

Tirsdag den 29. september 2009:

Kl. 07.55	Check-in i Københavns Lufthavn (terminal 2) skal være afsluttet. Individuel check-in. Vi ses ude ved gaten.
Kl. 08.55 – 11.25	København – Helsinki (AY 662)
Kl. 11.25 – 12.45	Ankomst Helsinki og bus til Hotel Grand Marina
Kl. 12.45 – 14.45	Arbejdsfrokost, Hotel Grand Marina, Baltic Lounge Præsentation om den politiske og økonomiske situation i Finland, ved ambassador Jens-Otto Horslund
Kl. 14.45 – 15.00	Bus
Kl. 15.00 – 16.30	The Finnish National Board of Education Introduction to the Finnish education system, division of responsibilities between the The Finnish National Board of Education, Ministry of Education and the municipalities, plans for the future. - Mr Leo Pahkin, Counsellor
Kl. 16.30 – 16.45	Gåtur til hotellet
Kl. 16.45 – 18.45	Til egen disposition
Kl. 18. 45 – 19.00	Afgang fra hotel. Gåtur til restaurant.
Kl. 19.00	Undervisningsministeriet er vært for en middag på Restaurant Sipuli, Passat Lounge

Onsdag den 30. september 2009:

Kl. 9.00 – 9.30	Bus fra hotel
Kl. 9.30 – 12.00	Sakarimäki Primary School /Östersundom skola (grades 1–6) The principal's independent role, the principal's budget and cooperation between school and home. - Ms Kaisa Alanne, Principal - Ms Agneta Lundmark, Principal School meal
Kl. 12.00 – 12.30	Bus
Kl. 12.30 – 13.30	Besøg i Tempelkirken (tæt ved Riksdagsbygningen)
Kl. 13.30 – 14.00	Meeting with the Minister for Education Ms. Hanna Virkkunen
Kl. 14.00 – 14.30	Presentation of the Parliament House (rundvisning)
Kl. 14.30 – 15.30	Parliament of Finland, The Education and Culture Committee - Ms Raija Vahasalo, MP, Chair of the Education and Culture Committee
Kl. 15.30 – 15.45	Bus
Kl. 15.45 – 16.30	Meeting with Danish lectors in Finland University of Helsinki Introduction about teacher education on Nordica – why do Finnish teachers get the best pupils in the world. Introduction to institutionalized and non-institutionalized teaching of Danish in Finland. - Ms Hanna Lehti-Eklund, professor - Mr Asger Albjerg, lector at the University - Ms Karin Guldbæk-Ahvo, freelance lector
Kl. 16.30 – 16.45	Gåtur til hotellet
Kl. 16.45 – 18.45	Til egen disposition
Kl. 18.45 – 19.00	Gåtur til ambassdørens residens
Kl. 19.00	Ambassdør Jens-Otto Horslund er vært for en middag

Torsdag den 1. oktober 2009

Kl. 9.00 – 9.15	Check ud fra hotellet skal være afsluttet kl. 9.00. Bagagen anbringes i bussen. Bus til Undervisningsministeriet.
Kl. 9.15 – 10.45	Ministry of Education The Ministry's role in teacher education - Ms Armi Mikkola, Counsellor of Education
Kl. 10.45 – 11.30	Bus
Kl. 11.30 – 14.00	Viikki Teacher Training School Kl. 11.30 – 12.30: Ms Merja Auvinen, Vice Principal: Finnish Teacher Education, Pedagogical Studies (Subject Teacher) and the Viikki Teacher Training School Kl. 12.30 – 14.00: Possibility to observe basic education lessons and discuss with the teachers (arranged by Ms Auvinen, Ms Mynttinen and Ms Manner) School meal will be served during the visit to Viikki School
Kl. 14.00 – 14.30	Bus
Kl. 14.30 – 15.45	Trade Union of Education in Finland OAJ - Mr Anders Rusk, Director
Kl. 15.45 – 16.15	Bus til lufthavnen. Check-in skal være afsluttet kl. 16.45
Kl. 17.45 – 18.25	Afgang med fly AY 667 til København

Deltagere

Uddannelsesudvalget:

Marlene Harpsøe, næstformand (DF)
Anne-Mette Winther Christiansen (V)
Peter Juel Jensen (V)
Malou Aamund (V)
Leif Lahn Jensen (S)
Pernille Vigsø Bagge (SF)
Anne Marie Geisler Andersen (RV)
Villum Christensen (LA)

Jørgen Nielsen, udvalgssekretær
Signe Draabe Bruunsgaard, udvalgsassistent

Undervisningsministeriet:

Peter Grønnegaard, afdelingschef
Oluf Engberg, kontorchef
Troels Briendal, kontorchef

Udvalget bliver under studieturen ledsaget af:

Ambassadør Jens-Otto Horslund
Ritva Ojala, Den Danske Ambassade i Helsinki

Finnish Education System in an International Comparison

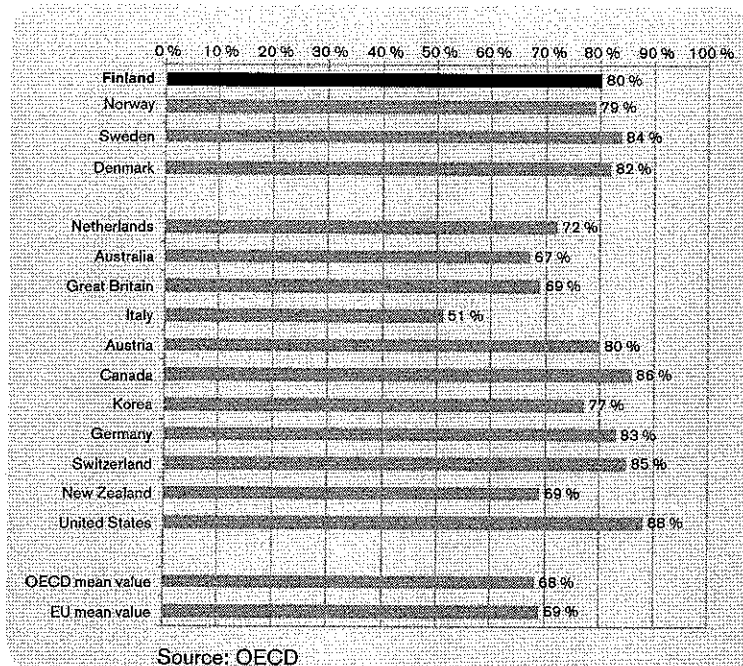
A great many targets are set for the Finnish education system in the Government Programme of Prime Minister Matti Vanhanen's second cabinet and in the Government-approved Development Plan for Education and Research 2007–2012. These targets relate to raising the educational level of the population, the efficiency of the education system, the prevention of exclusion, cutting dropout rates, the availability of a skilled workforce, and raising the employment rate. The aim is to ensure the availability of a skilled workforce also in the future as well as to ensure the availability of high-quality education based on the needs of the individual, the labour market and society. At the same time, the education system will be developed with a view to enhancing young people's well-being.

The Government aims at raising the employment rate to 72 per cent by the end of the parliamentary term and in the longer term to 75 per cent. In order to support this target, the Develop-

ment Plan for Education and Research sets targets for increasing the efficiency of education and for improving the rate of completion of studies. At the same time, the aim is to raise the educational level of the population so that the educational level of Finns will be among the highest in the world: the target is that among young adults the proportion of those who have attained upper-secondary education would be 92.5 per cent, and the proportion of those who have attained higher education would be 38.5 per cent by the year 2015. Currently 90 per cent of young adults aged 25–34 have completed a upper secondary degree and 29 per cent have completed a higher education degree.

This analysis studies education in Finland in the light of international statistics. In particular, the study explores how Finland is placed statistically in an international comparison in relation to the Government's target-setting.

Population aged 25 to 64 years that has attained at least upper secondary education in selected OECD countries



Entry to higher education institutions by age in 2006

	20%	50%	80%
Netherlands	18.4	19.7	22.6
Australia	18.7	20.9	27.1
Belgium	18.4	19.1	23.2
Spain	18.4	19.0	22.8
Great Britain	18.5	19.6	25.4
Japan	18.3	18.6	19.2
Korea	18.3	18.8	20.0
Greece	18.2	18.9	25.9
Mexico	18.4	19.5	22.7
Norway	18.8	20.1	29.5
Portugal	18.6	20.1	27.5
Poland	19.5	20.3	22.6
Sweden	20.1	22.4	29.6
Germany	19.9	21.2	24.0
Finland	19.8	21.6	27.8
Denmark	20.8	22.6	27.9
Hungary	19.3	21.0	28.0
New Zealand	18.6	20.8	<40
United States	18.4	19.5	24.9

Source: OECD

Educational level of the population

Finland has put significant effort into raising the educational level of the population. In the background lies a notion of competence as a key competitive advantage and of supporting the individual's career advancement by increasing his or her skills and knowledge.

An international comparison shows that Finland has been rather successful in this respect when we consider the proportion of the population aged 25 to 65 years who have completed no less than upper secondary education. Of these 80 per cent have attained either general upper-secondary or vocational education. The number is clearly higher than the OECD average; yet for example, the USA, Canada, Switzerland and Sweden are ahead. Of men 77 per cent have completed a degree, of women 82 per cent.

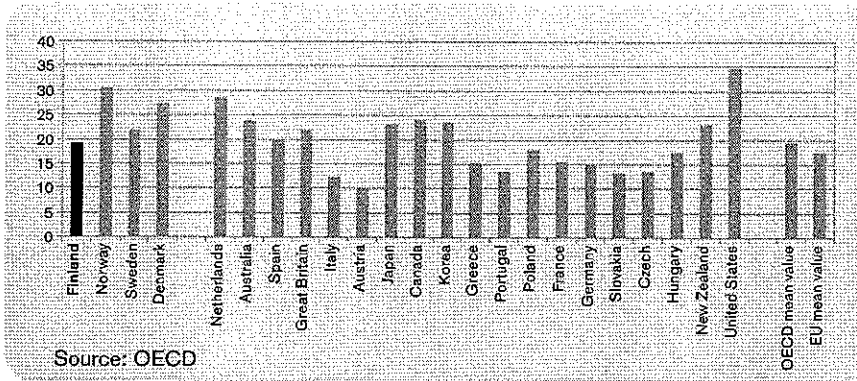
The status of young adults (aged 25 to 34 years) is still better: of these 90 per cent have completed an upper-secondary degree. The world leader is Korea where 97 per cent of the same age group have completed a degree.

The aim is to raise further the educational level of the population. Even if the situation is good in terms of upper-secondary education attainment, it is con-

siderably weaker when we consider the numbers of those with a higher education degree.

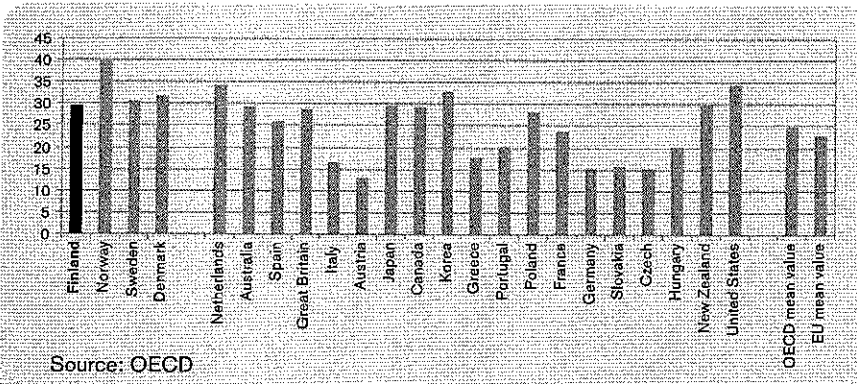
The relative proportion of the working population with a higher education degree is the same as the OECD average, which is clearly lower than that in the leading countries. Of Finns aged 25 to 64 years, 19 per cent have completed a polytechnic or a university degree while the corresponding figure, for example, in the USA is 35 per cent, in Norway 31 per cent and in the Netherlands 28 per cent.

When considered by gender, the proportions of those with a higher education degree are relatively uniform among the 25- to-64-year-olds. Yet it appears that among young adults the attainment of higher education has taken a striking shift toward female domination. While 24 per cent of males aged 25 to 34 years have a higher education degree, a total of 35 per cent of females of the same age group have a degree. The feminization of higher education attainment appears to be an international phenomenon – in Spain, Norway, Portugal, Poland, Sweden and Denmark the difference in the 25 to 34 years age group is no less than 10 percentage points in favour of females.



Population aged 25 to 64 years that has attained polytechnic or university education in selected OECD countries

Source: OECD



Population aged 25 to 34 years that has attained polytechnic or university education in selected OECD countries

Source: OECD

The target to raise the educational level of the population to be one of the highest in the world still requires further measures because in the light of the present development a leading position will not be reached automatically. Even if the young adults' (25 to 34 years) situation is better than that of the whole working population, other countries are also investing in improving young people's educational level. A total of 29 per cent of Finnish young adults have a higher education degree, while the corresponding percentage is, for example, 31 in Sweden, 35 in the USA, 34 in the Netherlands and 40 in Norway.

Transition points and duration of education

Lately there has been a great deal of discussion concerning the efficiency of the Finnish education system and of the high average age at graduation. The aim is to shorten the duration of degree studies in all

upper secondary and higher education levels of education. In addition to the time spent on completing a degree, the high average graduation age of Finnish students is also due to slow transition from one level of education to another and degrees attained in more than one field of education.

In Finland, the situation is good for those moving from lower to upper secondary education. About 97 per cent of students completing comprehensive education move directly to further or supplementary education¹. By contrast, transition from upper secondary to higher education is slower. In Finland, 20 per cent of new higher education students are not over 19.8 years old. The age is the sixth highest in the OECD countries. Altogether 80 per cent of new higher education students are not over 27.8 years old which is the seventh highest age in the OECD countries.

In Finland, people start higher education studies later than in most countries. Denmark, Hungary and Switzerland are at the same level. In Sweden, transi-

¹ The estimate includes education supplementing comprehensive education and education provided by folk high schools in addition to degree education.

	2000	2001	2002	2003	2004	2005	2006
Netherlands	22%	23%	23%	25%	26%	26%	27%
Australia	28%	28%	33%	33%	33%	33%	33%
Spain	24%	23%	23%	22%	22%	22%	22%
Great Britain	24%	24%	27%	26%	28%	29%	17%
Austria	18%	19%	17%	18%	19%	19%	20%
Canada	23%	24%	25%	25%	25%	26%	26%
Korea	24%	25%	27%	27%	28%	27%	32%
Greece	16%	22%	25%	26%	28%	24%	28%
Mexico	9%	9%	10%	10%	11%	11%	11%
Norway	28%	26%	26%	29%	29%	29%	30%
Portugal	22%	22%	22%	23%	23%	22%	21%
Poland	24%	26%	28%	29%	30%	31%	31%
France	19%	20%	20%	20%	20%	20%	20%
Sweden	33%	33%	34%	34%	36%	36%	36%
Germany	24%	24%	26%	27%	28%	28%	28%
Finland	38%	39%	40%	40%	41%	43%	43%
Denmark	35%	36%	36%	36%	36%	38%	38%
Hungary	19%	20%	21%	22%	24%	24%	25%
New Zealand	23%	25%	28%	30%	31%	30%	29%
United States	21%	22%	23%	22%	23%	23%	23%
OECD mean value	22%	22%	23%	24%	25%	25%	25%
EU mean value	22%	22%	23%	24%	25%	25%	25%

Source: OECD. Data for Great Britain include a change in compilation of statistics since 2006.

tion to higher education is still slower. It is noteworthy that from 2005 to 2006 the transition to higher education appears to have become even slower.

There are many reasons for this slow transition; some of them are related to young people's situation in life and the perception of their career choice. For males the entry to education is also affected by compulsory military service. Transition is also affected by factors related to the education system such as the availability of counselling and advice, support provided for students and student selection.

About 88 per cent of young people aged 15 to 19 years attend full-time or part-time education, which is internationally a high attendance rate. The OECD average is 81.5 per cent.

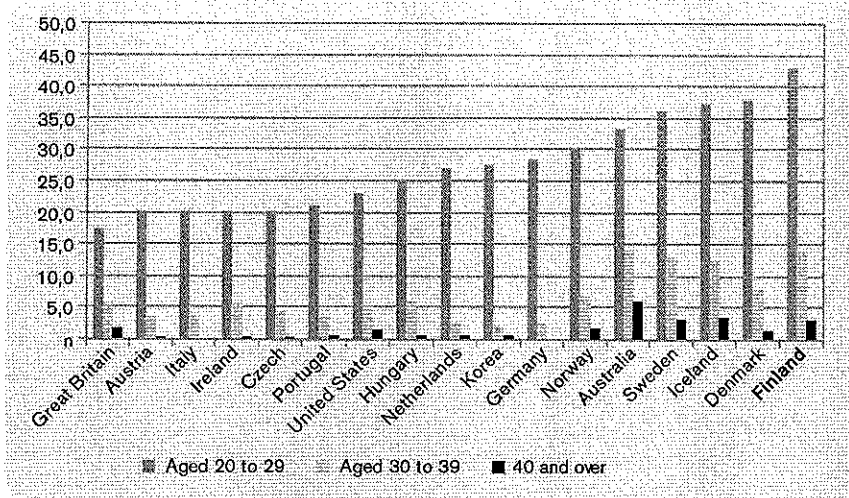
The Government aims to continue to raise the employment rate. The size of the working population is decreasing, and a smaller workforce should provide for the affluent society. It would be ideal for raising the employment rate, if as many young people as possible would attend education and graduate as soon as possible. We are in a good situation with the 15- to-19-year-olds but in older age groups the proportion of students is significantly high. The proportion of students in the 20 to 29 years age group is high with respect to the employment rate target. In

Finland, about 43 per cent of the said age group are in education while the OECD average is 25 per cent. In Finland, the proportion of students is the highest in OECD countries, and it is clearly higher than, for example, in Sweden and Denmark. The proportion of students in the 30 to 39 years age group is also the OECD's highest, together with Australia.

There are several reasons for the high education attendance rate in Finland. Compared with many of its peer countries, Finland has an extensive supply of higher education. When comparing countries we should take into account that participation in education generally varies greatly from one country to another. A high rate of participation in education indicates that a large proportion of young people complete education. On the other hand, Finns move from one level of education to another slowly, and the durations of studies are long.

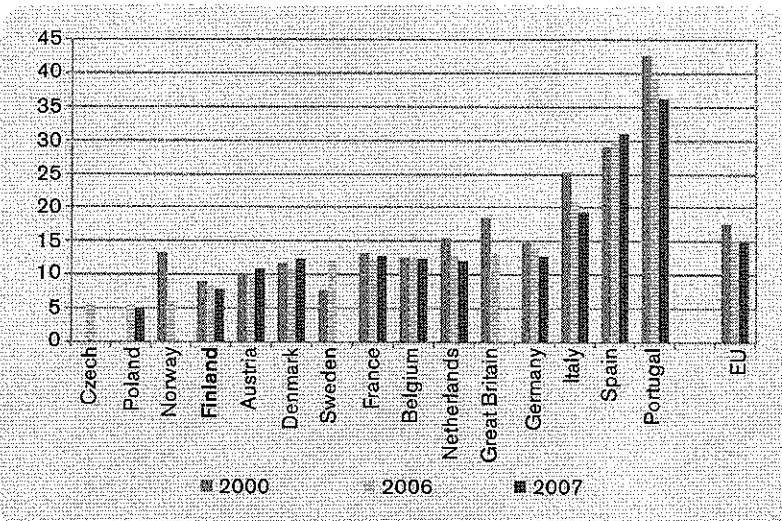
Active participation in education strengthens Finnish competence. On the other hand, ample participation in education reduces participation in work and postpones entry into the labour market. In the future, it will be increasingly more important that those wishing to participate in education will enter it without delay, and that the time spent on completion of a degree will not be prolonged unnecessarily.

Proportion of education participants in age group in selected OECD countries, 2006



Source: OECD

Population aged 18 to 24 years without post compulsory education and not participating in education in 2000, 2006 and 2007



Source: Eurostat

Early school leavers

The proportion of those who do not participate in post-compulsory education varies significantly from country to country. In this study the term “early school leavers” refers to young people who have not completed a degree after comprehensive school and who are not in education. In 2006, the EU average dropout rate in the 18 to 24 years age group was 15.3 per cent. In Finland, the situation is better than the EU average: 8.3 per cent of the age group. The smallest school leaver rates in the EU were in the Czech Republic (5.5 per cent) and in Poland (5.6 per cent). One of the targets set in the Development Plan for Education and Research is

to reduce significantly the number of those without any post-compulsory education and to provide the whole age cohort leaving comprehensive school and upper secondary school with an opportunity to access vocationally-oriented education in vocational or higher education institutions.

The number of early school leavers has decreased. In 2000, the Finnish drop-out rate was 8.9 per cent, and the EU average was 17.6 per cent. According to preliminary data for 2007, the situation in Finland had even improved (7.9 per cent). By 2007 the EU average rate had also improved to 14.8 per cent even if information for the said year is not available for all countries that are relevant for this comparison.