoter of a sustainable culture of consumption.

Libraries in Finland can also be developed as a part of the international Tacit Factory project.



THE BEST VERSION OF THE INFORMATION SOCIETY: THE LIBRARY

The Finnish belief in the remedial power of information is great. Whatever the issue, be it public health, children's education, traffic safety, basic home hygiene or some other social challenge, the Finnish solution is generally to increase information. Finland's history has several success stories based on popular education. As a result of the North Karelia project, the world's gloomiest statistics for cardiovascular diseases were brought down to the European average over a period of 20 years. There have been and continue to be thousands of organisations engaged in popular education, ranging from the Home Education Association to forestry associations and Martha Clubs to cancer organisations.

Popular education is based on humane Enlightenment thinking: the solution to common problems starts with people themselves. Every person can develop and learn new things and thus be a part of the solution to problems. The orders and prohibitions issued by society have their own importance, but not even they will work unless citizens understand and accept their justifications. Therefore, the State and organisations have the right and the obligation to offer and even impose information on people – through television information campaigns, advertising at bus stops, online services, leaflets posted to the home, school lessons and at workplaces.

The Finnish library system also contributed to spreading the ethos of the Enlightenment. A visit to the library has changed the life of many Finns. Local libraries that are free of charge have opened up a world to numerous Finnish children and adults, the likes of which their own family or immediate community have not been able to offer. The Finnish ethos of education has included the idea of information freely available to every citizen.

Finland's public library system dates back to 1866 when a section recommending the establishment of libraries was added to the primary school decree, according to which "in order to further the teaching, each school in receipt of state aid shall be equipped with suitable teaching equipment, and likewise a library should gradually be acquired for it, from which pupils and other municipal residents wishing to learn can acquire useful reading material." In 1914, there were 2,600 libraries in general use in Finland, and half of these were located in primary schools. Nowadays, Finland has over one thousand libraries, taking together general and scientific libraries.

MISSION FOR OWNERS OF ADVERTISING SPACES: Space for social communication

Many Finns remember information campaigns on television. The Finnish Broadcasting Company still has its own public education task, although other media facilities are also needed to participate as disseminators of common messages that develop society. Advertising is the communication of information on products to customers. This tool must also be introduced in marketing common matters.



MISSION FOR SCHOOLS AND LOCAL AUTHORITIES:

Culture for free for those in their
last year at school

According to a report (2007) by the European Commission, cultural activities and the creative industries are the engines of economic and social development in Europe. In order to understand the genuine power of culture, Finland should give young people an opportunity to be involved in, see and experience various forms of art. This can be achieved most effectively by making all cultural offering free to those in their last year of school.

Free culture would enhance young people's understanding of creativity, their own future and leisure opportunities. Investing in young people also benefits families, groups of friends and local cultural producers. A young audience would provide a major opportunity for cultural and art institutions to try new means of performance and expression. Cooperation between teachers and institutions is vital for expanding young people's breadth of opportunity.



MISSION FOR THE MINISTRY OF EMPLOYMENT AND THE ECONOMY, THE MINISTRY OF EDUCATION AND CULTURE AND COMPANIES:

The apprenticeship system should be developed

In many countries an apprenticeship system takes in different students better than schools. The last years at comprehensive school or upper secondary school feel repulsive and pointless to an increasing number. Many have no interest in learning about the mother tongue, Swedish language and mathematics. Absences are not addressed at home or at school either. Even vocational school can be too theoretical for many at that age.

The apprenticeship system has been strongly developed during the past 20 years. Nevertheless, it is still fairly school-focused, which dampens the enthusiasm of many participants. The apprenticeship system should be made more diverse. The proportion of theoretical teaching could be further reduced so that as many as possible get to participate in society through learning and work.



WORKPLACES ARE PLACES IN WHICH TO LEARN A number of studies have produced the same result that Finns rank work second after the family. Finns are thus involved in society by being in work. Workplaces have played an important role in Finland in developing people's skills and abilities. Companies and offices have long understood that the best guarantee for ensuring the organisation's success is developing the skills of the employees. Through continuing education, employees have been put through courses at the employer's expense both for longer as well as shorter periods. Through job alternation and study leave schemes, employees have also been encouraged through government measures to gain new skills independently during the course of long careers. Over half of Finnish adults participate in some kind of training, most through their work.

Learning at work is not limited only to developing vocational skills. Stopping smoking, a healthy diet, health enhancing physical exercise, cultural pleasures and sustainable consumption choices are all socially important themes, on which Finns have received information and education at workplaces. A workplace is an address through which most citizens of working age can be reached. Insights gained at work and new practices learned there also have an impact on activities outside of work. The results speak for themselves: How big a problem would cardiovascular diseases be had the matter not been addressed through occupational health care, as well as meals and exercise subsidised by the employer?

The fact that employees are not so money oriented by international comparison can also be considered characteristic to Finnish working culture. The salary received from work is not the greatest incentive for most people, but according to research, the foundation to work motivation is the content of the work itself, a good work community and a fair boss. The idea that everyone has the right to self-fulfilment at work and to develop through this as a person and as a professional is also part of the Finnish workplace culture.

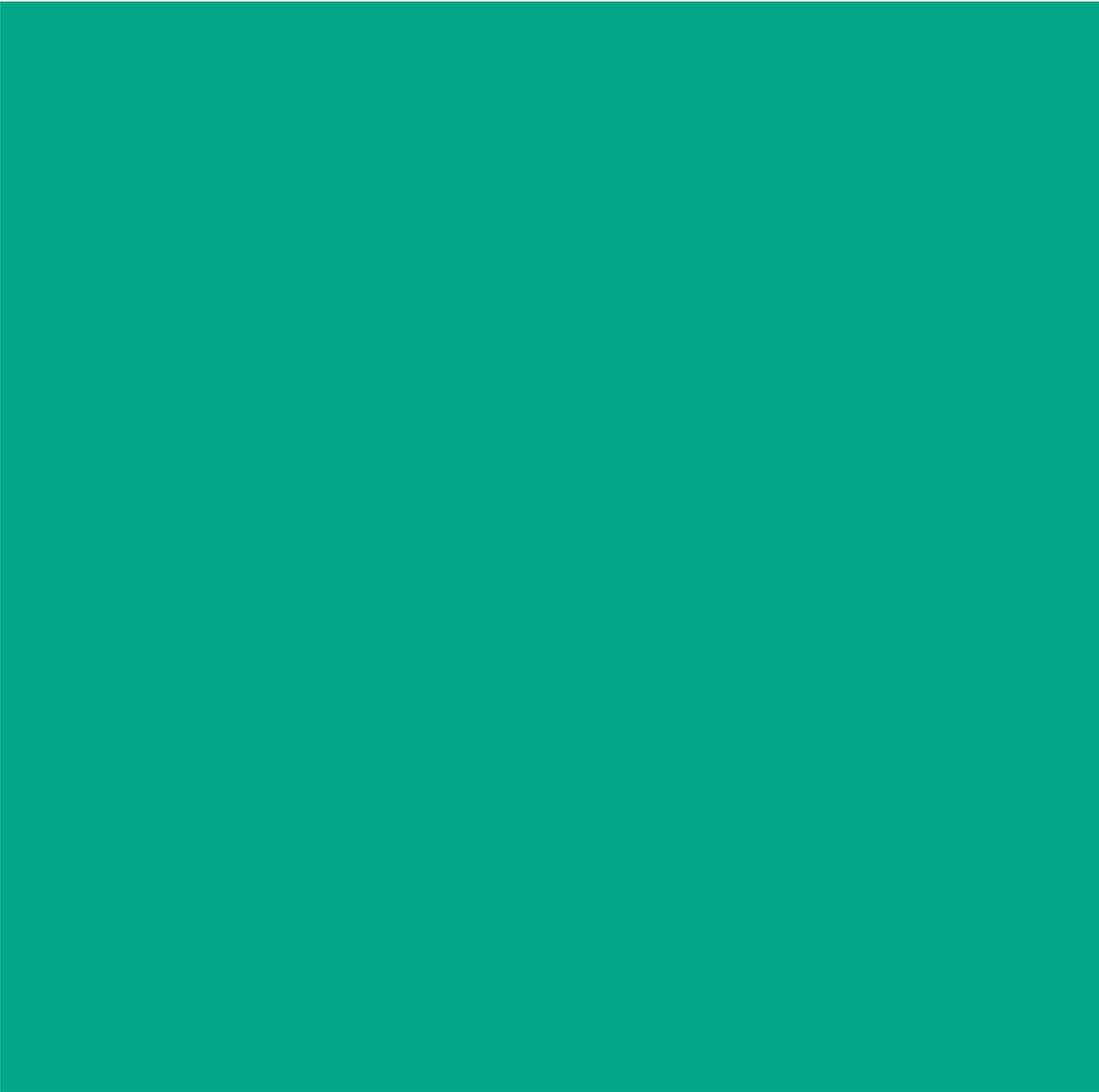
MISSION FOR THE SOCIAL WELFARE AUTHORITIES:

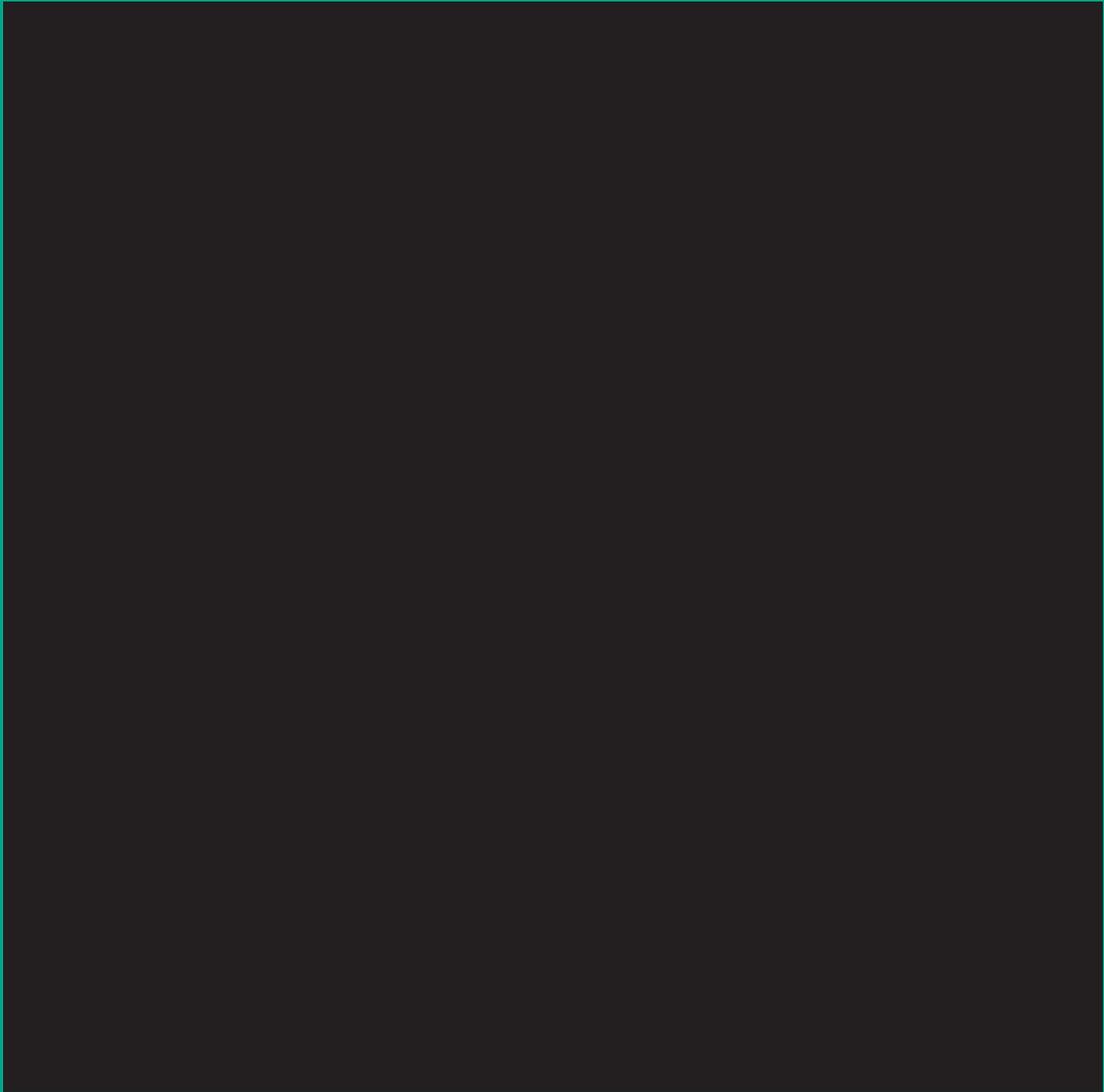
A Catcher scheme for those in danger of exclusion should be created

Our education system, which functions well in many respects, has faced a surprising challenge in recent years. According to recent estimates, there are 40,000 young people aged 16–24 in Finland who are lost from society. They are not in education, at work or in the army. The majority of this group are young men, but the exclusion of young women is also on the increase.

According to a report by the Ministry of the Interior, Finland's greatest internal threat is specifically marginalised young men who use drugs and cause minor trouble as well as tragedies that end up on the front pages of the tabloids. In Holland, young people in danger of being excluded are monitored by authorities who work under the administration of the Ministry for Family Affairs. A similar 'Catcher' scheme that would identify young people in danger of being excluded and include them in society should be created in Finland. The scheme could be prepared jointly by teaching professionals and social welfare authorities.







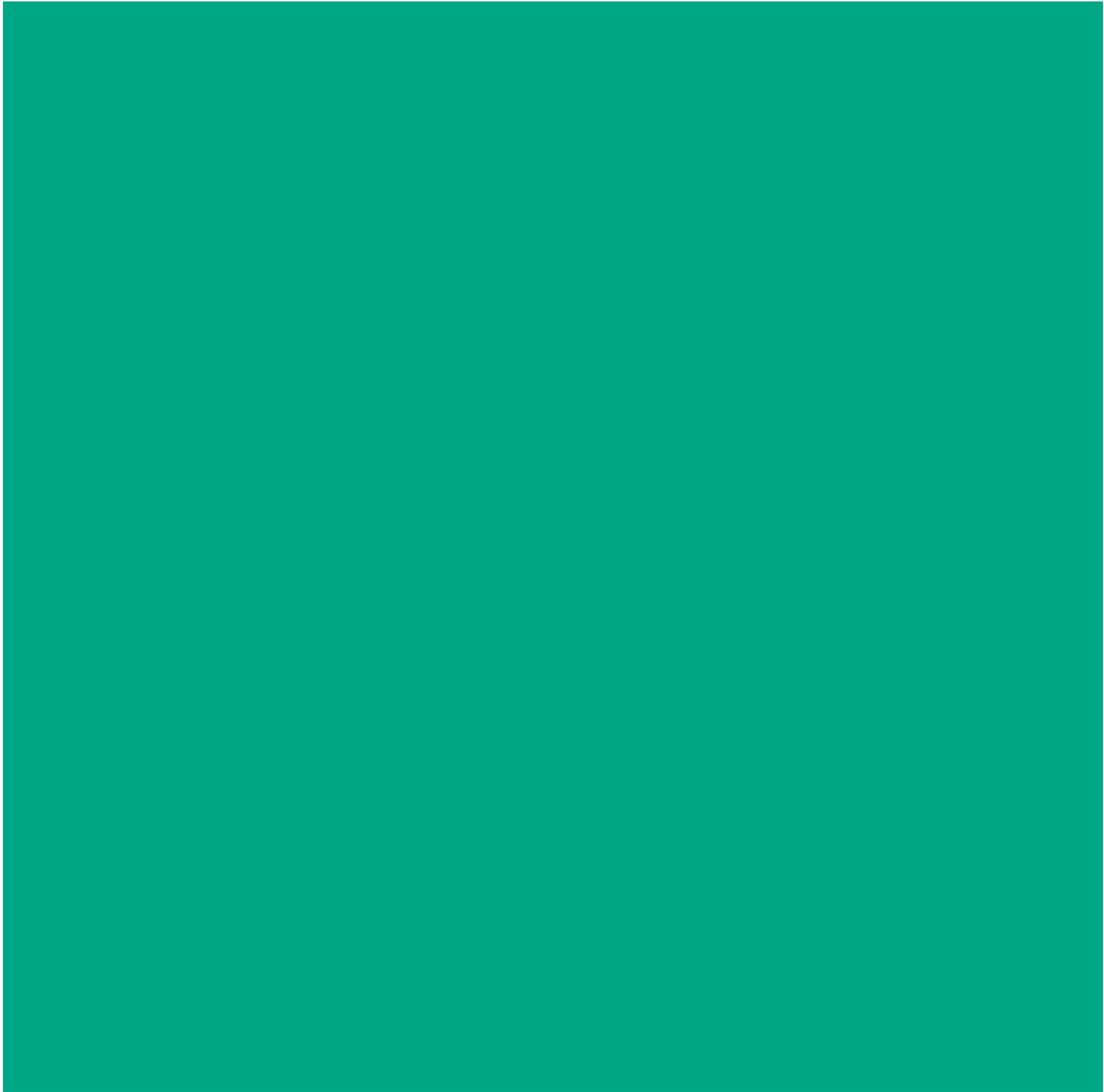
LEISURE PURSUITS ARE ALSO A PART OF LEARNING The Finnish system of music colleges is a widely acknowledged success story. Gifted musicians from around the country get to receive high-quality teaching from a young age. A similar systematic approach also exists in training juniors in sports clubs. Sports federations train junior coaches not only in teaching skills in their own sport but also in general sports pedagogy. Coaches should know what capacities children of various ages have to learn, how to teach children about how to work as a group, and help them learn how to work.

The ability to teach is also an aspect in the pursuit of hobbies in Finland. Children's hobbies are understood as being part of education just like school. Therefore, pedagogical competence has a strong place in sports clubs and music colleges.

This system would hardly function unless adults took an active interest in culture themselves. Choral activities have maintained the popularity of classical music. Lessons in graphic arts, water colour painting and sculpture at adult education centres and workers' institutes inspire enthusiasts to visit galleries and museums. Amateur theatres often put on joint productions with professionals. The broad-based esteem for Finnish culture is largely based on hobby activities, which create a critical audience.

In addition to this, thousands of Finnish adults study foreign languages, handicrafts or how to use the Internet in their free time. Most of these people already have a profession and a job, many have retired as well. The aim is not, therefore, professional development or a totally new career, but self-development and skills development. Free popular education is both a right and an obligation in Finnish culture. Adult education supported by society is in a manner of speaking part of the Finnish social contract.

Working life and careers are fragmenting into an ever more complex mosaic. At the same time, the importance of high-quality hobby activities is changing. What was once simply a hobby can gradually or suddenly become a new profession. Extensive self-development is also a way to ensure one is meaningfully occupied, whether it is work or not. A good hobby could be a good plan B, as a result of which an individual's competence and value in the labour market are not limited only to the job that he or she does now. Learning new skills in free, popular education institutions is at its best support for citizens in an uncertain and changing labour market.



BOTH ESA-PEKKA SALONEN AND PMMP HAVE NEEDED MUSIC EDUCATION

The Finnish system of music colleges is among the best in the world. Music education supported by the government has expanded to include popular and light music. In addition to fans of classical music, Finns of any age can participate in the activities of various music clubs, colleges and schools for bands. Comprehensive school children who are interested in music can apply to various music classes and develop their musical abilities as part of their basic education. Conservatories offer willing students the opportunity to obtain an upper secondary vocational education and training qualification in various fields of music – even beatboxing!

In addition to high-class competence in classical music, pop and jazz education has produced a highly talented Finnish music community that is succeeding throughout the world better than ever before. The open-mindedness of musicians and the crossing of barriers is also demonstrated by those who have crossed over from classical music to become pioneers in popular music, as the success of the band PMMP, whose background stems from the Sibelius Academy, shows.

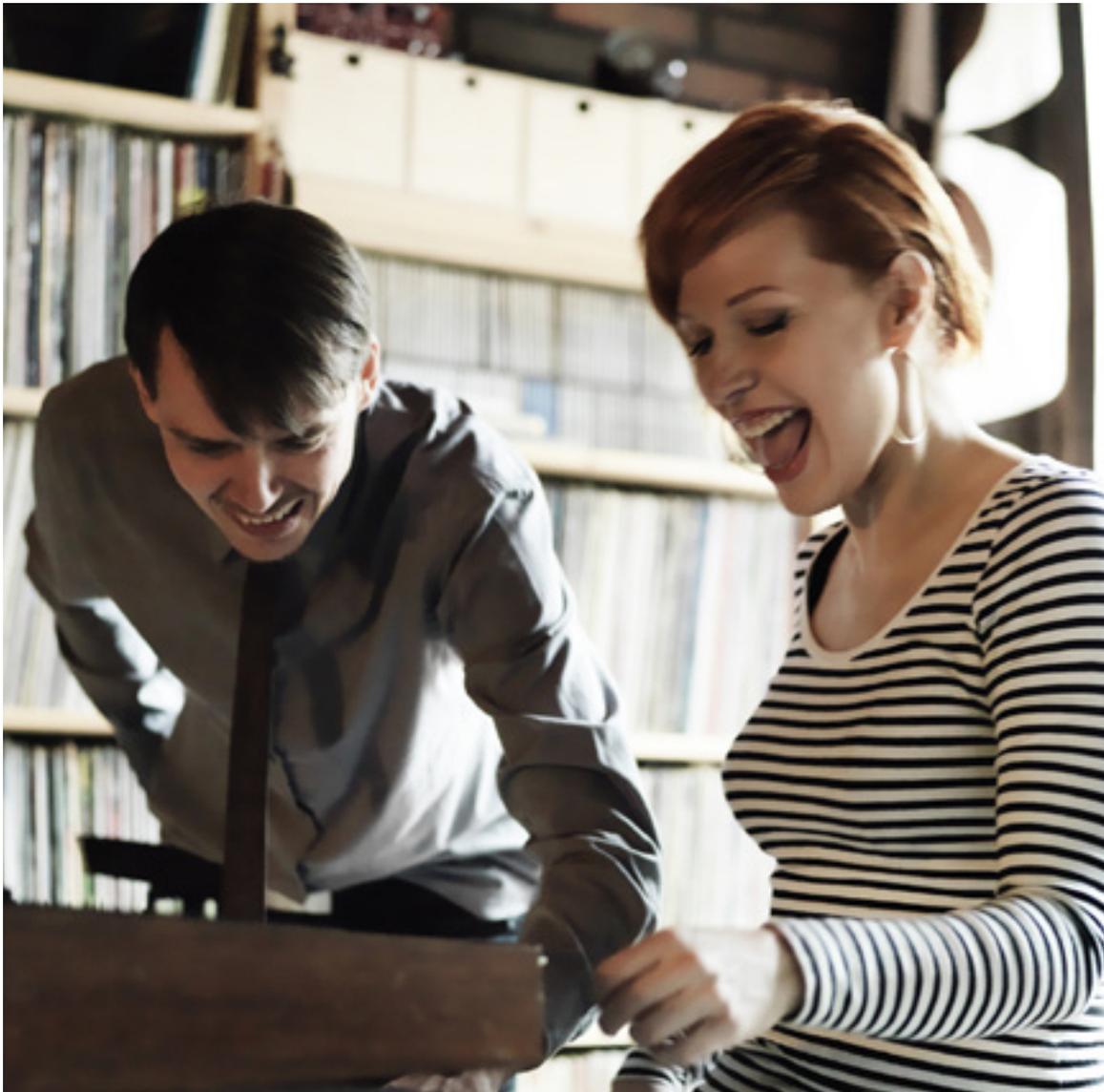
Finnish conductors and composers have become a concept throughout the world. Esa-Pekka Salonen, who has worked as principal conductor and artistic director with the Los Angeles Philharmonic and the Philharmonia in London, is one of those successful international Finnish classical musicians on whom Finland's musical reputation is dependent.

Esa-Pekka Salonen and PMMP have both received their education at the Sibelius Academy, the flagship for high-class musical activities and teaching. The Sibelius Academy is nowadays the largest academy of music in the Nordic countries and is an internationally renowned institution. The composer Kaija Saariaho, opera singer Karita Mattila, musical director and conducting teacher Jorma Panula are all former students of the Sibelius Academy. The international success and attention they have gained are strong testimony of the world-class public music education, which has been invested in since the 1960s.

Education does not create talented individuals any more in music than in other cultural fields or in sports. However, education can give talented people the opportunity to develop into world-class individuals in their field. Music education funded by the state and governed by law has contributed to the fact that Finland not only has a huge number of internationally famous classical musicians but also a comprehensive network of orchestras.

MISSION IN FINLAND:

Leadership is teaching



In recent times, the calls for a new type of leadership have been louder than ever. Workplaces are filled with educated, wealthy generations that are used to having a choice. Employees can no longer be managed in the traditional meaning. They are not expected to be obedient but to take the initiative, internalise the purpose of the work and be self-directed.

The need to teach and learn is emphasised in the age of knowledge work. Performing knowledge work is learning by doing, just like handicrafts. In an efficient work community everyone is able to share their own expertise and experiences with others and to turn this into a shared asset. The most important production factor, human expertise, is created this way. The key leadership skill is thus to understand how learning takes place, in other words, how information is transferred to people.

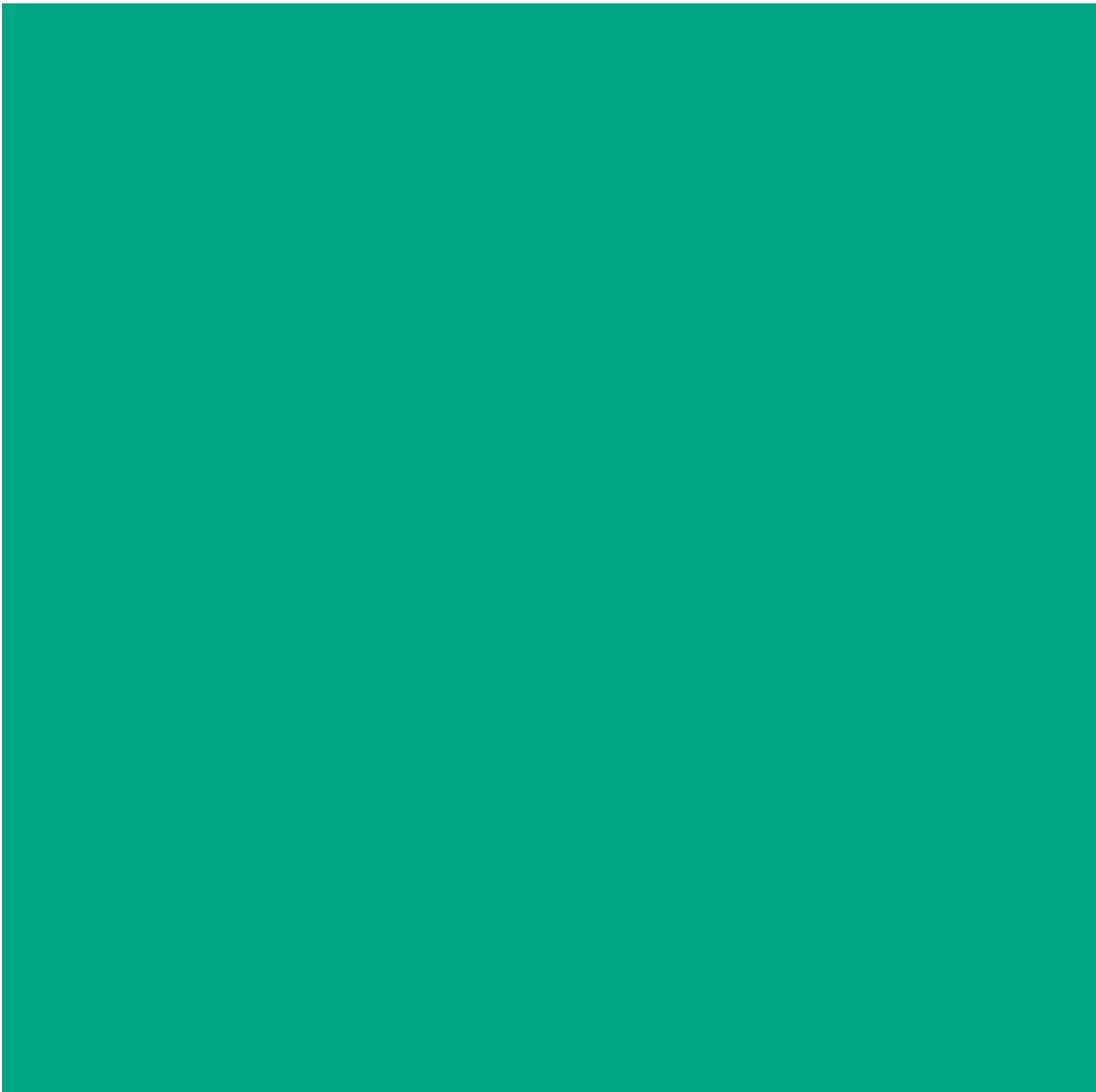
A good teacher can make pupils interested in the subject being taught and to understand the wider importance of the content. In this way students are motivated and start to augment their basic knowledge and skills independently. The teacher's role is therefore to motivate and create a learning community.

The same is true of leadership. Leadership is the creation of common conditions for undertaking work. Above all, it is creating motivation for learning and developing.

Managing oneself and people working around you is being able to share one's own expertise. The most difficult teaching in modern society is no longer linked to theoretical matters that are learned in school but to practically and creatively solving problems that crop up in practical situations. In this, experience, practice and their transfer within the work community are crucially important.

A 'leadership is teaching' programme should be started in Finland. Its objective would be to enhance the ability of every person in work in Finland to transfer their own skills. The new Finnish leadership doctrine is therefore teaching. Finland has the world's best comprehensive school teachers. The Finns of the future will all be good teachers of their own area of special expertise. They will be capable of inspiring others and transferring their skills in working life and in daily life, throughout their life.

The Finnish education system, which is the best in the world, has something to offer the age of new leadership. The concept of teachership can change the concept of leadership and partly also replace it. Teachership already describes the kind of solution organisations of today are seeking. Finland could thus give the world a radically new way to think about leadership: in the Finnish fashion, leadership is teaching.



MISSION FOR TRADE UNIONS:

Master diplomas for the best workplace teachers

Trade unions should look for and reward the best teachers in their sector, i.e. masters. Masters could be rewarded not only through traditional diplomas and awards but also by bringing the masters of different sectors together for a week to a 'Masters on the stage' event, where they would discuss practices for teaching and learning at work. Alumni activities could start from these networking events, in other words, contact with the masters of an individual's own as well as previous years. Companies also collect titles as masters. They are practical proof of the most important promise of every good place of employment: in this job you can develop.

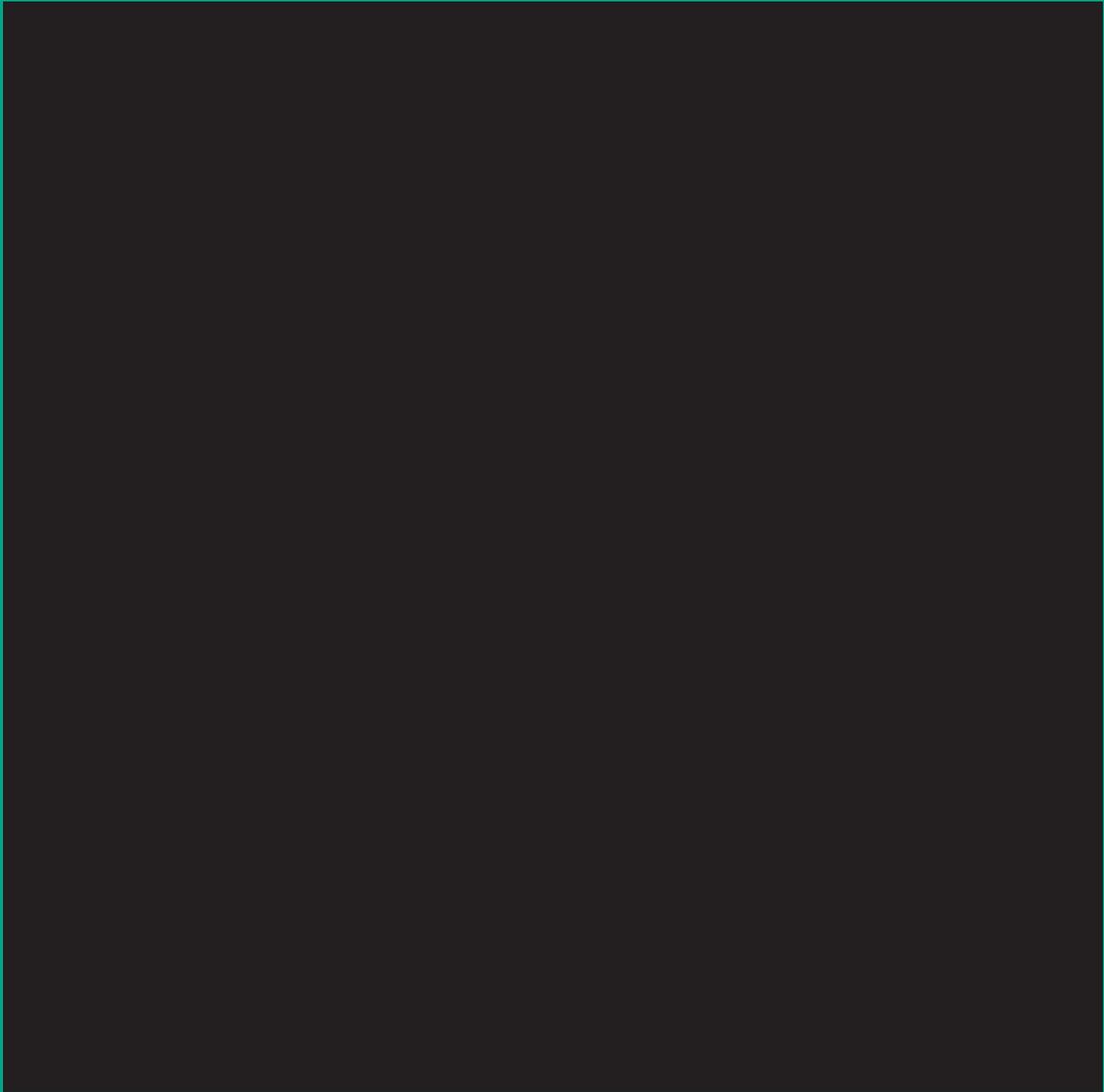


MISSION FOR HIGHER EDUCATION INSTITUTIONS AND UNIVERSITIES:

A period as a teacher, mentor or disseminator
of information as part of all degrees

The good results in Finnish basic education are based on the professional competence and motivated nature of the teachers. The brand of sharing knowledge should be extended to society more extensively. Teaching also enhances Finnish intercommunication methods. All degrees should include studies and a period of practical training on sharing competence. Then everyone graduating from a higher education institution would also have gained experience of teaching. This would enhance students' motivation towards sharing their own expertise and would prepare them for lifelong teaching.





WHY?

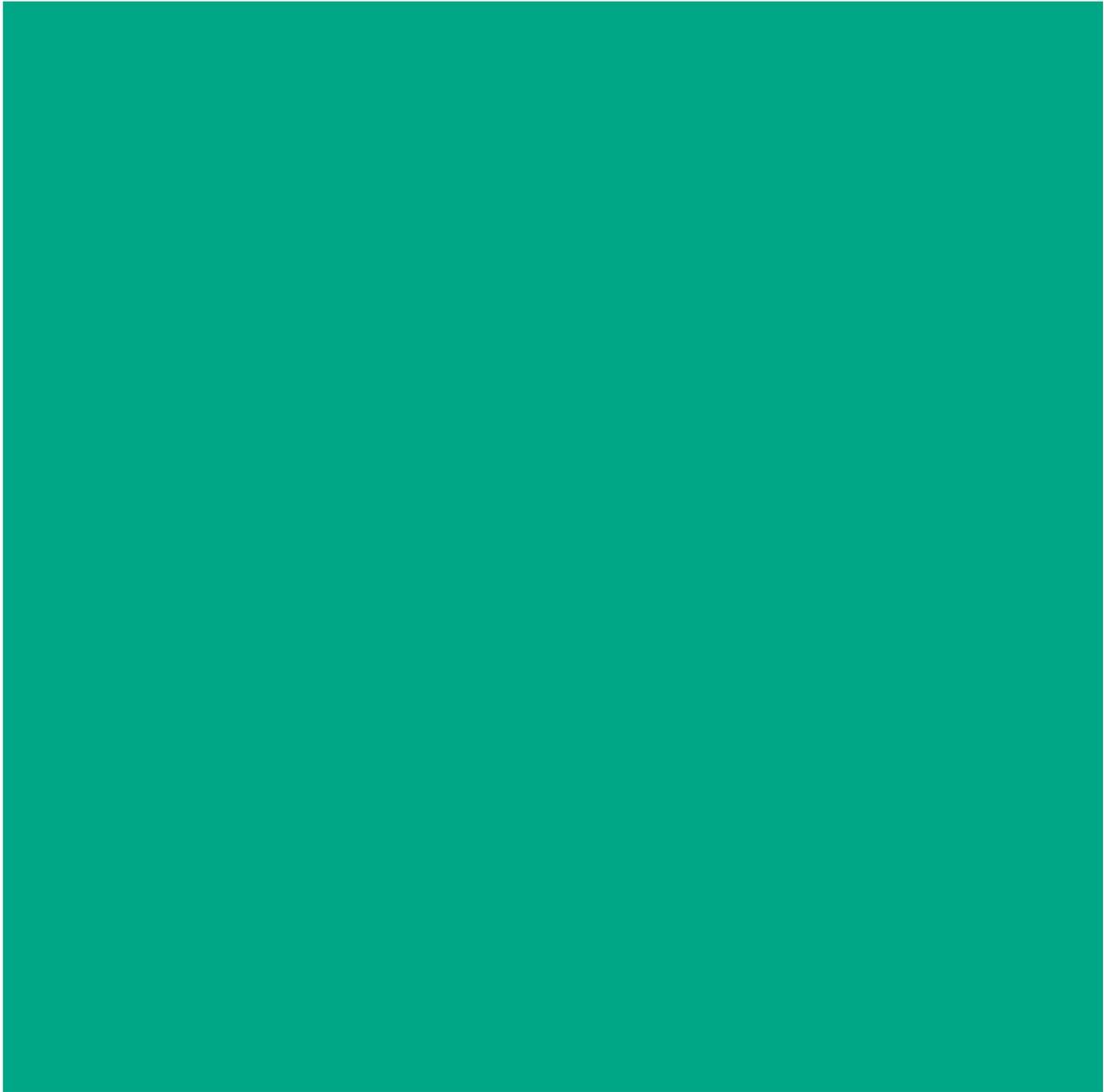
THERE IS DEMAND FOR PROSPERITY Finland has become prosperous through industrial production. Prosperity has been created by treating natural resources and selling processed products to other countries. The last decades have changed this basic structure. Humanity's big story has been the emphasis of information and expertise as a production force. In other words: people and investment in people's skills and abilities have incredible economic importance. Correspondingly, industrial manufacturing based on simple tasks has experienced enormous inflation. Information and communications technology has enabled the development of global markets, and an ever increasing number of nations, regions, companies and employees are active in these markets.

It is difficult to succeed in global markets without a skilled labour force. The focus of the economic value of human labour is transferring from hands to the brain. The decision to educate the entire population, which was taken in Finland very early on, has been a necessary requirement for success.

Comparative advantages, the price of products and division of labour between regions constantly change on global markets. Global markets direct the activities of an ever increasing number of companies and employees either directly or indirectly. It must be possible to rapidly develop and adapt production by companies and the competence of employees, when demand, prices and the competitive situation on the market change. Business structures are no longer static. Understanding this overall situation is challenging and requires a broad-based understanding of the world that can adapt according to the situation. This is difficult to acquire without good education.

The labour market is also becoming more open and global all the time. The success of major international companies is increasingly based on the fact that they are able to attract the best workers irrespective of nationality. Poles of excellence attract people, and the most attractive workplaces are those which are already well known to employ a lot of capable people.

In a global world based on competence, the employee's relationship to his or her own competence is changing. Any profession or skill may lose its value over time. This forces everyone to embrace the idea and attitude of learning as a continuous process. This not only involves expertise and the final products it



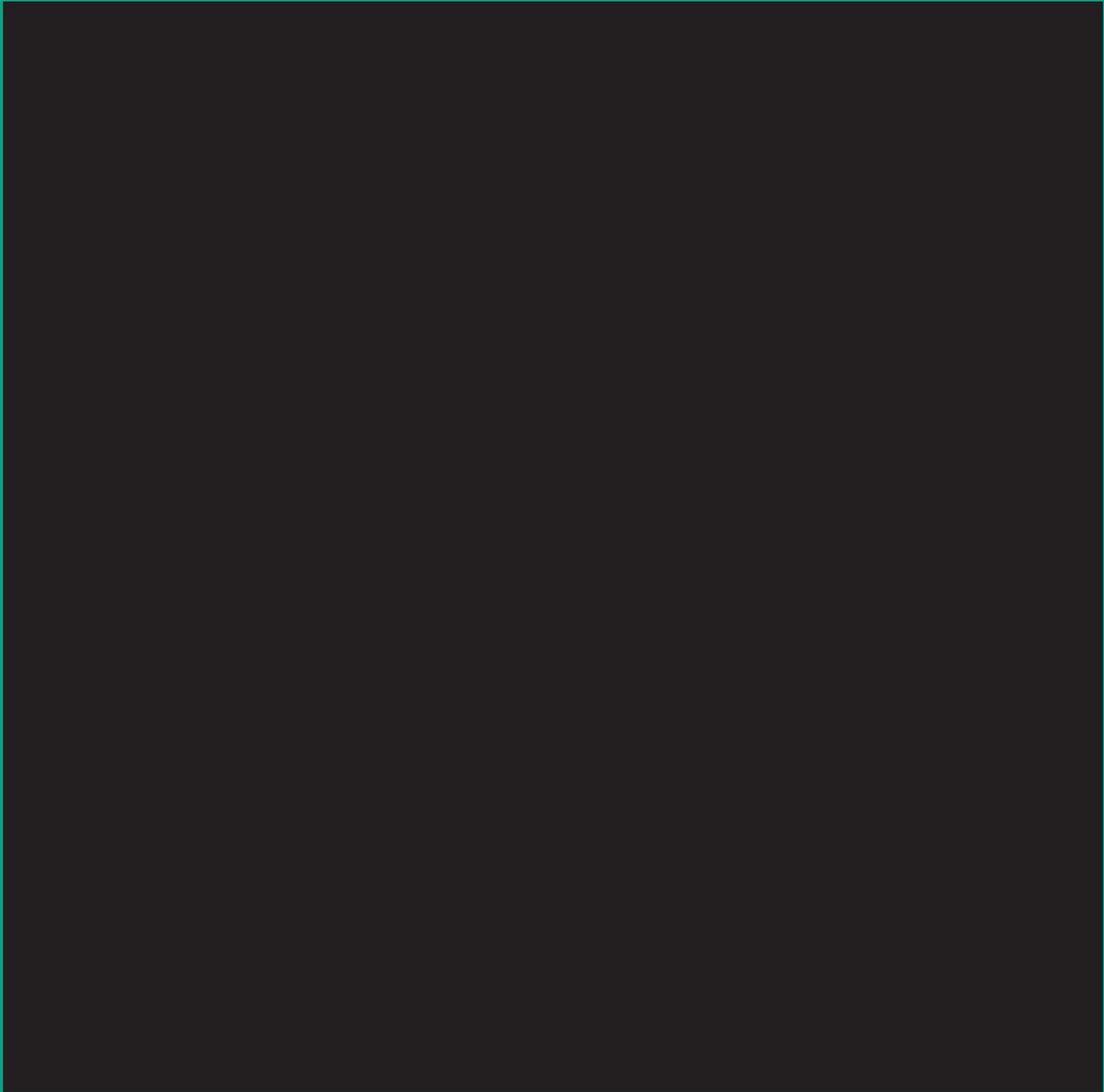
gives rise to but the continuous updating and developing of expertise through doing. The best work communities are those that make it possible for their members to develop their skills over the long term and in a systematic way.

FINLAND IS BECOMING A SERVICE SOCIETY In addition to changes in the global economy, the cultural structures of societies are changing beyond recognition, and the position of education is highlighted in this change. The human race, and especially the part of it living in developing countries, is urbanising rapidly. According to estimates, as many as two billion people will move from rural areas to cities in the coming years. For many the move to a city means becoming part of the financial economy as well as part of the global market in labour and goods. Earning a living and taking care of other everyday routines requires different skills than those needed in a local rural economy. The skills required in a local economy are mostly determined by tradition and are handed down within the family or local community.

Urbanisation means the loosening of family ties and replacing the family with other types of communities. One connector in this change is the school, which reaches more children in urban areas than in rural ones. Schools make knowledge and skills more open: they no longer transfer from adults to children or through other hierarchies. For many, this means a radical emancipation from the power of the family and local community and power to determine one's own future.

Many development economists think nations become richer specifically through urbanisation and the increase in people's independence that this enables. The model based on education and continuous development of competences is continuously creating more space for itself. The digitisation of information and access to it are further accelerating this trend. The Internet and mobile technology have in practice brought an unlimited amount of information within reach of billions of people. At the same time, they acquire new kinds of tools for analysing information and a link to other people who are interested in the same issues and possibly seeking similar solutions. New paths that bypass schools and other educational institutions and formal structures are being created for learning new things. The ability of society and those in power to control people's knowledge and skills is weakening. Thus, the structural change in society is accelerating and becomes continuous.

Those who easily learn new skills will do well in this kind of society. Good teaching is to an increasing extent showing the way and motivating people



to learn. Therefore, there is increasing demand for good and pedagogically capable teachers. Proficiency in teaching will to an increasingly limited extent be the sole right of schools and educational institutions. A good organisation is one that knows how to teach and transfer its competencies.

The rapid radical change in traditions and businesses will make many people redundant and deprived in a new way. Advanced farming techniques and industrial production methods are reducing the need for labour. Weaker family communities no longer provide permanent relevance and a place in society. Professions and jobs will be lost and transfer to new places. At its worst, the consequence will be an army of the idle. Throughout history, a large group of idle young men in a single place has often presaged war. Education and the ability to learn new things will be the most effective tools in defusing this threat. A good education helps people analyse their own changing place in society. The ability to learn new things sets people free to find meaning in their own life above a professional, income or other social status.

SOLVING THE MOST WICKED GLOBAL PROBLEMS WILL NOT SUCCEED WITHOUT EDUCATION The wicked challenges testing society – climate change, fluctuations in the global economy, ageing, risks arising from technology, pandemics and wide-scale migration – cannot be solved by a single model or a single profession and expertise. The solutions required for them demand a new kind of active approach by many different parties and changes to people's own routines. Simply educating new professionals will not be enough to conquer the problems. The understanding of all citizens about these phenomena and their geographical and social bases must be enhanced. The better educated the nation, the better the capacity it has to confront the complicated challenges of the modern world.

The increasing level of education and prosperity weakens the ability of political decision-makers to direct the activities and behaviour of citizens. The importance of the public sector as an economic actor is diminishing as markets open up and become global. Government investments increasingly focus on social investments, that is, public education and health. In other words: the role of education as a means of social development is emphasised.

In many countries, the increase in human capital and its exploitation continue to be ineffectual because many cultural obstacles continue to hamper



women's education and careers. For example, the weak economic situation in Arab countries has been attributed to the fact that they systematically fail to use the abilities and contribution of one half of the population in their labour markets. In Finland, boys and girls attend the same school. In working life, leisure pursuits as well as in the home men and women work equally together. Thus, education does not divide people or build barriers; searching for solutions together is not prevented by gender or any other factors. This is a significant advantage in a world in which the integration of different skills, team working and learning from peers are increasingly important skills.

Technological development is reducing the need for human labour all over the world. It has been observed in the west that shortening work hours produces a cognitive surplus: people are increasingly better informed and skilled but household and salaried work take up less and less time. People spend an increasing amount of time entertaining themselves with the Internet or by watching television and shopping. The nature of free time is also changing: consumption is becoming about making conscious choices instead of acquiring necessities. Amateur enthusiasts are starting to act with a professional grasp.

This change is described as a society where people need experiences, which is a direction in which many western countries are now heading. Consumers in this kind of society spend more money to obtain experiences, services and products that have a good story associated with them. The role of consumer and user – the person having the experience – is emphasised. Therefore, special skills are also required of consumers. The more diverse way consumers are able to recognise meanings associated with products and services, the more diverse range of experiences it is possible to produce. A well-educated population is able at least in principle to demand a versatile experience economy and enjoy it.

THE CHALLENGE: THE DESIRE TO LEARN IS MOST IMPORTANT

Finnish schools and the Finnish enthusiasm for learning are success stories. They are strengths that will not disappear in a flash and their positive impact will continue long into the future. Currently in Finland and the rest of the world, free information and people's mobility pose a challenge for traditional education and its institutions. Not even a good education system can maintain its success without continuous development and innovation.



The challenges for Finnish education are coming from two directions. The ideal of equal education is being eroded by the growing group of young people falling outside working life. At the same time, the needs of the most able and motivated students should be better considered. Developing top-level expertise is the key issue in terms of the success of any society. It must be possible to combine these two different challenges without betraying the ideal of equality and without decimating special skills.

Part of the solution is developing schools and their teaching. The other part is, however, the more effective mobilisation of the rest of society in the promotion of learning. This will ensure a positive atmosphere towards learning and education in the future and will guarantee that people will have the opportunity to practise their skills, even people who do not enjoy being at school.

The greatest resource linked to the education of Finnish society is not the comprehensive school system that basks in the spotlight of the PISA success. More important than that is the atmosphere that is strongly positive towards learning and education, which has spread to all of society. It would be possible to try and export comprehensive school practices to the rest of the world. Even more essential and interesting than that is developing the Finnish learning and teaching mentality so it can be used by the rest of the world. It could be disseminated in a much more diverse way than the school system.



FINLAND PROVIDES THE WORLD WITH TEACHERS

1. VISIONARIES – THE WORLD’S BEST LESSONS Finland could increase its reputation as a major power in education by rewarding inspiring and gifted teachers every year. The foundation of Finland’s school success is made up of motivated and respected comprehensive school teachers. Individual teachers have responsibility and freedom in choosing teaching methods and materials. Finnish teachers give pedagogically and contentually good lessons.

Improving respect for the work of teachers in other countries offers significant opportunities to improve the level of teaching throughout the world. Finnish teachers have solid proof of their expertise. This expertise should be exported from Finland to the world.

A competition organised by Finland for the world’s best lessons would be a strong initiative in this direction. The competition would be open to all the world’s teachers. The competition, which has the working title Visionaries, and a global event assessing the future of learning constructed around it would help Finland exploit its PISA success and build its own profile in the international debate on education.

In the competition for the best lesson, an expert, international jury would choose the best lessons by subject from the nominations and applications. The chosen teachers would be brought to a high-level seminar in Finland. Instead of a single winner, the best lessons in the various subjects would be rewarded by a major Finnish company through the donation of educational equipment to be given to the teacher’s school.

Through the visionaries, Finland will remind children and society about the importance of motivated and competent teachers. The event constructed around the best lessons would also offer Finland an opportunity to present its latest successes in education. Presentation will be the focus of attention at the event. The commercial Visionaries event, supported by the Finnish state, would bring together major companies in the sector, those working towards the internationalisation of education, the education ministers of different countries, education developers and teachers. Companies could also publicise their new products at the event.



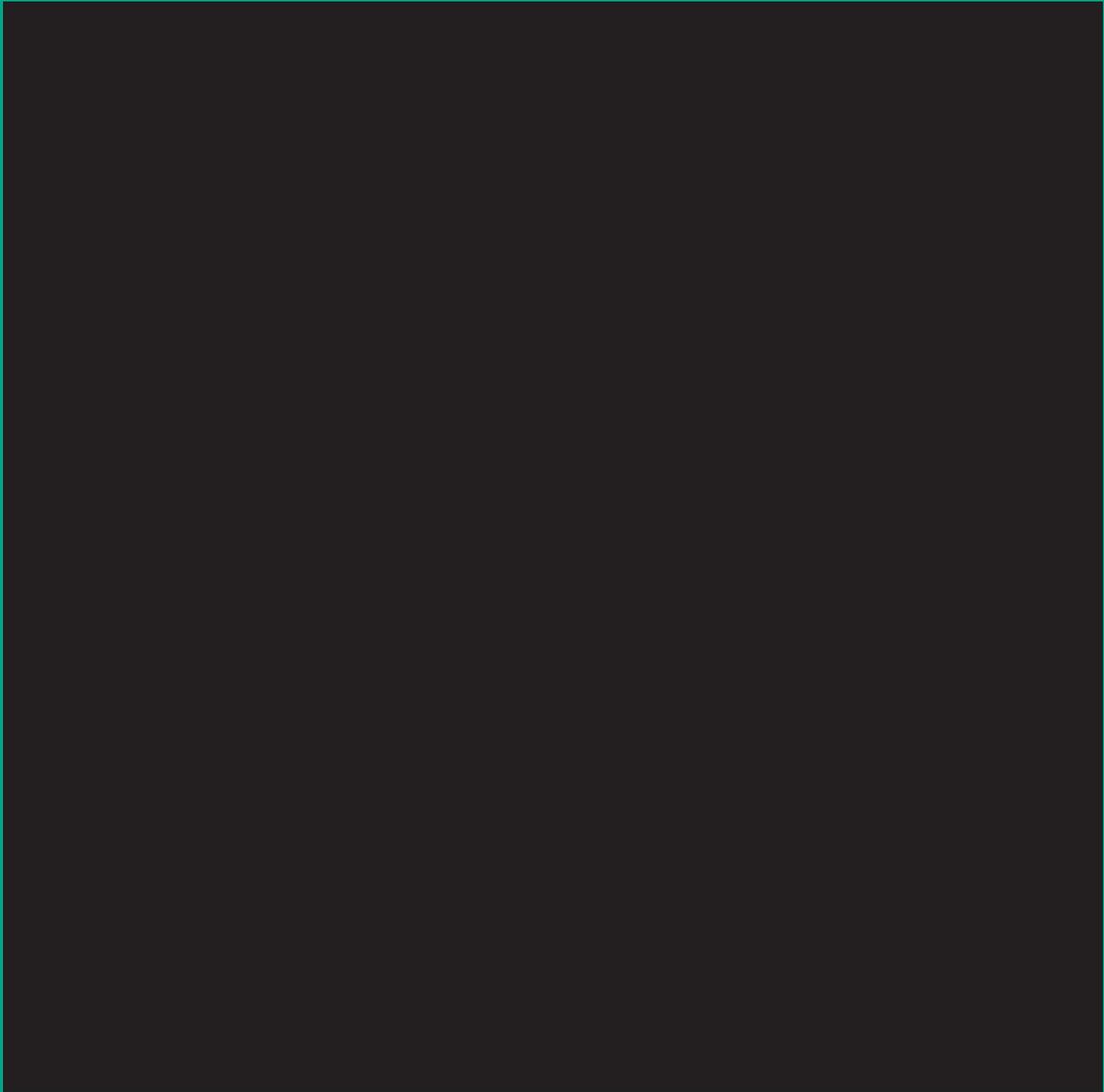
However, the programme would focus to a greater extent on the skills of teachers and teaching rather than technology. The event would brand teachership in a stronger way as a modern profession looking to the future. For the teachers participating in the seminar and competition, it would offer opportunities to create contacts throughout the world.

The best lessons of the Visionaries event will be recorded on video and disseminated over the Internet. The videos would help other teachers tailor the same lesson to make it suitable for the conditions of each country. The videos and materials compiled to support them will be made so easy to use that their application would be possible in developing countries too. By rewarding different teachers and teaching methods from around the world, the event will act as a reminder that there is no single way of teaching. The main message of the Visionaries event would be that a good school needs good teachers.

2. KANSANKYNTTILÄT – FINNISH TEACHING PROTECTION FORCE IN PEACE WORK Under the Convention on the Rights of the Child, which was signed in 1989, the member countries of the United Nations committed to ensuring that every child has the right to an education. In wars, natural disasters and other crises, children and schools often get trampled underfoot. However, schools guarantee a safe place for children, where the children can see their own possibilities for a better life. Safeguarding the activities of schools is not only a question of increasing knowledge but also of safeguarding the future of society.

Finland has all the elements to be a peacemaker in education. Finland has a distinguished history as a major power in peace negotiations. The peaceful and impartial activities of Finns in the world's crisis spots is applauded and needed. In addition, the story of the Finnish nation is one about the power of learning.

Finland must take a strong role as a protector of the right to learn. Kansankynttilät (candles of the nation, i.e. primary school teachers) would be an international charity organisation focusing on basic education in crisis situations, which would herald the power of education to change and improve society and also provide teaching in practice. Kansankynttilät would set up and maintain schools for those who are trampled on by violence by adults and those who remain without education as a result of their gender, their parents' political position, ethnicity or because of other discrimination.



Kansankynttilät would be headed by highly educated Finnish teachers. It would strengthen Finland's brand as an equal society in which men and women create the future together. Kansankynttilät would operate as a first aid force in education in the same way as the Médecins Sans Frontières movement, which was started by the French and which undertakes valuable work in the field of medicine.

Teachers in Kansankynttilät would not go and teach local children but would help local teachers and other adults in ensuring learning by children. A group of teachers would be sent to crisis spots with educational equipment, practical instructions and possibly even a field school. The professionals in the Kansankynttilät organisation would get the school up and running, look for children and plan the content together with locals.

Joining the organisation would be open to teachers from around the world, but Finland would support the participation of local teachers by offering internships for those studying to become teachers and by awarding a tax benefit to teachers leaving for field work similar to the one received by peacekeepers. The Finnish ethos of good teaching starting from the overall education of the child would be a strong feature of the organisation's operating principle.

Finland's appropriations for development cooperation could also be used for supporting the independent organisation. Kansankynttilät would also obtain funding as donations from private citizens, other states, companies and foundations. It would engage in wide-ranging cooperation with the Red Cross, the UN, OAJ – the Trade Union of Education in Finland, and the National Board of Education.

Kansankynttilät would also be taken into consideration in teacher training in Finland. The activities by teachers in the organisation would improve Finnish children's understanding of crises in the world and strengthen the connection to global human rights. For teachers, it would offer the opportunity to use their skills to do good.

The organisation would create a lot of material that could be used in communications and teaching. Donors could be shown in a touching and credible way that their support has made a difference. Although teachers from all over the world would join the organisation, it would strongly be seen as a Finnish actor. It is specifically the Finnishness that would give the organisation its neutrality and credibility. Kansankynttilät would remind people that Finnish schools are not only a place of learning.



Schools have been leading the reform of Finnish society. Ensuring education for all and everywhere has been the Finnish way to build the nation and well-being. This method could also be employed elsewhere. In its international activities, Finland must be a strong defender and pioneer of the rights and opportunities of the child.

3. THE SEMINAR – 30 INTERNATIONAL STARTING PLACES IN TEACHER TRAINING A YEAR Finnish teacher training and the school system generate a lot of interest. Numerous delegations and research groups have visited Finland in recent years to study the school system.

International interaction would help Finland further develop its education system. The experience of diverse work communities shows that exposing the system to external scrutiny simplifies many practices and helps separate the essential from the non-essential.

As part of the internationalisation of education, Finland will offer thirty starting places in teacher training to non-Finns. A pilot project called The Seminar will highlight the achievement of Finnish basic education and a group of international students are being sought for it through active marketing. The programme will be free for participants and students from developing and industrial countries will be selected for it. The two-year master's programme will teach foreign students how the school supports the overall growth of the child. The Seminar will also help Finnish teaching authorities understand what is genuinely transferrable in the Finnish model.

International teacher training will be developed as a separate programme at one of Finland's teacher training institutes. Students will be able to apply for a scholarship to cover the cost of living in Finland from CIMO, the Centre for International Mobility. As a matter of principle, the programme aims to ensure that graduates export Finnish practices to the rest of the world. Students remaining in Finland will not, however, be punished in the form of fees. However, the obligation to return as a teacher to the country of origin after studying is written in the conditions for support for those coming from Finland's development cooperation countries.