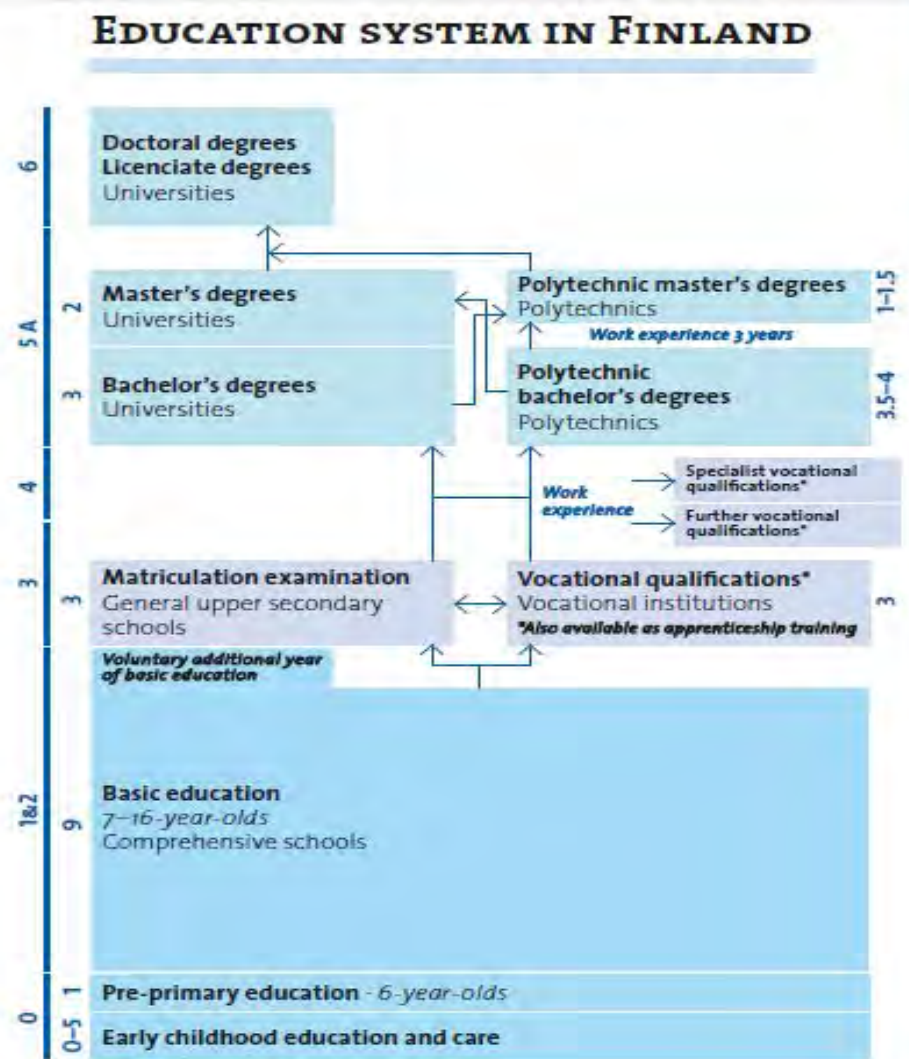


The Finnish Education in a Nutshell



SOME CURIOSITIES

- free education
- free daily meal
- schools are public institutions: open to all citizens
- life-long-learning
- teachers highly educated - Master's degree required



Education is free at all levels - equal opportunities

- Basic principle: all people must have equal access to high-quality education
- no school fees, even in private schools
- free textbooks and transportation for those living further away in pre-primary, basic education and secondary education
- free daily meal until higher education (subsidised in higher education)
- a well-developed system of study grants and loans



Every student has the right to educational support

- potential of each student should be maximised
- educational guidance and counselling is an essential part
- teachers are required to treat the students as individuals and help them according to their own capacities (eg. individual learning paths)
- three steps of educational support: general support, intensified support, special support
- all learners should experience success and joy of learning
- special needs education is generally provided in conjunction with mainstream education (inclusion)

Most education is publicly funded

- responsibility for educational funding is divided between state and local authorities
- local administration and educational institutions play a key role
- Ministry of Education and Culture - education policy
- Finnish National Board of Education - implementation of the policy aims
- Local administration - allocation of funding, local curricula, recruitment of personnel
- very few private schools and they don't differ much: they must follow the national core curricula and qualification requirements

Educational autonomy is high at all levels

- education system is based on trust and responsibility
- eg. no regulations governing class size
- schools are free to determine how to group students
- local authorities determine how much autonomy is passed to schools
- teachers have pedagogical autonomy, they can decide themselves on the methods of teaching, textbooks, materials



Quality assurance is based on steering, not controlling

- no school inspections
- ideology is to steer through information, support, funding
- activities of education providers are guided by objectives laid down in legislation, national core curricula and qualification requirements
- strong focus on self-evaluation of schools + national evaluations of learning outcomes (sample-based, and not used for ranking of schools, but to follow how the objectives are reached)

Early childhood and basic education

Early childhood education

- every child has a subjective right to attend early childhood education for at least 20 hours a week
- kindergartens, smaller family day-care groups in private homes
- fees are moderate, based on parental income

Pre-primary education

- compulsory for children of the age of 6
- children will adopt basic skills, knowledge and capabilities
- learning through play is essential!



Basic education

- starts from the age of 7, lasts for 9 years
- provided within a single structure
- years 1-6 instruction given by class teacher, years 7-9 subject specialist teacher
- school year is the same everywhere, but timetables are local: 190 days between mid-August and the beginning of June
- schools are open 5 days a week
- minimum number of lessons per weeks varies from 19 to 30, depending on the level and the number of optional subjects (relatively short days)
- national core curriculum + local variations (language programme, lesson-hour distribution etc.)
- not only academic subjects, but also arts, PE, home economics, handicraft

More on basic education

- assessment is a part of daily schoolwork (continuous assessment)
- no national tests, instead teachers are responsible for the assessment
- national core curriculum contains assessment guidelines in all common subjects
- one task in basic education is to develop the pupils' capabilities for self-assessment -> we aim to support the growth of self-knowledge and study skills
- the amount of homework is less than in most countries



General and vocational upper secondary education



- most students continue their studies after basic education (more than 90 % start immediately after basic education)
- selection mainly based on the students' grades in their basic education certificate

General upper secondary education

- flexibly organised
- syllabus is designed to last three years, but students may complete it in 2 to 4 years
- instruction is organised in modular form not tied to year classes
- students can choose their individual study schedules quite freely
- each study unit is assessed on completion
- minimum 150 credits
- on completion of the required number of credits -> a general upper secondary certificate



Purpose of general upper secondary education

The purpose of general upper secondary education is to support the students in growing into good, balanced and enlightened persons and active members of society, and to provide them with the knowledge, skills and capabilities they need for the world of work, hobbies and versatile personal development. The education also aims to give the students capabilities for lifelong learning and continuous self-development.

Section 2 of the General Upper Secondary Schools Act 714/2018

General upper secondary education

- general upper secondary school ends with a national matriculation examination, which comprises five compulsory subjects: mother tongue, and according to each candidate's choice, four of the following:
 - the second national language
 - a foreign language
 - mathematics or one subject in general studies (humanities, natural sciences)
 - students may choose to include optional exams
- > a separate certificate that shows details of the examinations passed and the levels and grades achieved

Lappeenranta Upper Secondary School

Kimpinen Upper Secondary + Lappeenrannan Lyseo Upper Secondary 1.8.2024

- Two campuses, both of which have about 550 students and 40 teachers
- Science program: Kimpinen offers social and economic studies as part of the programme, whereas Lappeenrannan Lyseo offers natural sciences and mathematics. Both schools work in close cooperation with both LUT University and the working life. The studies in the science programme comprise 24 credits, including 4–6 LUT credits of university studies.
- Kimpinen: Sports Academy
- Lyseo: Music theatre

An example of a student's timetable in the 4th period

VIikko 11 10. - 16.03.2023

viikkotuntimäärä: 30

	Maanantai 10.03.	Tiistai 11.03.	Keskiviikko 12.03.	Torstai 13.03.	Perjantai 14.03.
08:00	08.00-09:15 YH03.4_2 NKU Ki-L23	08.00-09:15 RUB15.4_3 LTU Ki-L27		08.00-09:15 ENA06.4_1 MTE Ki-L38	08.00-09:15 MAB08.4_1 HJÄ Ki-L31
09:15					
09:30	09:30-10:45 TE01.4_1 JEL Ki-L11	09:30-10:45 MAB08.4_1 HJÄ Ki-L31	09:30-10:45 RUB15.4_3 LTU Ki-L27		09:30-10:45 RUB15.4_3 LTU Ki-L27
10:45					
11:00		11.00-12:15 ENA06.4_1 MTE Ki-L38	11.00-12:15 MAB08.4_1 HJÄ Ki-L31	11.00-12:15 OP02.4_1_2. vsk MKA Ki-L11	11.00-12:15 ENA06.4_1 MTE Ki-L38
12:15					
13:00	13.00-14:15 OP02.4_1_2. vsk MKA Ki-L11	13.00-14:15 YH03.4_2 NKU Ki-L23	13.00-14:15 TE01.4_1 JEL Ki-L11	13.00-14:15 YH03.4_2 NKU Ki-L23	
14:15					
14:30			14.30-15:45 OP02.4_1_2. vsk MKA Ki-L11	14.30-15:45 TE01.4_1 JEL Ki-L11	
15:45					

Examples of my timetable: 2nd period

o 40 30.09. - 06.10.2024

Viikkotuntimäärä: 25

Maanantai 30.09.	Tiistai 01.10.	Keskiviikko 02.10.	Torstai 03.10.	Perjantai 04.10.
08:00-09:15 ENA02.A Ki-L27			08:00-09:15 ENA07.2_2 Ki-L27	08:00-09:15 ENA12.1_1 Ki-L27
09:30-10:45 ENA01.E Ki-L27 ENA02.E Ki-L27	09:30-10:45 ENA12.1_1 Ki-L27		09:30-10:45 ENA02.D Ki-L27	
11:00-12:15 ENA02.D Ki-L27	11:00-12:15 ENA07.2_2 Ki-L27	11:00-12:15 ENA12.1_1 Ki-L27		11:00-12:15 ENA07.2_2 Ki-L27
	13:00-14:15 ENA02.A Ki-L27	13:00-14:15 ENA01.E Ki-L27 ENA02.E Ki-L27	13:00-14:15 ENA02.A Ki-L27	13:00-14:15 ENA02.D Ki-L27
			14:30-15:45 ENA01.E Ki-L27 ENA02.E Ki-L27	

5th period

	Maanantai 07.04.	Tiistai 08.04.	Keskiviikko 09.04.	Torstai 10.04.	Perjantai 11.04.
08:00					
09:15					
09:30				09:30-10:45 ENA07.5_1	
10:45					
11:00	11:00-12:15 ENA07.5_1			11:00-12:15 ENA03.A	
12:15					
13:00	13:00-14:15 ENA03.A				13:00-14:15 ENA07.5_1
14:15					
14:30			14:30-15:45 ENA03.A		
15:45					

- Five periods, which last 7 weeks + exam week
- One-week holiday in autumn (week 43) and spring (week 9), Christmas holiday about 2 weeks and summer holiday starts on the Saturday of week 22 and lasts about 9 weeks
- Teachers: Thematic teams and Subject teams
- Special Education teacher, Student councellors, school nurse, psychologist, curator, well-being coordinator, coach
-

Vocational education and training

- 8 fields of education, more than 50 vocational qualifications, more than a 100 different study programmes
- three years of study, at least half a year of on-the-job learning in workplaces
- reform of vocational education and training -> 2018
- competence-based qualifications
- dual education still possible

(no new students in autumn 2025 in Lappeenranta)



The common objectives of the subjects are crystallised as transversal competence area

Transversal competences contain skills in life management and responsible involvement. All study units at general upper secondary school aim for developing transversal competences.



Higher education

- offered by universities and polytechnics
- most university students aim for Master's degree