



**National system overviews
on education systems
in Europe and ongoing reforms**

2010 Edition



FINLAND

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1. Education population and language of instruction

In 2009, there were ca 553 300 pupils in basic education. The percentage of young people aged 0-29 was 35.4 % (2009). Finland has two national languages, Finnish and Swedish. Approximately six per cent of students in basic and upper secondary education attend a school where Swedish is the language of instruction. Both language groups have their own institutions from early childhood to higher education level. In addition there are educational institutions where all or at least some instruction is provided in a foreign language (most commonly English). Local authorities are also required to organise education in the Sami language in the Sami-speaking areas of Lapland. Care is also taken to ensure educational opportunities for Romany and other minorities as well as for people who use sign language.

2. Administrative control and extent of public-sector funded education

Education is the responsibility of the Ministry of Education and Culture. The Finnish National Board of Education (FNBE) works with the Ministry to develop educational aims, content and methods for primary, secondary and adult education. In addition, each of the six Finnish Provinces has an Education and Culture Department that deals with these issues. Local administration lies in the responsibility of the local authorities (municipalities), which play a prominent role as education providers.

Most institutions providing basic and upper secondary level education are maintained by local authorities or joint municipal boards (federations of municipalities). Less than 3 per cent of pupils in basic education attend private schools. Private institutions are under public supervision: they follow the national core curricula and qualification guidelines confirmed by the FNBE. They also receive the same level of public funding as publicly funded schools. Responsibility for educational funding is divided between the State and the local authorities.

The state funding is based on a calculatory unit price. From the beginning of 2010 the state subsidies for primary and secondary education are a part of the total state funding of basic services of municipalities. The performance-based funding has been part of the funding systems of upper secondary vocational and polytechnic education and training since early 2000's.

Under the new Universities Act, which was passed by Parliament in June 2009, Finnish universities have become independent corporations under public law or foundations under private law

(Foundations Act). The universities have been operating in their new form since 1st January 2010. The basic funding has not changed essentially but the new law encourages the universities to gather external funding.

Local authorities determine how much autonomy is passed to schools. The schools have the right to provide educational services according to their own administrative arrangements, as long as the basic functions, determined by law, are carried out.

Polytechnics, professionally oriented higher education institutions, are mostly municipal or private. Universities are maintained by the State and enjoy extensive autonomy.

There is no separate school inspectorate and inspection visits to schools conducted by state authorities have been abandoned. The activities of education providers are guided by objectives laid down in legislation and the national core curricula. The system relies on the proficiency of teachers in their efforts to meet the objectives laid down in the curricula. Education providers are responsible for self-evaluation of the education they provide and they are expected to participate in national and international evaluations. A separate Education Evaluation Council has been operating in connection with the Ministry of Education and Culture since 2003. It is responsible for planning, co-ordinating, managing and developing the evaluation of basic education, general and vocational upper secondary education as well as adult education and training. Moreover the FNBE carries out national evaluations of learning outcomes. The polytechnics and universities are responsible for the evaluation of their own operations and outcomes. In this respect, they receive support from the Higher Education Evaluation Council.

3. Pre-primary education

From birth to the age of six, children can attend day-care centres (*päiväkoti/daghem*) or smaller family day-care groups in private homes (*perhepäivähoitopaikka/familjedagvårdsplats*), all of which charge reasonable fees depending on parental income. All 6-year-olds have the right to free pre-primary education (*Esiopetus/Förskoleundervisning*). Each local authority may decide whether to provide pre-primary education in schools, at day-care centres or at some other appropriate location. In 2008, over 99 per cent of 6-year-olds participated in pre-primary education.

4. Compulsory education

(i) Phases

<i>Perusopetus/Grundläggande utbildning</i> (basic education)	Age 7-16
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The scope of the basic education syllabus is nine years, and nearly all children complete their compulsory education by attending comprehensive school. Comprehensive schools may also provide additional basic education, the voluntary 10th year.

(ii) Admissions criteria

Children must begin compulsory education in the year of their seventh birthday. Approximately one per cent start school a year earlier, but this requires a certificate to prove the child's readiness to attend school. All basic education is free of charge. Local authorities assign a school place to each pupil close to their place of residence, but parents are free to choose the comprehensive school of their preference, though certain restrictions are applied.

(iii) Length of school day/week/year

The school year comprises 190 days between mid-August and the beginning of June. The minimum number of lessons per week varies from 19 to 30, depending on the level and the number of optional subjects taken. In addition, there is local autonomy concerning extra holidays. In the first

two forms, a school day may consist of no more than five lessons; in the other forms, the maximum number is seven lessons per day. A lesson usually lasts 60 minutes; instruction accounts for at least 45 minutes and the remaining time is used for a break.

Morning and afternoon activities are provided for children in forms 1-2 of basic education and for children in special needs education in all forms.

(iv) Class size/student grouping

There are no regulations governing class size, except for special needs education, where the maximum number of students is 6-10 depending on their special needs. Teaching groups normally consist of pupils of the same age. However, when appropriate, pupils of different ages may be taught together, particularly in small schools. Pupils in the first six forms have the same teacher for most of the subjects but subject teachers are also used, particularly in subjects such as visual arts, music and physical education. Pupils in forms 7-9 have separate teachers for almost each subject.

(v) Curriculum control and content

The current national core curriculum was verified by the FNBE in 2004 and includes objectives and assessment criteria. Within this framework, schools and local authorities then form their own curricular regulations that are sensitive to the local context. Teachers choose their own teaching methods and have freedom to select their own teaching materials. Compulsory core subjects in basic education are mother tongue (i.e. Finnish or Swedish) and literature, second national language, foreign languages, environmental studies, health education, religion or ethics, history, social studies, mathematics, physics, chemistry, biology, geography, physical education, music, visual arts, craft, home economics and pupil counselling.

The additional basic education is aimed at pupils who haven't received a study place or who need time to make future plans for studying. It is also possible to familiarise oneself to a certain VET branch during the 10th grade.

(vi) Assessment, progression and qualifications

Teachers carry out assessment in their respective subjects on the basis of objectives and assessment criteria written into the curriculum. Assessment is an ongoing part of daily school life and each pupil receives a report at least once every school year. In addition, an intermediate report may be given at least once during the school year. Achievement is assessed both continuously and through tests set by teachers. The national core curriculum also includes the descriptions of good performance (grade 'good' or 8) in all common subjects. These are meant for teachers as a tool and support. A pupil may be required to repeat a year if his/her performance in one or more subjects has not been accepted, or if he/she is deemed not to have the necessary knowledge and skills to manage the next grade. In practice, however, this is marginal. A certificate (*peruskoulun päättötodistus*) is awarded when a pupil successfully completes the full nine years of comprehensive schooling; an additional certificate is awarded for those completing the optional 10th year.

5. Upper secondary and post-secondary education

(i) Types of education

<i>Lukiokoulutus/Gymnasieutbildning</i> (upper secondary general education)	From the 16-year age
<i>Ammatillinen koulutus/Yrkesutbildning</i> (upper secondary vocational education and training)	

Both types of upper secondary education include young and adult (aged over 25) students. Upper secondary vocational education and training can either be school-based or taken as a competence-based qualification. Competence-based qualifications consist mainly of competence tests that demonstrate the required competences. They are generally intended for adults with working life experience. In addition, there is a possibility for both young students and adults to study in apprenticeship training, which can follow a curriculum or prepare for competence tests. Qualification-oriented vocational education and training takes place at the upper secondary level (ISCED 3), with the exception of specialist vocational qualification (*erikoisammattitutkinto/-specialyrkesexamen*), which is classified into ISCED 4.

(ii) Admissions criteria

Students who have successfully completed compulsory education are eligible for general and vocational upper secondary education and training. The application procedure takes place mainly through the national joint application system. Students are entitled to apply nationally to any institution offering upper secondary education. Student selection to upper secondary schools is mainly based on previous study record, whereas selection criteria used by vocational institutions may also include work experience and other comparable factors and possibly entrance and aptitude tests. Although tuition is free, contribution towards learning material may be required. Over 90 per cent of the students continue their studies immediately after basic education: in 2008, 51 per cent opted for general upper secondary studies, and 42 per cent for vocational upper secondary studies.

(iii) Curriculum control and content

The FNBE decides on the objectives and core contents of the subjects and study modules for both general upper secondary education and vocational upper secondary education and training. Based on the relevant national core curriculum, each education provider then prepares the local curriculum.

The compulsory subjects in general upper secondary school include mother tongue and literature, second national language, foreign languages, mathematics, environmental and natural sciences, religion or ethics, philosophy, psychology, history, social studies, arts and physical education as well as health education. In addition, the syllabus includes additional courses, the provisions of which are decided by schools. The students must also be provided with educational and vocational guidance.

Vocational upper secondary qualifications can be taken in school-based education, as apprenticeship training or as competence-based qualifications. Vocational education and training cover eight sectors of education (Humanities and education; Culture; Social science, business and administration; Natural sciences; Technology, communication and transport; Natural resources and the environment; Social services, health and sport; and Tourism, catering and domestic services), 53 vocational qualifications including a total of 119 different study programmes. Each vocational qualification consists of studies in core subjects, free-choice studies and at least 20 credits of on-the-job learning in work life. The core curriculum includes mother tongue, the second national

language, a foreign language, mathematics, physics, chemistry, social studies and working life, physical and health education as well as arts and culture. The studies also include student counselling and a final project.

(iv) Assessment, progression and qualifications

The syllabus of general upper secondary education is designed to last three years, but students may complete it in 2 to 4 years. Instruction is organised in a form not tied to year classes. Each course is assessed on completion and when a student has completed the required number of courses, he or she receives a school-leaving certificate (*lukion päättötodistus*). Assessment is based on the objectives defined in the national core curriculum.

General upper secondary schooling ends with a national matriculation examination, which in addition to the test in mother tongue, comprises three compulsory tests. These three can be chosen from the following: other national language; a foreign language; mathematics; or one test in the general studies battery of tests (humanities and sciences). Students may also include optional tests in the examination. Upon successful completion of the matriculation examination and the entire upper secondary school syllabus, students are awarded a separate certificate (*ylöppilastutkintotodistus*) that shows the tests passed and the levels and grades achieved. Under certain conditions students in vocational upper secondary education and training may also take the matriculation examination.

The scope of studies for a vocational qualification is three years (120 credits). Students' individual study plans determine their choices and the progress of their studies. Students' skills and knowledge are assessed after completion of each study module. The national core curricula contain criteria for student assessment. A new type of assessment, skills demonstrations, has been added in the certification of vocational modules. The test is organized in cooperation with local working life and assessed together by teachers and representatives of working life. A qualification certificate is awarded after completion of all study modules included in the individual study plan. The certificate is awarded by the education provider / vocational institution.

Competence-based qualifications have been part of vocational education and training since 1994. They enable working-age adults to gain qualifications without necessarily attending formal training. It is possible to take competence-based vocational qualifications, further vocational qualifications (*ammattitutkinto/yrkesexamen*) and special vocational qualifications (*erikoisammattitutkinto/-specialyrkesexamen*) or only parts of them through the competence test system, within which competence acquired through various ways is recognised and validated. The competence test is completed by demonstrating competence required in the profession.

Upon completion of apprenticeship training students receive two certificates: a certificate for participating in training and a qualification certificate.

Completion of upper secondary education, both general and vocational, gives students eligibility to move into higher education.

6. Higher education

(i) Structure

Higher education is offered by universities (*Yliopisto/Universitet*) and Polytechnics, *Ammattikorkeakoulu/Yrkeshögskola*), professionally oriented higher education institutions. The latter are often referred to as universities of applied sciences. Both sectors have different profiles; universities emphasise scientific research and instruction, whereas polytechnics adopt a more practical approach.

(ii) Access

The Finnish matriculation examination provides general eligibility for higher education. In addition, those with a Finnish polytechnic degree, a post-secondary level vocational qualification or at least a three-year vocational qualification also have general eligibility for university education. Universities may also admit applicants who have completed Open University studies required by the relevant university or who are otherwise considered by the university to have the necessary skills and knowledge to complete the studies.

There is restricted entry, 'numerus clausus', to all fields of study. As applicant volumes far outweigh the number of places available, universities use different kinds of student selection criteria. Usually the selection is based on previous study record and an entrance exam.

The general requirement for admission to polytechnics is completion of general upper secondary education or vocational education and training. Student selection to polytechnics is mainly based on school achievement and work experience and, in many cases, entrance examinations. Eligibility for second-cycle polytechnic degrees is given by a relevant first-cycle degree with at least 3 years of relevant work experience.

(iii) Qualifications

According to the degree system at universities, it is possible to take either a lower or a higher academic degree. The lower or Bachelor's degree is generally 180 ECTS credits and can be completed in 3 years. The higher or Master's degree is in most fields 120 ECTS credits, which corresponds to two years of full-time study after the first-cycle degree. In addition, universities offer scientific postgraduate degrees that are Licentiates (optional advanced predoctoral degree) and Doctorates.

Studies leading to a first-cycle polytechnic degree take 3½ years or 180-240 ECTS credits, depending on the field of study, at which point the polytechnics grant the student a degree certificate (Bachelor's degree, indicating the field of study, e.g. Bachelor of Health Care, Bachelor of Engineering). The second-cycle polytechnic degree (Master's degree) consists of 60-90 ECTS credits, which corresponds to 1½ or 2 years of full-time study. The requirement for the second-cycle polytechnic degree in polytechnics is a Bachelor's level polytechnic degree and at least three years of work experience. The second-cycle polytechnic degree is equivalent to a university Master's degree in the labour market. The title in the second-cycle polytechnic degree indicates the field of study, for example Master of Art and Culture.

7. Special Needs

Each pupil of compulsory school age has the right to receive remedial instruction and special needs education when necessary. Special needs education (SNE) is also provided in pre-primary and upper secondary education and training. The objective is to support pupils in such a way that they have equal opportunities to complete their schooling according to their abilities alongside with their peers. Pupils with minor learning or adjustment difficulties receive part-time special needs education by a SNE teacher in conjunction with mainstream education.

If a child cannot cope in mainstream education due to disability, illness, delayed development, emotional disorder or for other similar reasons, he or she is transferred to special needs education. An individual educational plan must be drawn up for each pupil transferred or admitted to special needs education. Instruction is provided by a special class teacher. The first alternative is to include pupils with special educational needs in mainstream classes, but when necessary, education may also be provided in a small group or special class within regular school or in a special school.

In 2008, 47 300 children were admitted or transferred to special needs education, which is 8.4 % of all the pupils in basic education. The number of pupils in part-time special needs education was 126 300, which is 22.5 % of all the pupils in basic education.

8. Teachers

Teaching and guidance staff in early childhood education and care have either Bachelor's degrees from a university or a polytechnic or what used to be known as post-secondary vocational qualifications. In addition, they may be assisted by other child-care professionals with relevant upper secondary vocational qualifications.

Pre-primary teachers are either kindergarten teachers who have completed a Bachelor's degree in Education or class teachers. Teachers in the first six forms of basic education are usually generalists (class teachers), whereas those in the last three forms and at upper secondary level are subject specialists (subject teachers). Class teachers are Masters of Education and subject teachers have completed a Master's degree in the subject they teach as well as pedagogical studies.

Applicants to class teacher education must have successfully completed the matriculation examination. The entrance examination for class teacher education includes a written examination, an aptitude test and interviews. Some universities also include a group situation and an optional teaching demonstration in their entrance examination.

Subject teacher applicants apply to the respective university faculties and departments responsible for their main subject (e.g. mathematics), following the usual procedure. Those aiming to be subject teachers will then separately apply for subject teacher education. At some university faculties students can apply directly to subject teacher education.

Depending on the institution and subject, vocational and polytechnic teachers are required to have either 1) an appropriate higher (or postgraduate) academic degree; 2) an appropriate polytechnic degree; or 3) the highest possible qualification in their own vocational field, at least three years of work experience in the field, and completed pedagogical studies of 60 ECTS. University teachers are generally required to have a doctoral or other postgraduate degree.

Teachers have civil servant status.

9. Ongoing reforms and policy initiatives

A – Ongoing reforms and policy initiatives related to 'ET 2020' strategic framework

Education policy priorities are outlined in the Government's five-year Development Plan for Education and Research. Focus in the period 2007–2012 will be on equal education opportunities, high quality education and research, access to skilled labour, higher education development, and competences of teaching staff.

1. Making lifelong learning and mobility a reality

– Lifelong learning strategies

In general, there is an increasing emphasis on adult education. A general reform concerning adult education (AKKU) is meant to improve particularly the administration, financing and labour market cooperation of adult education and training. Essential concepts of the reform include learning at work, lifelong learning and performance-based funding of education providers. The possibilities for acquiring additional skills and qualification will be improved through developing apprenticeship training and competence-based qualifications, in particular. There is also a special emphasis laid

on the adult education of immigrants and on improving their language skills in Finnish. The AKKU programme will start in 2010.

– European Qualifications Framework

In the last few years Finland has worked to develop its National Qualification Framework (NQF) in line with the European Qualifications Framework (EQF) and to facilitate the introduction of the European Credit Transfer System for Vocational Education and Training (ECTS).

The proposal for NQF in Finland is circulated for consultation and the legislative changes are meant to be confirmed in the autumn of 2010.

– Expanding learning mobility

Internationalisation is a priority at all levels of education. However, there are explicit objectives and numeric targets only in higher education.

In higher education the basic assumption is that students spend at least 3 months in exchange or a training period abroad. The strategy is to supplement traditional forms of mobility with for example, e-mobility, study visits and group visits. The higher education institutions are also obliged to make practices of recognition and accreditation of prior learning and competence uniform so that they are unambiguous and consistent for both Finnish and non-Finnish students.

The international competence of students is consolidated by well-executed mobility periods abroad and high-quality course selection including international elements in Finland. The creation of international competence is systematically taken into account in planning the studies at all levels.

The numeric target is that 6 and 8 per cent of university and polytechnic students respectively have been in exchange by 2015.

2. Improving the quality and efficiency of education and training

– Language learning

The parliamentary committee on the distribution of lesson hours in basic education made a proposal to diversify language learning and to give the pupils the opportunity to begin language learning earlier than today. The proposals have been circulated for comments and the final decision is being prepared in the Government. The public debate on the issue is still going on.

The Government's development plan has set a target to increase the share of language projects in the Comenius Programme to 25 per cent of the programme's national budget. The aim is also that students with immigrant backgrounds will be encouraged to start general upper secondary studies. Their performance will be promoted by strengthening their competence in the language of instruction. Higher education institutions will enhance cooperation and agree on the division of tasks to safeguard the supply of less studied languages.

– Professional development of teachers and trainers

In 2009, a working group under the Ministry of Education and Culture finalised a national programme for ensuring professional competence in education and among teaching staff. The OSAAVA programme, planned for years 2010–2016, will legally bind education providers to systematically and continually train their teaching staff according to the professional competences needed. Continuing education shall also be taken into account in employers' staff strategies with respect to the supply, participation in, and quality assurance of in-service training.

– Governance and funding

Measures are taken to develop quality and quality assurance in education. Examples of this include the definition of national quality criteria for basic education as part of a programme for improving the quality of basic education (POP Programme). A national quality strategy for vocational education and training is being prepared and the audits of higher education institutions' quality assurance systems will be established as a permanent system of external quality assurance.

– Basic skills in reading, mathematics and science

No policy development at national level publicly declared.

– 'New Skills for New Jobs'

There are several new initiatives which aim to improve matching of jobs and job seekers. Most of them are developed by European Social Fund means.

The national forecast project VOSE aims to create an anticipation model which makes it possible to predict the competence needs on all levels of education and concerning all occupations. The model will consist of methods of anticipation, anticipation processes, networks between actors and communication system. One part of the model will be a network tool functioning in social media.

The Government Institute for Economic Research (VATT) is responsible for the national medium- and long-term forecasts of labour force in Finland. The institute has used in its study VATTAGE, a dynamic, applied general equilibrium model of the Finnish economy, to forecast structural changes in the Finnish economy up to 2025. The study is the first of its kind for a European country and is intended to provide the basis for the anticipation of medium term policy challenges by several ministries. (study available at:

http://www.vatt.fi/en/publications/latestPublications/publication/Publication_1345_id/832)

3. Promoting equity, social cohesion and active citizenship**– Early leavers from education and training**

In order to prevent dropout from school and social exclusion, the Ministry of Education and Culture initiated in 2006 the Preparatory instruction and guidance for VET (*Ammattistartti*) which attempts to assist young students who have completed basic education and remained uncertain of their study prospects, or are in risk of dropping out at beginning of their vocational studies. After promising results, it was decided to make the scheme permanent from August 2010 onwards. The legislation came into effect in January 2010.

– Pre-primary education

No recent policy development at national level publicly declared.

– Migrants

The core curricula for initial vocational education and training have been revised during 2006–2010 by the Finnish National Board of Education. At the same time the curricula for preparatory education for immigrants as well as the rehabilitative education for the disabled are being renewed. The revisions concern both vocational upper secondary education and training and competence-based qualifications. Education providers and qualification committees are expected to follow the new curricula from August 2010 onwards.

4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

– Transversal key competences

No recent policy development at national level publicly declared.

– Partnership

Efforts are made to improve the horizontal cooperation between institutions as well as different levels of education. Cooperation within upper secondary education and training, between vocational and general education institutions, has been encouraged for several years. The legislation obligates the providers of general and vocational upper secondary education to cooperate regionally. Also the current Government programme urges upper secondary education providers to increase cooperation and networking among themselves. In some areas, however, the barriers between the two forms of education have been higher than expected.

According to an evaluation made in 2007, the cooperation is increasing. However, the results point to a passivity of the general education sector: few students in general upper secondary education take vocational courses and the initiator of the cooperation is in most cases a vocational institution. Another shortcoming is the one-sidedness of the choices: most commonly studies in general education are taken by students of business and commerce. Further, small providers and providers in the countryside seem to have fewer opportunities for cooperation than big urban providers.

The recommendations for developing the cooperation target the above-mentioned obstacles. Thus increased financial, operational and intellectual resourcing has been suggested to encourage the cooperation. Further, the steering systems of general and vocational upper secondary education and training should be harmonised nationally. Other measures recommended are the development of the funding to support cooperation and harmonising IT-systems and making pedagogical development a focus in the cooperation.

– Innovation-friendly institutions

The strategic aim for Finland is to secure sustainable and balanced social and economic development. Achieving this aim entails a high employment rate, high productivity and good international competitiveness. The role of the Science and Technology Policy Council is to contribute to the realisation of the strategy by means of science, technology and innovation policies and partly through education policy.

The innovation system approach has also been gaining importance within regional development. The network of Finnish universities and polytechnics, technology centres, the Centre of Expertise Programme, and other operations has developed innovation prerequisites in the regions to the extent that it is now possible to speak of the innovation systems of the regions and their development.

B. Other important ongoing reforms and policy initiatives at national level

– Basic education

A parliamentary working group prepared during 2009 and 2010 a proposal for **renewal of distribution of lesson hours** in the basic education. It proposed more choices between subjects and as new subjects ethics and drama. The proposal is circulated for consultation and the legislative motions will be given to the Parliament in 2011.

– Higher education

The **autonomy of universities** was strengthened by making changes in the legal status of universities. According to the Universities Act 2009, universities form a new type of a legal entity, legal person under public law or foundation under private law. Furthermore, the administration and the decision making of universities were reformed. The new legislation came into force in August 2009. The network of universities and polytechnics will be developed so that overlaps in programmes are reduced and by bringing together administrative and support services. This will be done through merging universities and polytechnics, intensifying cooperation in teaching, research and shared equipment. In the polytechnic sector already three remarkable mergers have been carried out and the regional network has been made more compact. In the university sector a foundation-based innovation university, Aalto University, was formed through a merger of three universities. Another significant merger is the new University of Eastern Finland, comprising two universities. Both new mergers started operations in January 2010.

In 2009, a strategy for the **internationalisation of Finnish higher education institutions** was completed for the years 2009–2015. The aim is to develop an internationally strong and attractive higher education and research community in Finland. The strategy was prepared by the Ministry of Education and Culture in cooperation with the higher education institutions and stakeholders.

In March 2010 a Ministry of Education and Culture committee proposed a reform of **student admission in higher education** with a view to expediting young people's transition from the secondary level to higher education and improving the position of those seeking admission for the first time. To this end, the committee proposed a student selection mainly based on grades in the matriculation or vocational qualification certificate. There is also a pressing need to expedite graduation in tertiary education. The committee's final proposals are due in the autumn of 2010.

Another Ministry of Education and Culture working group proposes changes to **student financial aid for higher education** students as an incentive for full-time study. Student grants would initially be awarded for completing first-cycle, then second-cycle university degrees. To ensure the adequacy of student financial aid, the proposal includes changes to the conditions of student loans. Also the loan conditions for students in exchange abroad should be improved. Other proposals on the student financial aid system will be completed by the end of September 2010.

– Worldwide Cooperation in Education

In June 2009 the Ministry of Education and Culture appointed a working group to prepare a national strategy for exploring the possibilities of exporting **Finnish educational expertise**. The working group reports that there appears to be a great demand for Finnish educational expertise abroad, but Finnish educational institutions have been unable to meet the demand. This is due to insufficient resources and restrictive legislation, particularly with respect to higher education institutions. The objective of the strategy is to increase the share of education in the export of services and make Finland one of the leading countries regarding the quality of education by 2015.

Information provided by the Finnish Eurydice unit.

For more detailed information on education systems in Europe, you may consult the EURYDICE data base, EURYBASE (http://eacea.ec.europa.eu/education/eurydice/eurybase_en)