

Education & Culture 2007



The vision

Finland is a Nordic welfare society, where education and training, culture and science are the key factors for the citizens' well-being, the Finnish economy and modern civilisation.

The operating idea

As part of the Government, the Ministry of Education is responsible for developing education, science, cultural, sport and youth policies, and international cooperation in these fields. The Ministry promotes education and culture, creates favourable conditions for the production and diffusion of knowledge, for lifelong learning and creativity, for active citizenship and citizens' well-being.

Strategic key areas in the Ministry of Education sector

- Equal opportunity in education and culture
- Advanced creative and innovative society
- Life career, lifelong learning and well-being
- Inclusion and participation
- Active international influence
- Productive developmental guidance in the sector





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Sari Sarkomaa, Minister of Education and Science
Stefan Wallin, Minister of Culture and Sport
Harri Skog, Permanent Secretary



The year 2007 was eventful in the Ministry of Education sector. Along with the change of government, the Ministry initiated several reforms, which will have a long-term impact on the sector, including reforms related to universities, the structural development of higher education, adult education and copyright policy.

With the change of government, the Ministry of Education was assigned the responsibility for coordinating and implementing the Government Policy Programme for the Well-being of Children, Youth and Families. Preventing social exclusion is an increasingly important aim, which will require broad cooperation across society.

The Jokela school shooting shocked and wounded Finland's school community, which was considered safe. The incident was processed in schools, homes and workplaces, and the days following the shooting were filled with memorial services and discussion. Cooperation between the Finnish National Board of Education, Tuusula education authority and various ministries was set up immediately with the aim of joining forces in rebuilding trust in the safety of Finnish school communities. This cooperation group was composed of representatives of the National Board of Education, the Ministry of Social Affairs and Health, the Trade Union of Education, the Association of Finnish Local and Regional Authorities, and other important stakeholders.

Once again Finnish schoolchildren achieved excellent results in the Programme for International Student Assessment (PISA), which is carried out by OECD. Finnish students scored good points in literacy (547), mathematics (548) and science (563), the OECD combined average of all subjects being 500 points. The rate of variation between schools was the second lowest in Finland after Iceland. In connection with PISA, the Ministry of Education hosted almost 90 visits by various ministers, central administration civil servants, leading parliamentarians and journalists.

In December, the Government adopted an education and research development plan for 2007–2012. This plan outlines

Leadership Review

education and science policy up to 2012. The Government also adopted a child and youth policy programme, which defines the policy for the coming years.

The Ministry started to prepare a cultural policy strategy and a national sports and physical activity programme. Work on the Ministry's new human resource strategy was also initiated.

The Ministry started to implement the cultural exportation development programme for 2007–2011. With a view to improving productivity in the Ministry of Education sector, resources are concentrated on core activities, financial and human resource operations are transferred to service centres, electronic transactions are being developed, and municipalities and services are being restructured.

In accordance with the Government Programme, the Ministry made preparations to introduce a tax-free culture voucher. The Ministry also took part in improving social and pension security of grant receivers. Proceedings from Finnish national lottery and pools were allocated to culture, sports and youth work in accordance with legislation. The amount of lottery funding awarded to recipients in 2008 was raised by €10 million.

In order to manage change and determine the operational basis of its sector, the Ministry of Education made a significant input into developing its strategy. Preparations for the 2020 strategy were initiated with the aim of determining the main objectives for the future, and the service structures needed to achieve them, up to 2020–2030.

In terms of societal development and the Ministry's sector, challenges will especially arise from changes due to globalisation, demographic development, developments in working life, social and cultural change. Factors relating to the global economy and climate change could also pose future challenges. The Ministry of Education has a pivotal role in preparing its sector to meet social and global challenges.

The Ministry of Education will have a key role in ensuring the nation's success and well-being by promoting action based on knowledge, creativity and innovation.





Events in 2007

Education and culture in the Government Programme

In its Programme for 2007–2011, Prime Minister Matti Vanhanen's Second Government emphasises a high level of culture and education and free education as the foundation of our welfare society. In the Ministry of Education, Sari Sarkomaa, Minister of Education and Science, is responsible for matters relating to education and science; and Stefan Wallin, Minister of Culture and Sport, is responsible for matters related to culture, copyright, sport, youth, student financial aid and church affairs. Mr. Wallin is also responsible for equality-related affairs (in the Ministry of Social Affairs and Health).

The Government's role is to guarantee equal access to high-quality education, from early childhood education to higher education and to ensure favourable financial and structural conditions for high-quality multidisciplinary basic and applied research. Culture, sport and youth policies are developed on a national level with the aim of regional and gender equality and accessibility.

Resources freed due to declining age groups will be allocated to quality enhancement in education. Increases in basic education resources will help prevent social exclusion of children and young people.

Higher education will be developed with the aim of enhancing the quality of education and research. Universities and polytechnics will be developed in accordance with the dual model. The respective roles and tasks of universities and polytechnics will be more clearly defined. The aim is to increase the level of international expertise and create regionally stronger and more effective higher education units.

Universities will have more core funding. An innovation university of education and research will be established (through merging Helsinki University of Technology, Helsinki School of Economics and the University of Art and Design Helsinki). In order to enlarge their financial autonomy, universities will be made foundations under private law or legal

persons under public law. In addition, the administration and decision-making processes of universities will be reformed.

Training opportunities in working life will be improved in order to encourage the adult population to update and upgrade their knowledge and skills, particularly when faced with change. A comprehensive reform of vocational adult education will be carried out with the aim of reorganising the currently dispersed educational supply, administration, funding and benefits. The quota of further education in apprenticeship training will be raised.

Culture, sport and youth policy will be developed on a national level with the aim of regional and gender equality and accessibility. Activities promoting social inclusion and a sense of community will be supported, particularly amongst special groups.

The aim of cultural policy is to support the diversity of art and cultural heritage, cultural institutions and services catering for different population groups and regions, and to develop creativity and civic activity. Cultural exportation and entrepreneurship will be promoted in order to enhance the creative economy and its role in the national economy. The position of culture and art institutions and the activities of actors in the field of art will be secured. The question of value added tax on cultural products will be looked into, and a tax-free culture voucher similar to the existing sport voucher will be introduced. The role of libraries as providers of local services and gateways to culture, learning, and information services and management will be strengthened.

Prerequisites for children's culture, art education and a safe media environment will be improved. Different applications of art will be promoted across administrative sectors, and the funding of Finnish film production will be increased.

The aim of sport policy is to promote well-being and health throughout the lifecycle. The emphasis, however, is on children and young people. Basic youth services will be strengthened, and young people will be given better opportunities to participate and be heard. The youth workshop ac-

In the News in 2007

January: Expert reviews propose turning universities into independent legal entities under public law

February: According to study, majority of young people plan to vote in parliamentary election

March: Sirkka Hämäläinen to chair the Board of the Foundation of the Finnish National Opera | Cultural events supported by € 3.6 million

April: Sari Sarkomaa appointed as Minister of Education and Science, and Stefan Wallin as Minister of Culture and Sport

May: The Finnish Science Award goes to Ilkka Hanski, Academy Professor | Heljä Misukka appointed as State Secretary for the Minister of Education and Science and Stefan Johansson appointed State Secretary for the Minister of Culture and Sport

June: Advisory Board for Sectoral Research established | Georg Henrik Wrede to lead Government Policy Programme for the Well-being of Children, Youth and Families

July: Steering group appointed for the innovation university project

tion will be developed to cover the whole country.

In accordance with the Government Programme, measures will be taken to retain the Finnish gambling monopoly. National lottery proceeds will only be used for purposes specified in the Lotteries Act and distributed in accordance with legislation. Finland's ability to apply for and organise large-scale international events will be improved.

Policy Programme for the Well-being of Children, Youth and Families

With view to our aging population, the welfare of children and young people is the best security. Hence, it is the Government's aim to make Finland a more child-friendly country. The aim of the Government's Policy Programme for the Well-being of Children, Youth and Families is to prevent and reduce ill-being and social exclusion. The Policy Programme and a cross-sectoral Child and Youth Policy Programme, provided for in the Youth Act, form a mutually complementing entity. The implementation of the Child and Youth Policy Programme will be monitored throughout the electoral term.

The policy programme emphasises preventive work. The knowledge base for following and monitoring the welfare of children and young people will be developed through the programme. In addition, it endorses the assessment of impacts that decisions have on children in accordance with the UN Convention on the Rights of the Child. The policy programme has three main areas: a child-friendly society, the welfare of families, and prevention of social exclusion. The aim of the programme is to improve cooperation between sectors and to coordinate issues related to children, young people and families.

Development of cross-sectoral research – an Advisory Board appointed

The Government outlined the development of policy research. The thematic areas in this cross-sectoral research are regional and community structures and infrastructures, knowledge, work and welfare, sustainable development and safety. The aim is to support societal and political decision-making and the development of society and its different sectors.

An Advisory Board for Sectoral Research was set up under the Ministry of Education. The role of the Board is to assess research needs in society and prepare research agendas on the basis of proposals put forward by the ministries. The Board steers the government sectoral research and steps up cooperation between ministries and different sectors. The aim is to conduct policy research in a more planned and systematic manner and to enhance evidence-based decision-making in all sectors of social policy.

Ministries and other financiers of research agree on and oversee the implementation of research. The Advisory Board supports the Ministries in the implementation of research programmes.

The Board members were appointed for a six-year term. Professor Pentti Vartia acts as chairman of the board, and Harri Skog, Permanent Secretary of the Ministry of Education, as vice-chairman. The members include the permanent secretaries of all the ministries and five experts appointed by the government.

August: Expert review proposes larger intakes in dentistry training | Steering group appointed for overall reform of vocational adult education

September: Increases in student grant and income limits | According to OECD, educational level in Finland approaching world top

October: Universities and polytechnics authorised to provide made-to-order education against remuneration | Increases in statutory grants and subsidies for theatres, orchestras and museums in 2008

November: Children's Day Prizes go to Motora, a youth association, for its work with folk dance, and to Aurinkoinen tulevaisuus for the Children's Sun Festival. The State Awards for Children's Culture go to Pasi Hiihtola and Peik Stenberg for their duo Säs och Kopp and to Jaana Kapari, translator.

December: Finland Prizes awarded to Lars Huldén, writer and translator; Zinaida Lindén, writer; Sini Länsivuori, dance artist; Meta4, string quartet; Love and Anarchy Film Festival; and Veijo Rönkkönen, contemporary folk artist.

Joining forces to build confidence in the safety of the school community

The Jokela school shooting shocked and wounded Finland's school community, which was considered safe. The incident was processed in schools, homes and workplaces, and the days following the shooting were filled with memorial services and discussion. Cooperation between the Finnish National Board of Education, Tuusula education authority and various ministries was set up immediately with the aim of joining forces in rebuilding trust in the safety of Finnish school communities. This cooperation group was composed of representatives of the National Board of Education, the Ministry of Social Affairs and Health, the Trade Union of Education, the Association of Finnish Local and Regional Authorities, and other important stakeholders.

Ninety years of independence

The celebration of Finland's 90 years of independence began in January with an event held in the Finlandia Hall in Helsinki. All local authorities in Finland were invited to select two to three people of different ages and backgrounds from their community to participate in the opening festivities. The aim was to have a cross-section of Finns – 1,700 guests in total. The themes and upcoming events of the anniversary year were introduced and awards for the Finland 90 logo competition were presented in the opening event. The President of the Republic opened the year of celebration.

An event for expatriate Finns and new Finnish residents was held in Pori in July. The aim was to hold more casual discussions on some important issues during the summer and thus take away some of the solemnity usually as-

sociated with independence day celebrations in Finland. The event was carried out in cooperation with MTV3's Suomi-Arena, which had already been involved in the Parliament's 100-year anniversary in the summer of 2006. The theme of the forum was Finland's image from far and near, and chairmen of political parties were invited to give their comments. Various musical performances were given in addition to the main events.

On the 5th of December 2007, the eve of independence day, the whole nation joined in a celebration. The event was called a Joyous Quarter for Independent Finland, and its aim was to offer all Finns and friends of Finland a shared experience of celebrating independence. The main aim was to create a joyous event, different from traditional solemn independence day celebrations. The key element in the Joyous Quarter was a song dedicated to Finland, sung as "the whole nation's karaoke". The song "Sininen ja valkoinen" (Blue and White) by Jukka Kuoppamäki was voted 'by the nation as the most suitable for this occasion.

The Parliament held a jubilee session with discussion on the theme "Independent Finland on its way to 100 years".

Hundreds of events were held throughout the year all around Finland; from south to north and from east to west. New residents and expatriate Finns from as far away as Australia took part in the celebrations. Thus, the theme of the year, which was declared in its slogan - ME! (WE!), was more than realised.





Education & Science Policy

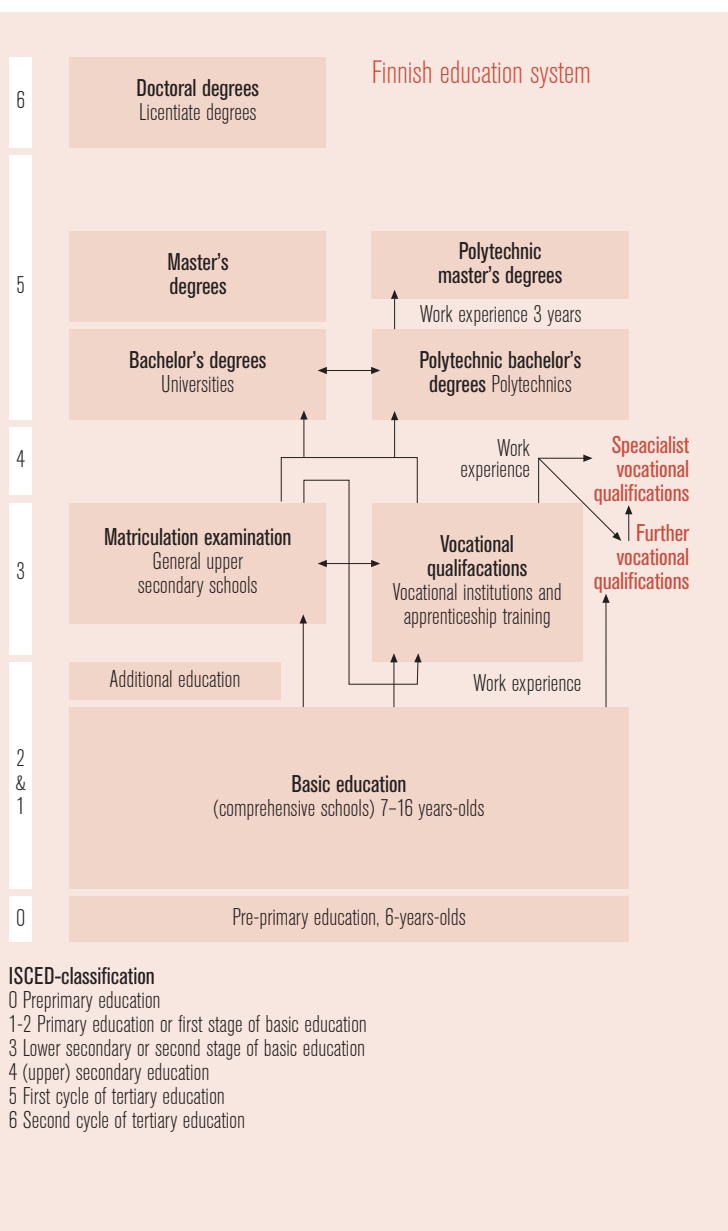
Once again Finland excelled in the PISA study. Universities and polytechnics were developed with the aim of quality enhancement in education and research. The structural development of higher education and preparation of the university reform were among the main projects of 2007. Social marginalisation of children and young people was tackled with increases in basic education funding. Intakes in vocational education and training were increased. The Government outlined the development of education and research for the next five years.

Development of Education and Research Outlined up to 2012

The Government adopted a development plan for education and research 2007–2012. Areas that will be emphasised in the coming years are equal education opportunities, high-quality education and research, access to skilled labour, higher education development, and competencies of teaching staff.

A particular priority will be the quality of basic and higher education. Basic education will receive an additional € 80 million in funding. The aim is to decrease group sizes and improve remedial teaching and special education. Universities and polytechnics will be developed in accordance with the dual model, which means they have separate tasks and lead to different degrees and degree titles. Special aims in higher education are to improve the student/teacher ratio and renew performance management with emphasis on the quality of education. The structural development of higher education will be taken forward, as will the amendment of the Universities Act.

The aim is to raise the share of young people (25 to 34-year-olds) with vocational or higher qualifications from the current 73% to 88% by 2020. The share of vocational qualification holders in the young age groups would then



be 46%, and the share of higher education degree holders 42%.

Adult education will be overhauled. In the development plan period, possibilities for studying for basic vocational qualifications will be diversified. The allocation of lesson hours will be evaluated, and the assessment of oral language skills developed. In further development of student financial aid, the means testing of student housing allowance based on the spouse's income will be discontinued.

Prerequisites for wide-scale basic and applied research will be improved, and basic and competed funding will be increased.

Issues related to the education of immigrants, multiculturalism, entrepreneurship and education-work contacts are more to the fore in the development plan.

Every four years the Government adopts a five-year plan for developing education and university research in the Ministry of Education sector. The development plan Education and Research 2007-2012 is based on the education and science policy aims outlined in the Programme of Matti Vanhanen's Second Government. The implementation of the plan will be evaluated in 2010.

Finns excel in PISA 2006

Finnish pupils excel in science, mathematics and reading. Finnish students were rated best in the OECD in science and mathematics, and second best in reading. The main focus of PISA 2006 was on scientific literacy.

Finnish students have the world's best knowledge in science. Finland scored significantly higher than any other country participating in PISA 2006 and the highest ever in any PISA study. Finnish students were rated the best in all the three science competencies surveyed. The best science competency for Finnish students was "Using scientific evidence". The gender difference had narrowed further from previous measurements.

Uniformity was a prominent feature of the results. The share of poor performers is small in Finland compared to other OECD countries, and Finland boasts the smallest differences between schools. Finnish schoolchildren have high regard for science, and see that scientific and technological developments enable us to better understand the world around us, thereby improving our living conditions. Hence, Finnish schoolchildren are more positive about studying scientific subjects than schoolchildren in OECD countries on average.

Finns' reading literacy is still top world class. According to PISA, the reading literacy level of Finnish schoolchildren has remained more or less the same since 2000. However, the gap between girls and boys is still wide: girls read better than boys. This difference is the second widest amongst OECD countries.

Young Finns' mathematical skills are among the best in the world and have improved since 2003. However, boys are still better at mathematics than girls. In Finland, the gap between girls and boys had widened from the previous study. However, both boys and girls improved their performance since the last study.

The PISA study is conducted every three years, and it assesses reading, scientific and mathematical literacy among 15-year-olds. The first PISA (2000) focused on literacy, the second (2003) on mathematics and the third (2006) on science.

The aim of PISA is to assess how well 15-year-olds have acquired knowledge and skills that are considered essential for the future, for working life and for a good quality of life. In Finland, the sample chosen for the PISA study consisted of 144 Finnish-speaking and 11 Swedish-speaking schools. The size of the sample was 5,265 pupils, of whom 4,714 (90%) answered the test questions (4,413 Finnish speakers and 301 Swedish speakers).

Further studies and dropout important measures in impact analysis

The impact of education policy on society can be assessed with measures describing the rates of entry, dropout and retention.

The rate at which school-leavers directly continue in upper secondary education or training is high in Finland in international terms. It kept rising during the first half of the decade, but started to fall in 2006, when 93.2% out of all

Five best countries in PISA – Science

2000	2003	2006
1. Korea 552	1. Finland & Japan 548	1. Finland 563
2. Japan 550	2. Hongkong (China)* 539	2. Hongkong (China) 542
3. Finland 538	3. Korea 538	3. Canada 534
4. England 532	4. Australia, Liechtenstein & Macao (China)* 525	4. Taipei (China)* 532
5. Canada 529	5. Netherlands 524	5. Estonia* & Japan 531

Five best countries in PISA – Reading

2000	2003	2006
1. Finland 546	1. Finland 543	1. Korea 556
2. Canada 534	2. Korea 534	2. Finland 547
3. New Zealand 529	3. Canada 528	3. Hongkong (China) 536
4. Australia 528	4. Australia ja Liechtenstein 525	4. Canada 527
5. Irland 527	5. New Zealand 522	5. New Zealand 521

Five best countries in PISA – Math

2000	2003	2006
1. Japan 557	1. Hongkong (China)* 550	1. Taipei* (China) 549
2. Korea 547	2. Finland 544	2. Finland 548
3. New Zealand 537	3. Korea 542	3. Hongkong (China) & Korea 547
4. Finland 536	4. Netherlands 538	4. Netherlands 531

*First-time participant

Pupils, students and degrees ¹

	2004	2005	2006	2007	Change 06-07
Pre-primary education					
Pupils	58 400	57 940	57 930	57 510	-420
Basic education					
Entrants	59 830	57 550	58 000	57 650	-350
School-leaving certificates	63 830	63 760	66 000	65 570	-430
Pupils	581 080	578 110	568 720	560 610	-8 110
Upper secondary schools					
Entrants	40 590	39 550	38 100	37 600	-1 800
Matriculation examinations ²	34 650	34 340	32 830	33 100	310
Students	118 530	116 350	114 140	112 390	-1 750
Initial vocational education and training ³					
Entrants	60 350	61 860	64 710	68 600	3 890
Qualifications	36 600	37 220	37 280	38 600	1 320
Students ⁴	143 780	146 050	149 680	155 360	5 680
Further vocational education and training ⁵					
Entrants	25 580	29 170	31 000	33 500	2 500
Qualifications	13 040	14 320	16 170	18 100	1 930
Students in institutional training ⁶	24 000	28 400	33 840	35 000	1 160
Students in apprenticeship training	18 940	19 770	20 150	24 500	2 350
Polytechnic degrees ⁷					
Entrants	32 690	33 260	32 370	32 120	-250
Degreeest	20 670	21 140	20 770	20 570	-200
Students	116 830	116 700	115 760	114 730	-1 030
- of whom foreign students	3 730	3 930	4 600	5 400	800
Polytechnic Master's degrees					
Entrants	240	630	1 380	1 770	550
Degrees	60	180	150	360	210
Students	610	1 050	2 070	3 430	1 360
University degrees ⁸					
Entrants	20 970	20 790	20 150	19 650	-500
Bachelor's degrees awarded	2 720	2 910	3 810	5 880	2 070
Master's degrees awarded	12 590	12 920	13 130	13 880	750
Students	149 170	151 030	152 160	152 200	40
Doctorates ⁹					
Doctorates awarded	1 400	1 420	1 410	1 520	
Students	22 110	22 200	21 900	21 557	
- of whom foreign students	1 500	1 660	1 750		

The source is Statistics Finland unless otherwise indicated | 1) Education subordinate to the National Board of Education. The figures for entrants in basic education, upper secondary schools and further vocational education and training (VET), for school leavers and initial and further vocational qualifications and for foreign students are estimates as regards 2006. The numbers of students in pre-primary, basic, upper secondary and initial VET and in apprenticeship training in initial and further VET and the numbers of students in polytechnic and polytechnic Master's programmes are according to the numbers specified in government transfers to education and training providers | 2) Excluding education for IB and Reifeprüfung | 3) Including institutional and apprenticeship training leading to vocational qualification both in the form of curriculum-based VET and training preparing for competence-based qualification. | 4) Including non-degree students. | 5) Entrants and qualifications include institutional and apprenticeship training leading to further and specialised vocational qualification | 6) Statistics Finland data. Part of the increase is due to a change in the statistical procedure in 2004. | 7) Source AMKOTA database, number of students means those enrolled on 20 September. | 8) Includes Bachelor's and Master's students, source KOTA database. | 9) Includes all post-Master's (incl. licentiate) students, source KOTA database

school leavers continued in general or vocational upper secondary education or in voluntary additional basic education in the school-leaving year. The aim is to raise that figure to 97% in 2008. The share of pupils opting for general upper secondary school has decreased over the past three years, while the share of those opting for vocational education and training has grown.

Dropout was most common in vocational training, but the share remained the same as the year before. The dropout rate of other educational sectors increased slightly in 2006. The share of the same year's matriculated students leavers slightly increased among university entrants. No major changes were seen in the time taken to obtain a higher education degree. The average age of higher education graduates rose slightly.

The current retention rate (the graduate/dropout ratio) is about 89% in upper secondary education, 70% in vocational education and training, about 66% in polytechnics and about 63% in higher education. The data is from 2004–2005.

Out of all students in education leading to qualifications, 6% dropped out during the term 2005/2006 and did not continue in any other qualifying education. Compared to the previous year, the number of drop-outs grew slightly in all educational sectors apart from vocational training, where it stayed the same.

In vocational training, special-needs students dropped out of school more often than average. During the school year 2005/2006, 17.8% of these student dropped out of education completely. Not including special-needs students, the drop-out in vocational training was 8.7%.

Universities have stepped up the use of personal study plans, which facilitate the monitoring students' progress. Other measures include electronic applications for the study plan system and improved student counselling. It is still too early to assess the effect of the normative graduation time

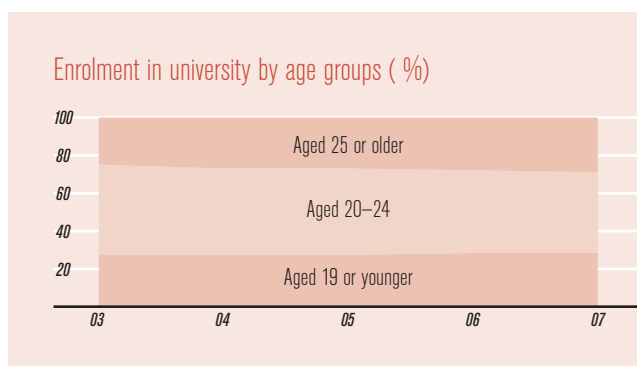
(the Universities Act, August 2005) on the actual time students take to obtain a degree.

The effect of the provision in the new Universities Act on transferring from the old to the new degree structure, however, could already be seen in the graduation rate in 2007 as students strive to complete their studies according to the old degree requirements before the end of the transition period. The figure is expected to peak in 2008. This provision may have activated passive students to complete their degrees, which may cause the average age of graduates and the average study times to rise momentarily.

Preparation of basic education quality criteria

National quality criteria for basic education will be defined as part of a programme for improving the quality of basic education (POP Programme). The aim is to ensure that every school in Finland is a good learning environment. In total, € 80 million has been allocated to the current programme for the government term. Resources are to be targeted at reducing group sizes.

A project (JOPO) aiming at reactivating school dropouts was expanded. The project has created individual ways



Education guarantee: immediate placement of school-leavers in further education or training

	2002	2003	2004	2005	2006
Placement in VET leading to vocational qualification (%)*	37,6	37,0	38,4	39,4	40,1
Placement in general upper secondary education (%)	54,8	55,1	54,1	53,3	51,1
Placement in voluntary additional basic education (%)	2,6	2,4	2,5	2,5	2,0
Combined placement in VET and additional basic education (%)	94,2	94,5	95,0	95,1	93,2
Total number of those placed	57 900	57 550	60 400	60 200	65 850

*In addition, 2006 was the first year when statistics were compiled on persons enrolled in preparatory training arranged in connection with initial vocational education and training. In 2006, 1.8% of the same year's school-leavers were enrolled on such courses.

Dropout in education leading to certificate/qualification/degree (%) ¹

	2003	2004	2005	2006
Upper secondary schools	2,0	1,9	2,0	2,1
Initial VET ²	10,2	9,7	9,5	9,5
Polytechnic education	6,2	6,3	6,4	6,9
University education	4,5	4,3	4,7	5,0

¹ Education and training subordinate to the National Board of Education. The situation of persons who had been studying during the previous September. Dropouts who are not placed anywhere else in the education system. | ² The statistics do not include training preparing for competence-based vocational qualifications, apprenticeship training or training given in special vocational institutions.

Placement of certificate/qualification/degree holders, employed within one year of graduation (%)

	2003	2004	2005	2006
Matriculation examination	37,9	38,6	39,9	41,4
Secondary vocational qualification	67,3	67,6	69,3	71,5
Polytechnic degree	85,6	85,5	86,1	87,1
Master's degree	86,7	85,8	86,7	87,3
Doctorate	89,2	89,5	89,5	87,6

Median age of higher education graduates

	2003	2004	2005	2006
Polytechnic degree*	25,0	25,1	25,1	25,2
Master's degree	27,3	27,3	27,3	27,4

*Youth education and training

Mobility in university education

	2004	2005	2006	2007
Foreign degree students	3 048	3 221	3 619	-
Foreign postgraduate students	1 579	1 663	1 747	-
Outgoing degree students in exchanges for 3 months or longer	4 077	4 497	4 469	4 343
Incoming degree students in exchanges for 3 months or longer	4 242	4 552	4 784	4 911

of working and teaching methods for basic education to cater for different needs. A flexible basic education project highlights activity-based learning, on-the-job learning and the use of different learning environments. Flexible basic education was introduced in 28 groups in 2006. In 2007, it was extended to 80 groups in 57 localities. Overall, 500 pupils study in flexible basic education groups.

In 2006, the Ministry of Education launched a programme aimed at reducing and preventing bullying (KiVa-koulu) in cooperation with Turku University Department of Psychology and Centre for Learning Research. Pilot measures started in schools during the autumn of 2007.

Number of in basic education pupils dropped as predicted

The quality of basic education in Finland is very high according to international comparison. As predicted, the number of pupils in basic and secondary education dropped slightly in 2007. The number of children in pre-primary education was 57,500, and 57,650 entered into basic education. In total, 55 pupils failed to attend compulsory education at all. The number of students over the compulsory education age who had not obtained a basic education certificate was 152 in 2007. There were 720 pupils in flexible basic education projects aiming at activating school dropouts.

The strategy for developing special-need education was completed. Almost a hundred schools took part in a project for regional special-needs education services.

There were 37,600 entrants in general upper secondary schools, which was 1,800 fewer than the year before. The share of pupils completing upper secondary school in three years remained the same. Slightly under 40% of immigrant school-leavers opted for upper secondary education as compared to the overall rate of 51%.

A new two-part mother tongue examination was adopted in the matriculation examination. The examination is comprised of a textual skills test and an essay.

Morning and afternoon activities for small schoolchildren were provided by 386 local authorities and attended by 43,822 pupils.

Accessibility to basic education remained the same

No major changes took place in terms of access to basic education compared to 2006. The number of Finnish-speaking basic education schools decreased by a hundred. The restructuring of municipalities and services seems to have increased the level of cooperation between local authorities in planning school networks. No major changes took place in access to Swedish-speaking basic education.

School access continues to be good on a regional level. On the local level, however, clear changes can be seen, and differences between municipalities have grown. State Provincial Offices have set targets for school commutes. On average, 90% of 7 to 12-year-olds and 70% of 13 to 15-year-olds should live within a five-kilometre radius from their school. In the Province of Lapland, access was slightly below the normative minimum in the case of 7 to 12-year-olds, and in the Province of Eastern Finland in the case of both age groups.

No major changes took place in access to general upper secondary education.

Vocational education increasingly popular

An increase was seen in the number of students in vocational education. In total, the number of entrants in initial vocational education was 68,600 and in further vocational education 33,500, which means a growth of 8,000 from the previous year. The number of students in special-needs vocational education continued to grow. The number of students rose in e.g. preparatory and rehabilitative instruction and guidance for the disabled.

The number of places in Ammattistartti, a pilot project preparing students for vocational basic education, was increased. In the autumn of 2007, a total of 835 students participated in the project, of whom 550 came straight from basic education.

Approximately 57% of students complete their initial vocational qualification within three years of entry. The average retention rate has not yet improved, even though the drop-out rate has been consistently decreasing for five years. One of the reasons is the increased share of special-needs students.

The number of vocational education providers decreased by two, and several mergers were planned in accordance with the vocational college strategy.

The introduction of vocational skills demonstrations was supported by means of a rise in unit prices, subsidies, and teachers' and instructors' in-service training. The demonstrations, the demonstration-based monitoring of learning outcomes, and education providers' evaluation practices were further developed in ESF projects, which numbered almost a hundred by the end of the year.

Initial vocational education and training will be expanded by 2,000 students in 2008. This addition will be targeted according to labour force needs and particularly to growth centres. The provision of further vocational education in the form of apprenticeship training will also be expanded by

2,100 students from the year 2008, which will raise the total number of students to 27,100.

Electronic application in general and vocational secondary education

Preparations were made for the introduction of an electronic application system in the joint secondary education application in spring 2008. The aim is to later expand the electronic application system to other forms of secondary education.

Preparation for university reform

In accordance with the government programme, the autonomy of universities is being enlarged by allowing them a status of a foundation under private law or a legal person under public law. Thus, universities will become increasingly independent of Government.

In December, the Government's Cabinet Committee on Economic Policy agreed on an economic framework for the reform of the financial and administrative status of universities. In the university reform, Helsinki University of Technology, Helsinki School of Economics and the University of Art and Design Helsinki will merge into a foundation-based innovation university and other universities will become institutions under public law. As a result of the reform, universities will be outside government budgeting.

According to the Cabinet Committee on Economic Policy, the Government will invest a total of 500 million in the new innovation university during the years 2008–2010 on condition that other financiers invest at least 200 million. This capital will provide additional annual financing for the university.

The members of the steering group leading the amendment of the Universities Act represent Finnish universities

across the board, including students. The drafting committee comprises Ministry of Education officials, and its task is to draft a Government proposal for the amended university legislation. The committee works in close cooperation with the academic community and other interest groups. The government proposals are prepared to be ready for submission to Parliament at the beginning of spring term 2009.

Structural development of higher education

The structural development of higher education institutions continued with the aim of improving the quality and effectiveness of research and education. Preparations were made for establishing an innovation university and new universities based in Turku and Eastern Finland through mergers. The universities started to make preparations for the legal change of their status following the university reform.

Haaga-Helia University of Applied Science started up in the beginning of 2007, and two polytechnic mergers were licensed to operate. The network of polytechnics will be streamlined. By the end of 2009, degree education intended for young people will end in 16 locations.

Cooperation between the university and polytechnic sectors based on the dual model was supported, and their division of work was reviewed by sector-specific studies.

The new university structures were prepared in three planning groups, which submitted their proposal in February 2007. Markku Linna, former Permanent Secretary of the Ministry of Education, led the planning of the joint structure of Turku University and Turku School of Economics, and professor Reijo Vihko led the planning of the joint structure of Joensuu and Kuopio Universities. Secretary of State Raimo Sailas led the preparation of a proposal for closer cooperation between Helsinki Technical University, Helsinki School of Economics and the University of Art and Design Helsinki.

The structural development of higher education is based on a Government decision on structural development of the public research system (2005) and on a Ministry of Education policy paper on the development of the Finnish higher education network (2006). The current higher education network of 20 universities and 28 polytechnics is too dense in view of the resources available and by international terms. Enhanced quality of education and research and international attractiveness and competitiveness require that higher education institutes have more distinct profiles and that their work is compiled into larger entities. It also requires cooperation, networking and increased internationalisation.

Preparation of an innovation university

The innovation university is one of the leading projects within the Ministry of Education's comprehensive university reform. According to the Government Programme, in order to enlarge their financial autonomy, universities have the possibility to become foundations under private law or legal persons under public law. In accordance with a Government resolution the innovation university will be foundation-based.

The academic community of the innovation university, which will span technology, trade and industrial art, will help build Finland's international success. These three sectors are pivotal to the development of Finland's competitiveness. The innovation university will work in sectors which are Finland's strengths and crucial in global competition. All of Finnish society will benefit from this new type of world-class university. The knowledge areas of the university relate to intersections of global challenges and the strengths and core knowledge and skills of Finnish society. The interdisciplinary community will contribute to the growth of new businesses and global employment.

115,000 polytechnic students

Finnish polytechnics had slightly under 115,000 students in total, and altogether 20,570 polytechnic degrees and 360 higher polytechnic degrees were awarded in 2007. The time taken to obtain a degree has become shorter. To further improve the graduation rate, the aim is to decrease the drop-out rate and lower the average age of completing a degree.

The number of polytechnics decreased by one. In addition, four polytechnics decided to merge into two institutions in 2008. Preparations were made for changes in ownership from the public to the private sector. Education programmes were discontinued and regrouped and transferred from one polytechnic to another. Cooperation between polytechnics intensified. In addition, certain universities and polytechnics concluded cooperation agreements and strategic alliances.

National polytechnic development networks started to operate. These networks focus on improving contacts between students and working life, developing R&D, degrees, teaching and international activities, and promoting entrepreneurship in polytechnics.

152,200 university students

The total number of university students did not change, but the number of entrants decreased by over 2,000. The

number of degrees awarded rose by almost six per cent, which exceeds the set target.

Appropriations for university operations grew by € 20 million in real terms, as provided in the Higher Education Development Act. All of the additional funding was allocated as core funding. Project funding was targeted to long-term national development projects and in support of the structural development of higher education. Project funding was also allocated to the development of electronic transactions, inter-university cooperation and alliances which boost strategic world-class research.

A change in legislation empowered universities to have assets outside the state budget.

Higher education institutions will be better placed in the international education market having been authorised to provide made-to-order education to non-EU/EEA countries from 1 January 2008. Preparations were made for a university service centre for human resource management and financial administration.

The development of quality assurance systems continued. Universities and the Ministry of Education introduced a KOTA portal based on electronic transactions in support of more effective performance management. Productivity measures were developed for agencies and institutes in the Ministry of Education sector in a joint project of the Ministry

Internationalisation in polytechnic education

	2003	2004	2005	2006	2007
Instruction given in a foreign language, in credits Estimation, based on questionnaires and estimates ¹	18 710	19 820	20 460	25 560	27 650
Degree programmes taught in a foreign language	70	74	75	78	85
Foreign degree students ²	3 479	3 726	3 934	4 595	5 400
Student exchanges of a duration of 3 months or longer from and to Finland ²	6 330	6 850	6 890	7 240	7 180

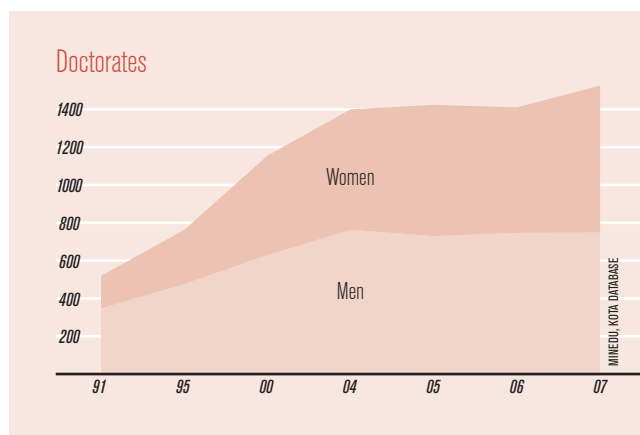
1) Source AMKOTA | 2) Statistics Finland

of Education and Statistics Finland. Statistics Finland uses these measures in compiling statistics on government productivity. A working group was set up to develop KOTA research data with a view to more effective assessment of the productivity of university research.

Universities intensified the adoption of students' personal study plans, developed electronic applications for devising study plans and increased psychological counselling services. On average, higher education degrees were completed in 6.5 years (median) in 2006 (6.0 years in 2005).

The average age of entrants in higher education was 21 in 2006. Out of all students enrolling in university studies, 28% were 19 or younger. The share did not change from the year before. In total, 597 students were granted a place at university on the basis of their open university studies. The student selection system was streamlined and teaching was further developed.

The target for 2008 is that 55% of new students enrolling in university are the same year's matriculated students. The target of 50% set for 2007 was reached in the fields of technology and science. Differences between educational fields are still substantial.



In 2007, the Finnish-Russian Cross-Border University started its first Master's degree programmes in six different fields. Various projects under the Russia Programme were started up, and an internationalisation strategy for higher education was planned in accordance with the government programme.

Half of the working population participate in adult education

During 2007, preliminary data was released on participation in adult education in 2006. According to the results of the study, 52% of the adult working population took part in different forms of adult education (self-motivated, labour market and staff-development training). Participation dropped by 2% compared to the previous study from 2000.

According to the study, participation in adult education is unevenly distributed and dependent on the gender, socioeconomic status and labour market position of the employee. Women's participation rate was 8% higher than men's, and the participation rate of salaried employees was almost double compared to workers. The participation rate of SME entrepreneurs was low. The unemployed participated less than the employed, and the level of education was also a significant factor in participation rates. Almost three in four higher education graduates participated in adult education, whereas the corresponding figure for people with basic and secondary education was under 50%.

The higher participation rate of highly educated people is due both to employers and to employees. More highly educated people are familiar with the education system, know how to apply for further training and consider it useful for success in working life. For the employer, the ability of key personnel to meet new challenges is crucial for improving competitiveness. The lower participation rate at the blue-collar level, on the other hand, can be explained prima-

rily by the small personal financial benefit to be gained from participating in further education.

The participation rate of public sector employees, government employees in particular, is considerably higher than that of private sector employees.

The number of students participating in vocational initial and further education in the form of apprenticeship training rose. In addition, the student years in further education in vocational institutes continued to grow. Another 15 training providers were assigned the task of developing and serving working life, thus extending the number of education providers with this special task to a total of 120.

The student feedback system in vocational further education and training was extended to cover all training for competence-based qualifications. The feedback project was piloted in November-December 2007.

The Noste Programme (2003-2007) improved the possibilities of employees with only basic education to participate in adult education. During the programme period, altogether 21,500 people started to study. In total, 6,503 gained a vocational qualification or completed a "computer driving license", and an additional 4,831 people completed parts of these degrees.

Liberal adult education institutes targeted their provision with a view to expanding their participation base and activating underrepresented citizen groups. Measures were taken to enhance access to and effectiveness of continuing education for teachers. An advisory board for staff training in educational administration was developed to start up in January 2008.

A programme for training ICT support and advisory staff came to an end. In total, approximately 5,000 peer tutors were trained through this programme. The aim was to promote citizens' participation and interaction, electronic transactions and digital services, self-motivated adult education and creation of electronic content through improved ICT skills.

Adult education ¹ *Statistics on education and training leading to certificates/qualifications*

	2004	2005	2006	2007
Upper secondary schools				
Entrants ²	4 500	4 500	4 300	4 300
Students	12 100	12 100	11 700	11 500
Institutional training leading to competence-based qualification				
Entrants	5 950	7 180	7 120	7 100
Qualifications	3 960	3 650	3 760	4 000
Students	12 270	13 060	13 100	13 300
Apprenticeship training in initial VET				
Entrants	6 540	7 160	9 470	12 500
Qualifications	2 540	3 190	3 300	3 600
Students	12 540	12 720	14 270	18 100
Institutional training leading to further and specialist vocational qualification				
Entrants	13 000	16 300	18 720	20 500
Qualifications	7 600	7 400	8 380	9 700
Students	24 000	28 400	33 840	35 000
Apprenticeship training in further and specialist VET				
Entrants	12 580	12 870	12 260	13 000
Qualifications	5 440	6 920	7 790	8 400
Students	18 940	19 770	20 170	21 960
Polytechnic degrees				
Entrants	6 300	6 900	6 230	6 200
Qualifications	4 300	4 500	4 100	3 900
Students	17 700	17 400	18 300	20 158
Polytechnic Master's				
Entrants	240	630	1 220	1 770
Qualifications	60	180	150	360
Students	610	1 050	2 070	3 430

1) Education and training subordinate to the National Board of Education. | 2) Data for 2007 are estimates.

Finns have confidence in science

In the budget for 2007, the Academy of Finland was authorised to allocate € 225.3 million as grants, which was € 19.7 million more than the year before. This additional money was targeted to improving research environments and prerequisites for research in general. Additional funding for research was directed through the Academy of Finland as competed research funding and as basic university core funding. In order to promote science - society interaction, the Ministry of Education granted € 11.4 million as discretionary government subsidy. The corresponding amount in 2006 was € 14.4 million.

As well as actively developing the European Research Area, Finland participated in the development of several international infrastructures and the planning of new ones.

The fourth Science Forum was organised, and the Finnish Science Award was granted.

In the science barometer, the majority of respondents in the questionnaire stated that they are at least moderately interested in science and trust scientific research. Almost half of the respondents believed that the welfare of our country is dependent on the level of scientific and technological research. Two thirds felt that scientific data is not used extensively enough in political decision-making.

War Archives and the Government archives were incorporated into the National Archives Service. A legislative pro-

posal was drafted with a view to the renewal of Legal Deposit Act. Principles for long-term electronic storage and use were prepared. Progress was made in terms of the digitisation of cultural heritage material. A new super cluster computer was put at the disposal of clients, and the renewal of the Finnish University and Research Network (FUNET) started.

The number of doctoral degrees awarded increased to 1,520. The target for 2008 is 1,600 doctoral degrees. For the first time, over half of new doctoral degree holders were women (51%).

The international level of knowledge and skills in Finland rose, and research had greater visibility. The focus was on developing doctoral education and researcher careers, increasing interaction between science and society, and enhancing internationality. The share of research staff out of the entire employed population in Finland (2%) is the largest of all OECD countries. Long-term investments have been made in researcher training in order to ensure the availability of researchers in both quantitative and qualitative terms. Refereed articles by Finns in international publications are on the increase.

The steering system for government sectoral research was reformed, and an advisory board for sectoral research was set up under the Ministry of Education.

R&D expenditure by sectors

Year	Business and industry		Public sector ¹		Higher education sector		Total mill. euro	Real change from previous year %	R&D as a % of GDP ² %
	mill. euro	%	mill. euro	%	mill. euro	%			
1999	2 643,9	68,2	470,1	12,1	764,8	19,7	3 878,8	14,6	3,16
2000	3 135,9	70,9	497,4	11,2	789,3	17,8	4 422,6	11,1	3,34
2001	3 284,0	71,1	500,9	10,8	834,1	18,1	4 619,0	1,4	3,30
2002	3 375,1	69,9	529,7	11,0	925,6	19,2	4 830,3	3,3	3,35
2003	3 527,9	70,5	515,4	10,3	961,7	19,2	5 005,0	4,0	3,43
2004	3 683,5	70,1	530,1	10,1	1 039,8	19,8	5 253,4	4,4	3,46
2005	3 876,9	70,8	554,7	10,1	1 042,1	19,0	5 473,8	3,5	3,48
2006	4 107,8	71	574,2	10	1 079,2	18,7	5 761,2	4	3,45
2007 ³	4 302,4	72	586,2	9,7	1 126,9	18,7	6 015,6	-	3,36

1) Incl. private non-profit activities | 2) GDP 2005 and 2006 Statistics Finland preliminary data; 2007 Ministry of Finance estimate | 3) An estimate based on questionnaire responses and other calculations

Raises in student financial aid as of 2008

Student grants and student housing allowances totalled € 645 million, which was € 21.2 million less than the year before. The main reason for this drop was that students in higher education increasingly work alongside studies. The number of student grant receivers decreased in higher education and rose in upper secondary education.

The aim is to develop the student grant system in order to promote well-planned and full-time studies and thus reduce the time it takes to obtain a degree. A Government proposal on changes to the student financial aid system was submitted to Parliament. From the beginning of 2008, income limits on student grants will be raised by 30%, and the amount of student grant at all levels of education will be increased by at least 15% from 1 August 2008.

In total, 323,672 students received student grant, which is a decrease of 474 from the previous year. Of the student grant receivers, 6,495 studied in educational institutes other than universities or polytechnics and 5,133 studied abroad.

A government loan guarantee for a student loan was granted to 126,776 students, or 39% of all grant receivers. The utilisation rate of student grants varied between education institutions. The rate improved in upper secondary education following raises in the parent income limits imposed on student grant, implemented on 1 November 2006 and 1 November 2007.

The average amount of loan taken by polytechnic students was € 6,300, and that of university students € 6,800. In total, 301,725 people had taken out student loans. At the end of the year, the loan stock guaranteed by the Government was € 1,318.2 million.

School travel subsidy was granted to 65,478 pupils or about 26% of students in upper secondary or vocational education.

Student financial aid recipients

	2004		2005		2006		2007	
Upper secondary schools	29 355	(24 %)	27 382	(23 %)	25 787	(22 %)	27 354	(24 %)
Vocational institutes	98 764	(75 %)	96 775	(73 %)	95 421	(70 %)	97 203	(71 %)
Polytechnics	97 894	(83 %)	7 043	(82 %)	95 399	(82 %)	93 348	(79 %)
Universities	96 604	(61 %)	96 737	(60 %)	95 674	(60 %)	94 139	(59 %)





Culture, Sport & Youth

For the purpose of improving the prerequisites for professional art and cultural activities and enhancing the population's opportunities to participate in art and cultural activities and events, the 2007 state budget contained an appropriation of € 391 million. The amendment of the Copyright Act enhanced conditions conducive to creative work and economy and to the utilisation of creative contents.

During 2007 measures were taken to enhance conditions for, knowledge in and development of artistic and other creativity. Conditions and prerequisites were improved with a view to securing a high level of professional arts.

Most measures put forward in the policy programme Design 2005! have been implemented. In keeping with its objectives, interaction between public authorities, business and industry, and designers and the use of design as a strategic tool for business enterprises have grown. Work within the Architectural Policy Programme has produced a number of regional and local programmes and two corporate programmes in the construction sector. In conformity with the lines of audiovisual policy, the production structure in the field has been diversified and new distribution formats are put to more effective use and the role of audiovisual works in people's everyday life has grown.

The ideas and proposals concerning the Ministry of Education put forward in the Creativity Strategy were included in the Ministry's national ESF programmes geared to develop innovation and knowledge systems and enterprise in the creative fields.

Strategy work in cultural policy began in 2007 and will continue throughout 2008. The Ministry's cultural policy strategy determines the strategic tasks and objectives in the sector up to 2020. At the same time, the Ministry will assess the means and resources available for achieving the objectives. The strategy will also contain the key development projects and actions to be launched to that end.

The economic significance of art and cultural policy was assessed

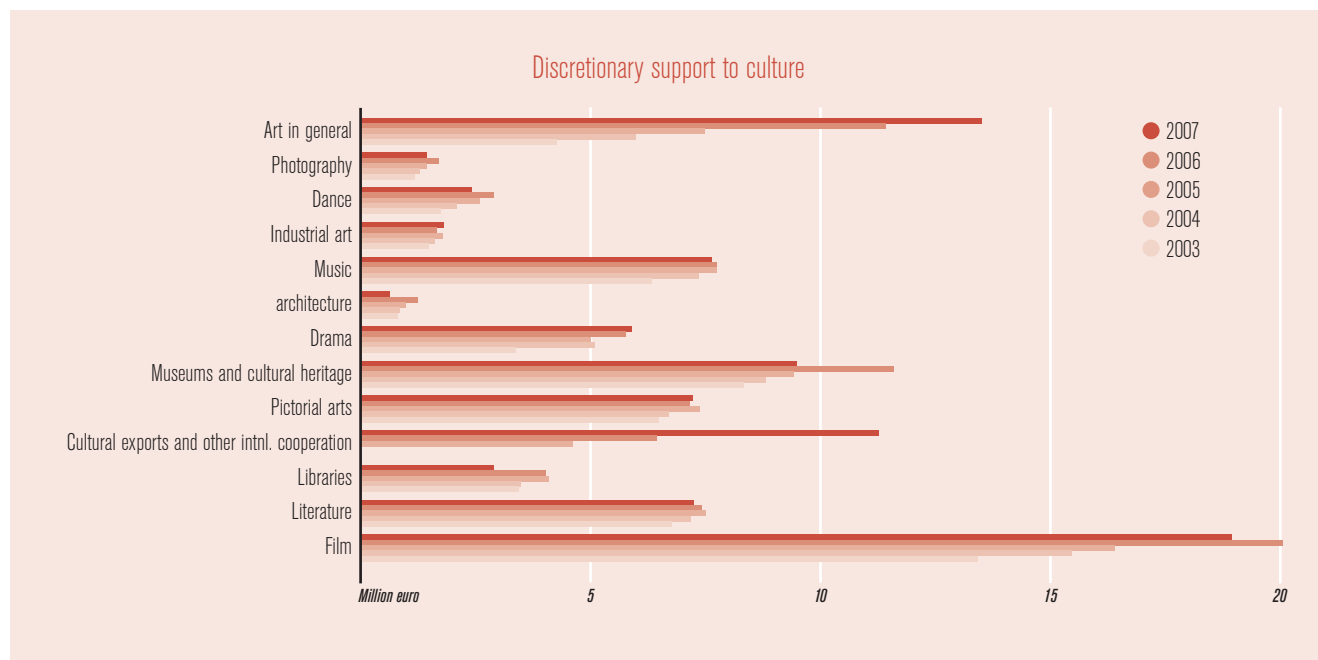
The share of income spent by households on cultural services in Finland, as in the other Nordic countries, is among the highest in the EU. The cultural sector represented 3.5% of the whole GDP in 2005, and the sector's labour force amounted to 4.2% of the entire employed labour force. Regionally, the relative share of culture in the labour force ranged from 1.9 in Ostrobothnia to 6.7 in the Helsinki Metropolitan Area, where 38% of the cultural labour force worked. In 2005 the number of active workforce was 100,300.

In 2005 37% of the 16,000 cultural businesses in Finland were located in the Helsinki Metropolitan Area, where 64% of the overall cultural business revenue of € 13.7 bil-

lion, was generated. This makes € 8,800 per capita. In other regions, revenue per capita ranged from € 500 (Kainuu in the NW of Finland) to € 2,100 (Varsinais-Suomi in the SW). Around two thirds of government spending on culture stays in the Helsinki Metropolitan Area, mostly owing to the major national cultural institutions situated there.

Regional arts councils were transferred into the Ministry of Education remit

The administrative personnel of regional arts councils (31 person years) became subordinate to the Ministry of Education as personnel of the Arts Council of Finland. From 2008 onwards the regional arts councils will be subordinate to the Ministry also administratively. The regional arts coun-



cils will continue to be autonomous elective organisations which decide independently on the allocation of the art promotion funds appropriated to them. The administrative reform will not change the position of guiding regional artists. The offices of the councils will stay where they are currently situated.

Copyright matters continue to be the responsibility of the Ministry of Education

In March the Ministry of Education published a memorandum on the formulation of copyright policy and the development of the copyright system, inviting opinions concerning the review of the copyright system and legislative development.

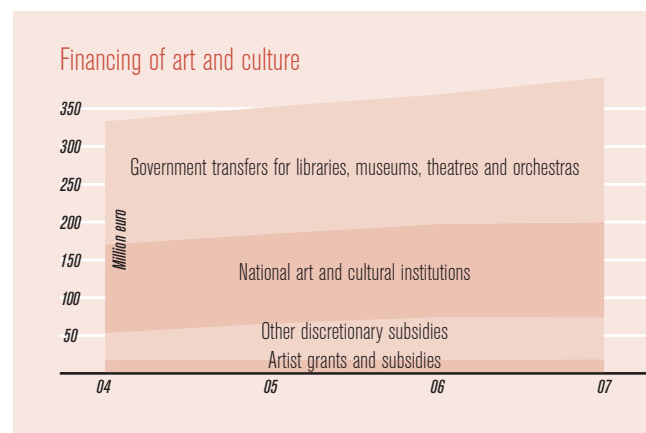
The Prime Minister's Office investigated the possibility to transfer copyright matters to the Ministry of Employment and the Economy, which was being established in 2007. The government parties agreed that copyright will remain in the remit of the Ministry of Education and that measures will be taken to improve the preparation and handling of copyright matters in the central government. The agreed measures include the establishment of a ministerial group on copyright and amendments to the Copyright Act. Pursuant to the Government Programme, the Ministry of Employment and the Economy and the Ministry of Education started to prepare an IPR strategy in collaboration. Copyright matters were also to the fore in the preparation of the national innovating strategy.

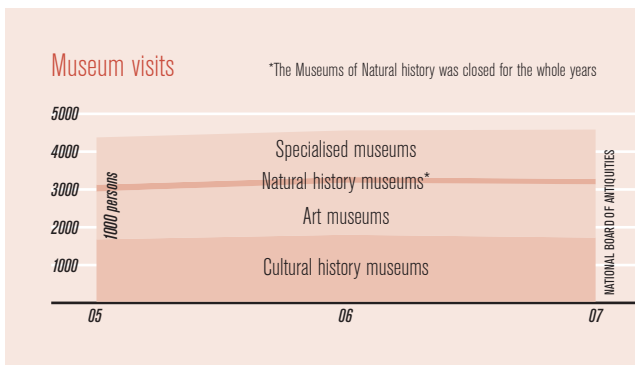
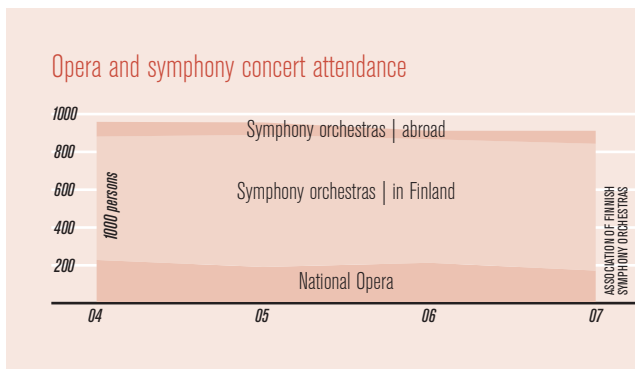
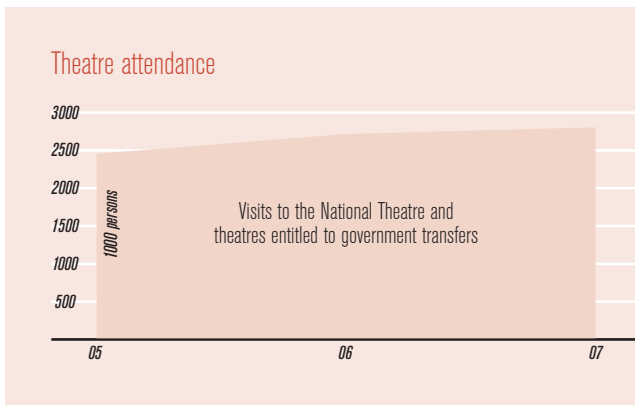
Theatres, orchestras and museums receive additional funding

As a result of an amendment to the Act on the Financing of Education and Culture, government transfers to theatres, museums and orchestras grew by € 17 million. The Ministry appointed a committee to monitor the allocation of the additional resources to the institutions and for their development and to plan future allocation criteria and targeting of resources.

The number of theatre visits continued to grow and reached a new record high. In 2005 the average number of tickets sold per capita was 0.45 in the whole country. The lowest figure was 0.1 in Ostrobothnia and the highest, one ticket per capita, in the Helsinki Metropolitan Area. The statistics are based on the location of theatres and do not necessarily reflect the activeness of residents in different areas.

Orchestra audiences remained almost unchanged, although the National Opera, owing to lay-offs, arranged 64 fewer performances than in the previous year. The Helsinki Metropolitan Area has the highest number of performances and attendance rates in both absolute and relative terms. The figure is inflated because of opera visits by people from other regions.





The number of artists employed by regional dance centres has grown by 26% and audiences by some 125% from 2005. The development of the centres has proceeded well over the past three years.

Museum visits remained at the same level as in 2006. Visits to cultural and natural history museums fell, but art museums and specialised museums attracted correspondingly more visitors.

More than one fourth of professionally run museums are located in the Uusimaa Province in the south of Finland. Around 40% of museum items and fewer than 25% of art works in museum collections, but nearly half of photographs and nearly two thirds of natural history items are in the Helsinki Metropolitan Area. There are many national museums in the capital city, Helsinki, which attract large numbers of people from all over the country. One third of all museums visits took place in the Helsinki Metropolitan Area. In relation to the number of inhabitants, the Åland Island had by far the largest number of museum visits and Southern Ostrobothnia and Kainuu the fewest.

On average, 39% of museum objects and art works have been catalogued electronically, and 16% of museum items and art works have been photographed digitally. Grants allocated by the Ministry of Education over the past ten years have raised the digitisation level by some 15%.

Comprehensive archiving of audiovisual material will start in 2008

The Legal Deposit Act was amended to include other documents, domestic web materials, and television and radio programmes broadcast in Finland, as well as printed materials, audio and audiovisual recordings and. As a result of the Act on the National Audiovisual Archive, the resolution to attach the radio and television archive to the Archive and appropriations in the 2008 state budget, it will be possible to begin comprehensive archiving of audiovisual materials in 2008.

The legislative reforms enhance the preservation of comprehensive materials of great significance in terms of communications and cultural history and make the materials available for research, thereby improving content services. Owing to limited resources, it has not been possible to promote the availability of cultural contents in information networks and thereby to respond fully to the challenges of information society development.

Access to cultural and art services was enhanced

Within the Access to Art and Culture for All programme (2006-2010), additional resources were allocated to the cultural activities of special-needs organisations and to accessible culture projects. The development of sign-language theatre continued, and Theatre Tot received € 106,999 for developing its activities in a more professional direction.

Through the Ministry's Action Programme and the Culture for All service, it has been possible to increase the opportunities of linguistic and cultural minorities and special-needs groups to organise their own cultural activities, make their culture known and participate in the general cultural provision.

The quality of children's culture services was enhanced

The network of children's cultural centres Taikalamppu (Aladdin's lamp) has operated according to plans for the second season. The centres enhance the quality of children's cultural services and promote the creation of services where there have been previously none.

The Children and the Media programme was launched in 2006 after several years of preparation. It promotes media education in early childhood education, in libraries and in extracurricular morning and afternoon activities for small

schoolchildren. The projects implemented within the programme have reached a large number of educators working with small children. During 2007 training was given to nearly 5000 educators and instructors. According to a study, the main project, Mediamuffinssi (Media Muffin), is known to personnel in 70% of Finnish day-care centres.

Finns are active library users

Alongside borrowing and other traditional uses, public libraries are increasingly used for accessing electronic materials and for other new services. The overall number of loans and visits to library continues to be above the long-term national average and the Finnish per capita rates are very high in international terms. The public library is the only organisation of literature, general non-fiction and cultural expertise which works as a learning environment open to all and ensures citizens' equal access to knowledge and culture.

The network of public library units is changing. Reductions in mobile library services have undermined access to library services in sparsely-populated areas. A Ministry of Education development programme called "The rural library as a multi-service centre" has activated local authorities to seek alternative solutions to the role of the library in the reform of municipal and service structures.

The library for the visually impaired has improved productivity with the use of digital talking books. Talking books can now be made on demand, which has sped up loans and done away with reservation queues.

A raise in film subsidy is recorded as an aim in the Government Programme

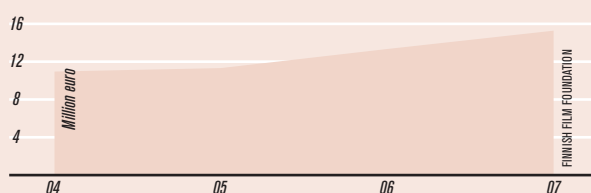
Appropriations for film production, film distribution and film culture were increased by € 2 million (14.8%). The rising cost of production and distribution and the fact that the Finnish Broadcasting Company terminated its separate

Library

	2005	2006	2007	%-change 06-07
Physical visits, (1 000)	62 441	59 526	57 337	-3,7
Virtual visits*, (1 000)			37 584	
Loans, total (1 000)	105 570	102 579	100 862	-1,7
Main libraries	412	409	386	-5,6
Branch libraries	456	449	454	1,1
Person years	4210	4202	4188	-0,3

*Statistics compilation method changed, comparison with previous years

Production and distribution support



Domestic film

	2004	2005	2006	2007	%-change 06-07
Domestic premieres (number)	13	11	14	12	-14
Visits per capita	1,3	1,2	1,3	1,3	0
Domestic film attendance as %	22,0	17,0	23,0	19,5	-15
Visits (mill. viewers)	6,9	6,1	6,8	6,6	-3
Domestic film attendance (mill. viewers)	1,2	0,9	1,6	1,3	-18,7

Source: Finnish Film Foundation

funding for domestic films (€ 1.5 million annually) in 2007, after having halved it in 2006, undermined the chances of achieving set aims. The number of long feature films remained smaller than in the previous year and the number of spectators fell from 2006.

According to a study, it is a precondition for economically more feasible film production with a healthy employment effect that the production budgets are increased. Appropriations earmarked for film production and distribution are not merely public expenses but also profitable investments. One production gives work for dozens of people for different lengths of time. In order to make artistic risk-taking possible, Finland could justifiably raise its public film subsidy to the average Nordic level, as recorded in the Government Programme.

A development programme for cultural exportation was adopted

A proposal for a Programme for Cultural Export Promotion 2007-2011 was completed. One of its priorities is to develop entrepreneurial and business competence in the cultural field. The support network for cultural exportation was developed during 2007. It is a network of 220 units: all the Finnish embassies and delegations, the Finnish Funding Agency for Technology and Innovation Tekes, the Finnish Tourist Board and Finpro agencies, scientific and cultural institutes abroad and the government art administration agencies, art information centres and some other stakeholders in Finland.

The Ministry appointed a committee to look into the productisation of culture in tourism. An ESF development programme was initiated to support the growth and development of creative industry enterprises.

A new appropriation of € 800,000 for the promotion of cultural exports was included in the state budget.

All in all, the Ministry of Education granted 120 subsidies to different cultural exportation and international cooperation projects, totalling around € 12 million. The sum total of the applications amounted to € 23,5 million.

According to Statistics Finland, Finland's cultural exports amounted to € 731 million in 2005, which represents 2.3% of all exports. The export of cultural goods was € 624 million and services € 107 million. Cultural imports, which were € 1279 million in all (5,9% of all imports), clearly exceeded exports. Service imports came to € 295 million and goods to € 984 million.

The number of people who engage in sufficient physical activity is slowly growing

According to a lifestyles survey conducted by the National Public Health Institute (2006), 65,8% of the population (63% of men and 68% of women) engage in physical activity for a minimum of half an hour two to three times a week. Men's activity has increased by three percentage units, while women's activity has remained the same. The survey also revealed that the number of those who commute by walking or cycling has been decreasing since 1979. The Child and Youth Sport Programme and Young Finland sport projects have had a positive effect on physical activity and sport among their target group.

Sports organisations give Finns opportunities for sports and physical activity, but they also provide opportunities for voluntary activity and create a sense of community. Sports organisations have 1.1 million members in all. In 2005 and 2006 a total of 532,000 adults (aged 19–65) worked in different volunteer roles in sports, 381,000 of them in sports clubs. This is an increase of 23 000 from 2001–2002.

The purpose of the national sport and physical activity programme currently being prepared is to encourage a

Finnish cultural exchanges and exports

	2003	2004	2005	2006
Film - non-commercial screenings abroad			600	500
Literature translated Finnish works	190	186	217	191
Pictorial arts projects abroad	145	139	149	179
Theatre visits abroad*	116	111	95	181
- tickets sold	45 596	20 036	76 500	78 649
Circus: performances			68	94
- attendance abroad			10 109	14 375
Finnish music exports, market value (1 000)	17 858	21 693	28 893	26 227
Dance: performances	199	157	171	214
- attendance	91 390	48 284	48 284	85 964
Museums: exhibitions abroad				31

*incl. some dance theatres, Nat. Opera, Nat. Theatre

larger proportion of the population to engage in a sufficient amount of physical activity in terms of their health and well-being. The European Commission adopted a White Paper on Sport, which looked into the relationship of civic activity and *acquis communautaire*. The Government has issued a resolution on improving conditions for civic activity. Subsidy systems were developed in order to steer the societal impact of civic activity.

Sports have a growing role in the national economy and employment. The gross value added of sports has risen from 0.6% in 1999 to some 0.7% , while the workforce in it rose from 20,400 in 1999 (0,9%) to 25,300 (1.1%) in 2005. The share of sports and physical activity has grown from 2% to 2.4% of private spending.

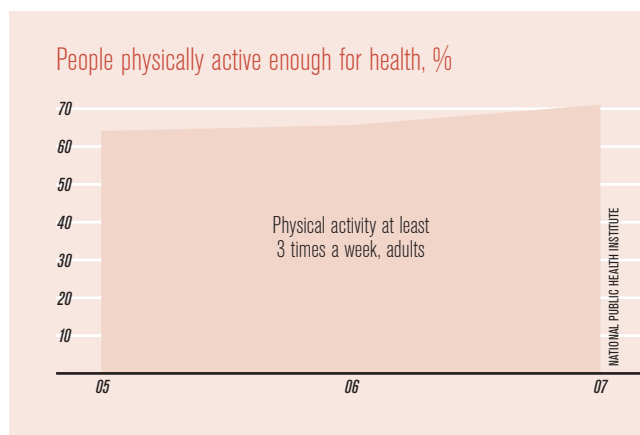
In national economy terms, the health effects of physical activity are important not only in preventing national diseases, such as type 2 diabetes, but also in enhancing the activity and vitality of the population. Health-promoting

physical activity has been promoted along the lines determined in the Government Resolution and by means of grants awarded through the Fit for Life Programme.

Funds from the sports facilities appropriation were allocated especially for the construction and renovation of sports facilities that serve all population groups, such as swimming halls, gymnasiums and outdoor tracks. Sport research was targeted to areas of relevance to decision-making, and an analysis of sports administration was undertaken.

Recommendations were issued for the activity of school-age children

The priority in the Child and Youth Sport Programme is to increase physical activity in the 6–19 age bracket. Recommendations were issued for the physical activity of school-age children. Another focus area was the training of sports instructors. Sport-related extracurricular morning and afternoon activities were supported within the programme in order to increase physical activity among inactive children. These projects catered for some 14,000 children.



Finland seeks international success

In elite sports, the aim has been to achieve international success in conformity with ethical principles. Measures were taken to facilitate young talented athletes' training and to support them in combining training and preparation for a career, as well as to improve prerequisites for goal-oriented training. Sports institutes cooperated in developing better coordination in athletes' coaching and training. A project was undertaken to create a uniform basis of structure and contents which will enable sports organisations to arrange quality training for volunteer coaches and instructors.

The Ministry of Education awarded athletes grants to those who, based on international achievements and future expectations, have the potential to win in Olympic or Paralympic and World Championship medals. The Ministry supported financially the youth elite sports programme initiated by the National Olympic Committee, which is geared to help young athletes combine training and a career.

Finland contributed to the global preparation of the WADA Code. The Ministry worked with sports bodies to prepare for the changes to be effected owing to the adoption of the Code in the antidoping organisation, in procedures and in written guidelines. Intensified antidoping activities have improved conditions for healthy sport and physical activity.

A Child and Youth Policy Programme was adopted

The Government adopted the first Child and Youth Policy Programme for 2007–2011. It contains national aims for child and youth policy and guidelines for corresponding regional and local programmes, which concern education, employment, health, active citizenship, inclusion and empowerment, housing and entrepreneurship.

One of the aims in the programme is to expand youth workshop activities to cover the whole country. Other aims are to encourage children to engage in physical activity for

at least one hour a day, to ensure access to high-quality pupil and student welfare services throughout the country and to explore the possibility of lowering the polling age in local elections to 16 and other means of enhance young people's social engagement.

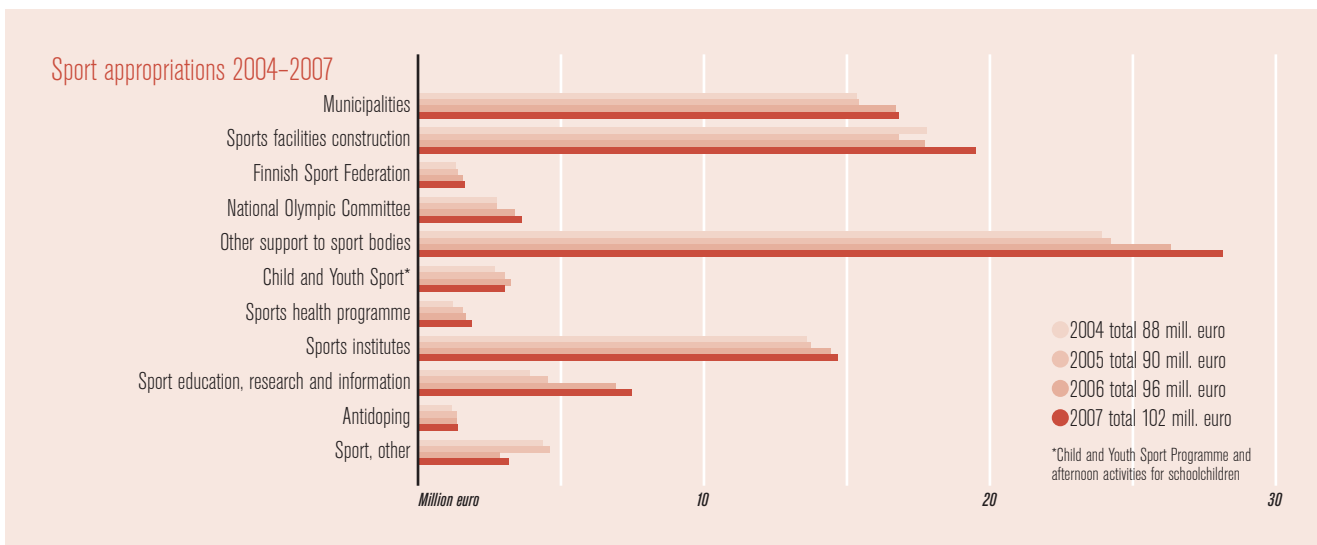
The Programme includes six strategic child and youth policy priorities: a well-functioning basic preventive services system; a well-functioning services system at transition points and in situations of crisis and change; early intervention and support in the services system; multiprofessional, cross-sectoral and multi-party action; a high level of knowledge and skills; client-driven services; and anticipation, assessment and monitoring of the effect of decision-making on children and families.

Under the Youth Act promulgated in 2006, the Government adopts a youth policy programme every four years. The Government will submit a report on the implementation of the Child and Youth Policy Programme to Parliament during the autumn session of 2011 at the latest.

Youth work receives more funds

The aim of youth work is to promote young people's activity in society. It seeks to arrange opportunities for hobbies and co-action and a channel for societal influence. The aim is to encourage and motivate young people to vote as actively as the population at large. Action for youth empowerment and inclusion focuses on at-risk youth. Various measures are taken to improve life management skills. The aim of youth workshops is to reduce youth unemployment. Preventive intoxicant and drug work seeks to cut down drug and alcohol use and experimentation with them. The aim is to ensure that young people enjoy the same living conditions as other population groups.

The Act on the Use of National Lottery, Pools and Betting Proceeds increased the funds allocated to youth work. This made it possible to raise youth organisation subsidies to their former level and to support educational youth work as well as young people's own activities in many ways. An-



nual subsidies were granted to 67 national youth organisations or youth work service organisations.

In addition to government transfers for youth work (€ 7.0 million), local authorities received some € 16 million in state subsidies. Youth workshops were allocated € 6.1 million. Youth facilities construction, renovation and equipment were supported by a total of € 1,9 million in 2007.

Funds allocated to local authorities for basic youth work, organisational activities (105 organisations) and preventive intoxicant work (92 projects) have contributed to active citizenship and healthy lifestyles among young people.

National youth centres expanded and diversified their activities further. During 2007 local information and advisory services were available in 230 municipalities, catering for 77% of the 13-to-14-year olds in our country. A new chan-

nel for young people's initiatives was piloted in the Province of Lapland. Further, financial support was given to the development of the Netari.fi system into a national virtual youth centre. During 2007 11 cities and towns joined the system.

Youth unemployment kept falling. Around 80% of youth workshops now work on a permanent basis. Despite the statistical reduction in youth unemployment, the problem of exclusion remains, owing to lack of social relationships. The number of young smokers has decreased, the number of sober young people has risen and drug use and experimentation has decreased. Yet, psychosomatic symptoms among youth, especially young women, have increased.

Finland has a good standing in European youth work and youth policy. Finland has up-to-date legislation; its effect is boosted by a horizontal Child and Youth Policy pro-

Youth work appropriations

<i>Functions</i>	<i>Participants/number</i>			<i>Appropriations (mill. euro)</i>		
	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Municipal youth work				6,10	7,07	7,02
Youth organisations and associations doing youth work	850 000	850 000	850 000	11,20	11,73	12,2
Young people in workshops, number	7 100	7 000	7 994	2,00	4,10	5,1
- Youth unemployment, number	30 530	26 449	22 200			
National Youth centres (activity days)	217 000	225 000	332 000	4,30	4,30	4,4
School clubs	1 550	1 600	1 650	1,10	1,10	1,15
Youth research, projects	15	15	15	0,85	0,875	0,93
Information and advisory services	72	157	230	0,70	0,725	0,9
Preventive youth work, projects	72	82	92	0,84	1,00	1,0
Regional development, projects	53	60	62	0,90	1,00	1,5
Finnish Award Programme, number of young people	750	800	900	0,30	0,40	0,40
Young Culture						
- Cultural groups (CIMO), number of young people	1 364	1 574	1 385	0,13	0,13	0,13
- Young Culture events	21 000*	1 800	2 550	0,35	0,15	0,15

*National Festival for Schools in Oulu | Youth unemployment /source: Ministry of Labour statistics

gramme adopted by the Government. During 2007 Finland presided over the Nordic Children's and Youth Committee and the Working Group for Youth Policy of the Barents Euro-Arctic Council.

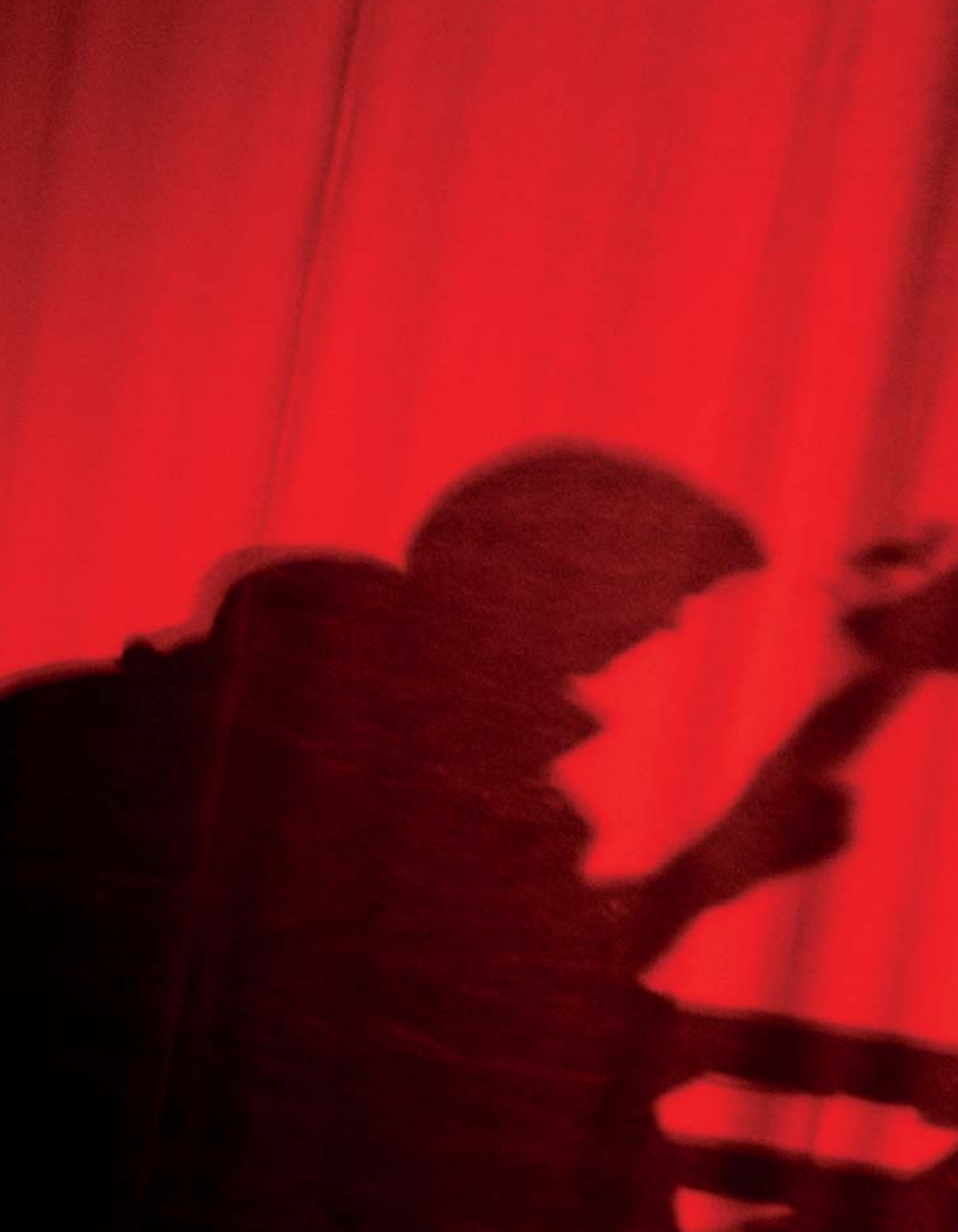
Church matters

The Ministry of Education takes care of matters relating to the Evangelical-Lutheran Church, the Orthodox Church of Finland and other religious communities, freedom of religion and general organisation of interment, mainly by drafting legislation. In addition, the church affairs remit includes official matters relating to soldiers fallen during the second world war.

Parliament added an appropriation of € 200 000 for subsidies for the operation of religious communities in the 2008 state budget.

A committee monitoring the Interment Act reviewed the fees charged for interment and gravesites and discussed questions relating to cemetery property and needs of various religious groups. The committee was dissolved in spring 2007 without submitting a final report.

In spring 2007 a committee developing the drafting of ecclesiastical legislation submitted its report on development needs in the planning and management of legislative drafting, the organisation of legislative projects and relevant support services, impact assessment, and better and more comprehensible regulation. The committee put forward a number of proposals for measures, which are currently being implemented by the Church Council.



International Cooperation

The priority for the Ministry of Education in international activity in 2007 was the Chairmanship of the Nordic Council of Ministers. A new Nordic culture contact point started to operate in Suomenlinna. PISA ratings increased international interest in the Finnish education system.

Chairmanship of the Nordic Council of Ministers 2007

Finland's main theme in the education sector during the Chairmanship of the Nordic Council of Ministers 2007 was interaction between education, welfare and working life. Priorities that were enhanced during the year were school welfare, stronger higher education and research cooperation and internationalisation, the promotion of mobility and student benefits, and the development of skills needed in working life.

The results achieved during the Chairmanship included the preparation of a new Nordplus programme period, a stronger status and more visibility for Nordic research cooperation and for the coordinating body NordForsk, and closer contacts with the Baltic countries. In addition to five large Chairmanship conferences on the programme themes, a large number of other meetings were held under Finland's chairmanship.

The main Chairmanship aims in the culture sector were to finalise the structural reform of the culture sector and to launch new support programmes.

A new Nordic contact point, Kultur Kontakt Nord, started to operate in Suomenlinna. The new Nordic support schemes and a new electronic information management system made it possible to support dozens of Nordic cultural operators.

The inclusion of the theme of Fair Culture in Finland's Chairmanship agenda has stepped up discussion on ethical questions in cultural policy and created a basis for Fair Cul-

ture networking. The aim is to create and boost networks for cultural development cooperation in the Nordic countries and to highlight good practices in the use of culture in development cooperation at the Nordic and European levels.

Visibility for Finnish culture and education

The Ministry of Education, together with the Ministry for Foreign Affairs, coordinated the preparation of the 100% Finlande project, which will present Finnish cultural life in France in 2008. The 2007 supplementary State Budget included an appropriation of € one million for this purpose, which means that the project can be realised to the planned extent in April-June 2008. It includes over one hundred cultural and art events all over France, with focus on Paris.

A Cultural Capital 2011 committee prepared a proposal for the principles, policy and plan for the contribution of the Ministry of Education to the financing, administration and realisation of the Turku European Cultural Capital project.

Finland's success in the OECD PISA (Programme for International Student Assessment) generated a number of international visits to Finland to learn more about our education system and teacher training. In 2007 the Ministry of Education arranged PISA-related programme for a total of 89 delegations from abroad consisting of ministers, central government officials, leading parliamentarians and journalists. The visits lasted up to one week.

Altogether the PISA ratings attracted thousands of expert visits hosted by the National Board of Education, educational organisations and local education authorities.

Special attention was paid to assisting Finland's embassies and legations in providing information about PISA matters, organising events in different parts of the world and giving advice on who to contact in Finland for more information.

A new EU programme period 2007-2013 was launched

The implementation of the Europe for Citizens programme started in spring 2007. The Centre for International Mobility CIMO was appointed as the contact point in Finland in order to ensure that the opportunities inherent in the programme are made known to civic organisations and other stakeholders. The aim is to create new kinds of cross-fertilisation.

The other EU programmes were also successfully launched in Finland.

The promotion of EU-Russia cooperation in culture continued along the lines of the Kajaani process launched during Finland's EU Presidency.

On Finland's initiative, preparations were made to draw up an EU-Russia cooperation action plan, to convene the EU-Russia Permanent Partnership Council on Culture and to create a Northern Dimension Cultural Partnership. The first Permanent Partnership Council on Culture convened in October 2007 and a cooperation action plan is being prepared by a joint working group.

In the preparation of a new neighbourhood and partnership instrument, the Ministry sought to ensure that stakeholders in the administrative sector have good opportunities to participate in the programmes.

Education 2010 as a priority in EU cooperation

Finland's interim report 2005–2007 on Education 2010 (Development of lifelong learning in Finland) was completed in spring 2007. The Education 2010 process, which continued with the publication of a Commission Communication, constituted a major priority in EU matters.

In the Lisbon strategy, the Ministry contributed to the preparation of the last national action programme and to the deliberation of new policy lines.

Active participation in international science policy

In EU research cooperation, major projects were the launch of the new Research and Technology Framework Programme and preparations relating to the European Research Area (ERA) and the European Institute of Innovation and Technology (EIT).

In the ERA and the EIT preparation, the Ministry of Education contributed actively to the formulation of Finland's positions on the initiatives. The Ministry also participated in the activities of the OECD Science and Technology Policy Committee.

UNESCO Convention on the protection and promotion of the diversity of cultural expressions

UNESCO Convention on the protection and promotion of the diversity of cultural expressions, which was completed in 2005, took force in March 2007. The purpose of the Convention is to promote cultural diversity, encourage intercultural dialogue and international cultural cooperation and to safeguard important principles, such as equality of cultures and access to culture. A total of 54 states had acceded to the Convention in 2007.

The Ministry of Education prepared Finland's participation in the 34th General Conference of UNESCO in cooperation with other ministries, the Permanent Delegation of Finland to UNESCO and the National Commission for UNESCO. The priorities on the agenda were the Education for All process, a review of UNESCO's science programmes, cultural diversity, intercultural dialogue and freedom of expression.

Internationalisation in schools and global education

The Ministry of Education, together with the National Board of Education, launched a project called "We, the media and the world" in order to develop global education through media education in comprehensive schools. The Ministry continues its research-oriented project Education for Global Responsibility.





Financing & Administration

In 2007 the Ministry of Education promoted equality in education and culture, the educational and cultural competitiveness of Finnish society and the population's mental and physical well-being, inclusion and participation. The Ministry of Education Main Class in the 2007 State Budget was € 6,540 million. The appropriations grew by 2.2% from 2006. A new Government took office in April. A number of development projects were initiated in accordance with the Government Programme and the Government's Strategy Document.

The Ministry of Education implements the Government's education, cultural, sport and youth policies. The values underpinning the Ministry's sector are enhanced education and culture, equality, creativity and welfare. The impact of appropriations allocated in the sector is seen in a rising level of education; the placement and further studies of qualification and degree holders; longer work careers; the contribution of research and development to Finland's international competitiveness; and citizens' equal access to varied educational, cultural and sport services.

Prime Minister Matti Vanhanen's Second Government took office in April 2007, and the implementation of the Government Programme and Strategy Document began. The target outcomes for 2007 were specified in the Ministry's performance plan and in performance negotiations with the agencies and institutes in the sector. Part of the discretionary government subsidies are allocated on a performance basis.

The Ministry of Education is responsible for implementing the Government Policy Programme for the Well-being of Children, Youth and Families, and participates in the Policy Programmes for Employment, Entrepreneurship and Work-life and for Health Promotion. The Ministry was also informed in its activities by the Ministry of Education Strategy 2015, the Development Plan for Education and Research

2003–2008, the Government resolution on Art and Artist Policy and the Ministry’s own Regional Strategy 2013.

In December 2007 the Government adopted the development plan for Education and Research 2007–2012 and a new Child and Youth Policy Programme for 2007–2011.

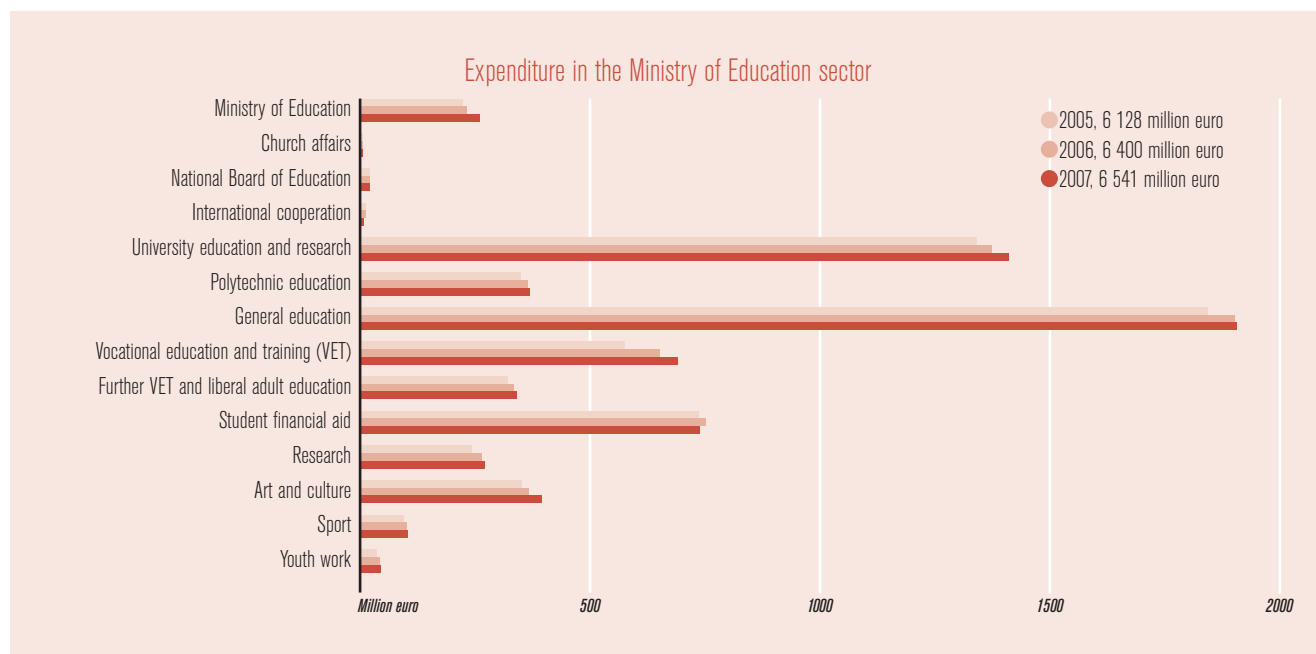
The Ministry allocated a total of € 3,154 million as government transfers for education and culture: € 1,250.8 million to local authorities, € 1,132.5 million to municipal consortia and € 770.7 million to organisations and private foundations.

The Ministry launched the EU Structural Funds programme period 2007–2013 together with other ministries by contributing to the preparation of the legislation, guidelines and monitoring systems needed for the implementation of the programmes, which took effect in early 2007. The

ESF programmes were finalised and their administration was arranged in cooperation with state provincial offices and the National Board of Education.

The Ministry, in cooperation with the State Provincial Office of Western Finland, organised an ESF event to open the new ESF programme period and to close the old one.

The Ministry prepared for the end of the old ESF period by ensuring a controlled termination of the projects and efficient use of the funds. By the end of 2007, funding had been provided for 2,559 projects co-financed by the European Social Fund (ESF) and 955 projects co-financed by the European Regional Fund (ERF). These were funded with a total of € 944 million (EU and national contributions combined).



Changes in governance

The Ministry of Education contributed actively to Government reform initiatives, such as the project to restructure municipalities and services, the productivity programme, including relocation of civil service jobs, and the reform project for state regional administration. These reforms will influence the Ministry's operations in the near future.

The administrative personnel of regional arts councils, previously employed by the state provincial offices, became subordinate to the Arts Council of Finland, which means that from 2008 onwards the regional arts councils will be administratively subordinate to the Ministry of Education.

The Advisory Board for Sectoral Research started to operate in the Ministry of Education in accordance with a Government Resolution.

The allocation of 2007 state subsidies to friendship societies was delegated to CIMO. As CIMO is undergoing reform, the Ministry will make all the subsidy decisions as regards 2008 and the delegation of the 2009 subsidies is being looked into.

The Institute for Russian and East European Studies was overhauled on the basis of an expert review. A new board and director were appointed.

In a reorganisation of its regional development, the Ministry set up a coordination group to prepare and coordinate actions relating to regional development and structural funds within the Ministry. In regional development, the focus is on special programmes for centres of expertise, regional centres and rural development. Structural funds are used to support regional development in the Ministry of Education sector.

The Ministry of Education, in cooperation with Statistics Finland, developed a set of productivity indicators, which statistics Finland will use in collecting state productivity data. The indicators are used to compile data on the output of the accounting offices and institutes, and labour and overall input.

Public education expenditure in relation to GDP

	2002	2003	2004	2005	2006*
Public education expenditure, mill. euro	8934	9359	9776	9923	10311
GDP, mill.euro	143974	145938	152345	157335	167041
GDP share	6,2 %	6,4 %	6,4 %	6,3 %	6,2 %

*2006 preliminary data | Source: Statistics Finland

Networking in information management was developed and adopted on a permanent basis with the launch and timetables of cooperation meetings and meetings of officials responsible for information management in the agencies in the Ministry's sector.

Financial and personnel services relocated into two service centres

The service centre project (OPM-PAKE) proceeded as planned. The university service centre will start operating on 1 September 2008 in Vaasa and Joensuu. The plan according to which other agencies will start using the State Treasury service centre was confirmed. The Ministry of Education and its accounting will become clients of the service centre on 1 May 2009.

The personnel policy principles for the service centre project were confirmed in August 2007. With a view to informing stakeholders about the project, the Ministry arranged seminars for the leadership of all the agencies in the sector, for university leadership and staff and for shop stewards; visits to Vaasa, Joensuu and Hämeenlinna; and regularly published an electronic newsletter.

Unit costs

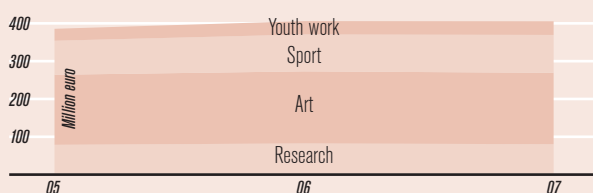
	2004	2005	2006	Change	
				06/05	%
Comprehensive school, euro/pupil	5 384	5 641	5 920	279	4,9
Upper secondary school, euro/student	4 903	5 132	5 392	260	5,1
Vocational institutes, euro/student	8 466	8 680	8 569	-111	-1,3
Polytechnics, euro/student	7 016	7 129	6 909	-220	-3,1
Library, euro per capita	48	48	51	3	6,3

Changes in the administration of government transfers for construction projects

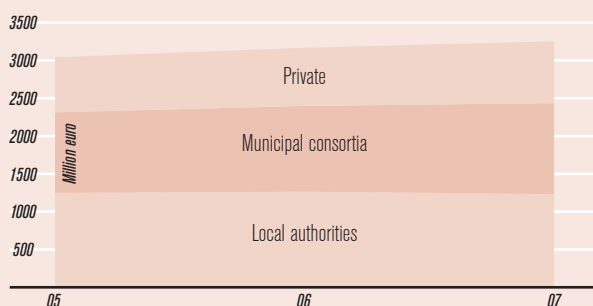
The Ministry of Education allocates statutory state grants for construction and renovating relating to comprehensive, upper secondary and basic education in the arts and state subsidies for construction within liberal adult education. Similar grants for construction in vocational and polytechnic education were discontinued from the beginning of 2006 and the financing of these projects was included in the government transfers for operational costs.

In 2007 state subsidies were devolved on state provincial offices, with the exception of projects relating to sports institutes. The Ministry will devise the plan for financing construction and will allocate the appropriations to the state provincial offices. The state provincial offices will be authorised to determine the grounds for subsidising individual projects and grant and pay the subsidies.

Use of lottery and pools proceeds



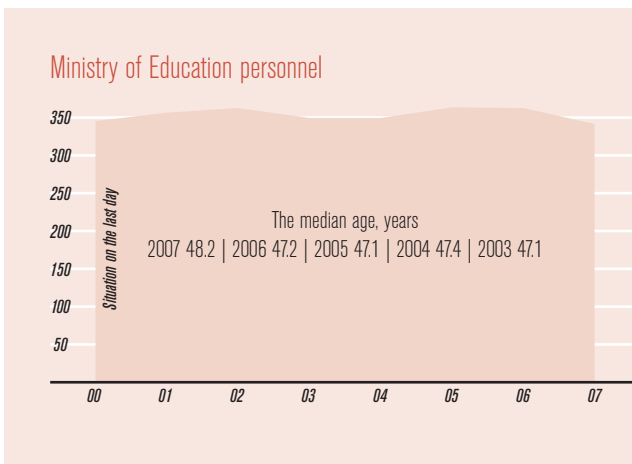
Government transfers for education and culture



Input into electronic transactions

An electronic procedure for applying discretionary state subsidies was launched in January 2007. Identification is based on citizen certificate and the identification procedures of banks. The eletronication of financial management progressed: in the Ministry the share of electronically received invoices rose to 78% (76% in 2006).

The reform of data systems for document management and state subsidies was prepared by a project group, and the Ministry issued a call for bids of the procurement of the relevant programs in August 2007. The procurement concerned transactions, document management, document storage and work-flow programs and the handling of discretionary state subsidies and the management of client data.



Personnel in the Ministry of Education sector

	2004	2005	2006
Person years	34 552	34 706	34 811
Personnel 31.12.	36 557	36 616	36 840
Men	16 634	16 588	16 747
Women	19 923	20 028	20 093
Permanent personnel	16 322	17 300	17 458
Temporary personnel	20 235	19 316	17 471
- of whom university students*	4 906	4 658	4 328
Median age of personnel (yrs)	40,9	40,3	
Sick leaves days/person-yr	8,5	7,6	

*University students separately since 2004

Ministry of Education developed its operations

The Ministry of Education initiated development according to its Development Programme 2007–2011. The performance-based management process was overhauled and management was developed to enable the Ministry better to function as a strategic executive in the sector and look after its overall interests. The electronic system for managing state subsidy allocation was put in place with a view to improving operational efficiency starting in 2008.

Evidence-based management and procedures were promoted through a pooling of statistical and knowledge-production expertise and intensified operation. A procedure was initiated for analysing policy concerning key phenomena in the sector. The analysis group appointed for the purpose published its first policy analysis at the end of 2007.

The Ministry of Education launched a Strategy 2020 project. The strategy preparation makes use of team work, which will allow the Ministry personnel to participate in the process across the board. The main lines of the strategy will

be ready in spring 2008 and the whole strategy by the end of 2008.

The Ministry devised a course of action for developing the drafting of legislation. The coordination group set up in 2007 will promote planned drafting, cooperation and drafting competence.

The Ministry reformed its performance management process, adopting an annual timetable for performance management and performance agreements between the Permanent Secretary and operational units. The Action and Economic Plan process will be streamlined. The Plans for the first and last years of the government term will be more comprehensive, while the two others will only include updates from the previous year.

A project was set up to prepare a risk management policy and guidelines for risk management and internal supervision within the Ministry. An inspection plan based on risk analysis is being developed for discretionary state subsidies. A plan was drafted for inspecting accounts of the use of subsidies granted in 2006.

Agencies and institutes subordinate to the Ministry of Education

MINISTRY OF EDUCATION

Arts Council of Finland
 Centre for International Mobility (CIMO)
 Research Institute for the Languages of Finland
 Celia - Library for the Visually Impaired¹
 Finnish Film Archive
 Orthodox Church Synod
 Finnish Board of Film Classification
 National Repository Library
 Finnish Institute for Russian and
 East European Studies
 Matriculation Examination Board
 Student Financial Aid Appeal Board

NATIONAL ARCHIVE

NATIONAL BOARD OF ANTIQUITIES
 NATIONAL BOARD OF EDUCATION
 ACADEMY OF FINLAND
 GOVERNING BODY OF SUOMENLINNA
 NATIONAL GALLERY

STATE-OWNED COMPANIES

Veikkaus Oy
 CSC, Finnish IT center for science
 Suomenlinnan Liikenne Oy
(co-owned by the state and the City of Helsinki)

UNIVERSITIES

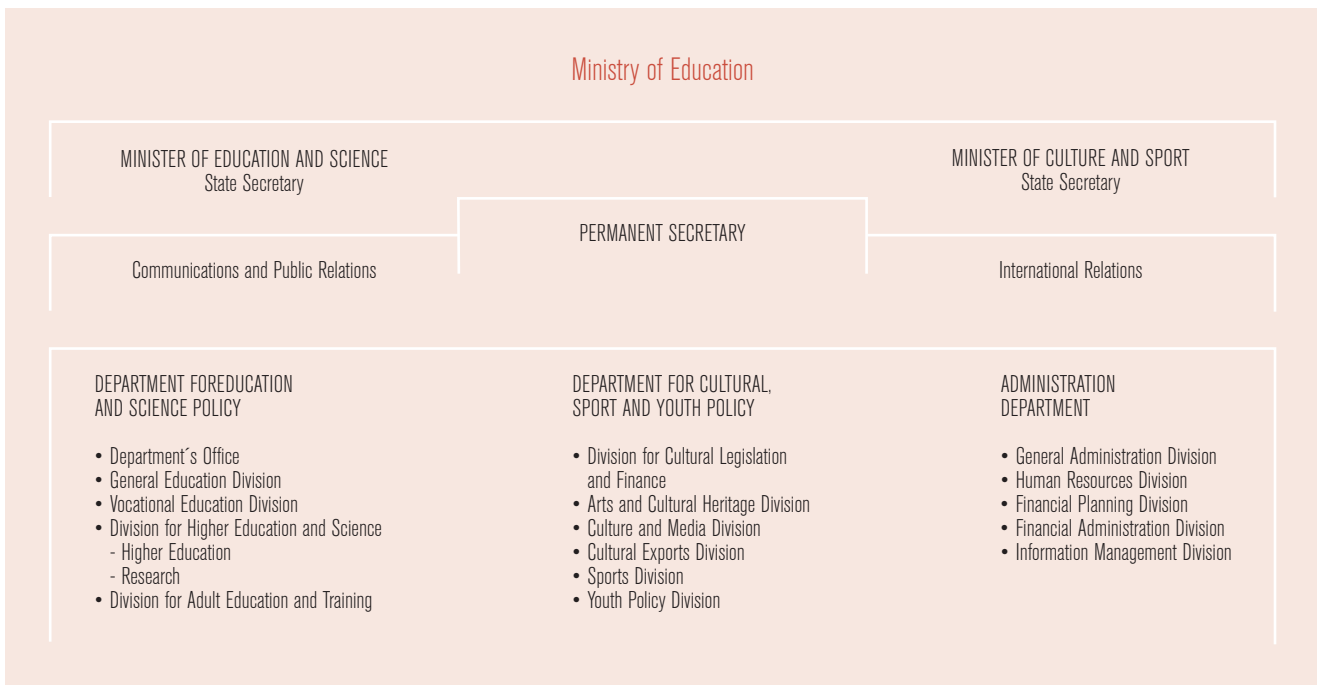
Helsinki School of Economics
 University of Helsinki
 University of Joensuu
 University of Jyväskylä
 University of Kuopio
 Academy of Fine Arts
 University of Lapland
 Lappeenranta University of Technology
 University of Oulu
 Sibelius Academy
 Swedish School of Economics
 University of Art and Design
 Tampere University of Technology
 University of Tampere
 Theatre Academy
 Helsinki University of Technology
 Turku School of Economics
 University of Turku
 University of Vaasa
 Åbo Akademi University

In December 2007 the Ministry appointed a cooperation group on international activities for a two-year term. The group will analyse the international operating environment, develop action paradigms and monitor and coordinate strategies for international matters concerning the Ministry as a whole.

Plans were devised in cooperation with the departments and units for communications relating to the structural development of higher education and the publication of PISA results. Communications concerning the creation of an innovation university were planned and implemented in collaboration with its constituent universities. In order to ensure the quality of its web site, the Ministry conducted a user survey in spring 2007. An expert evaluated the usability of the site. The site will be developed on the basis of the feedback.

An organisational reform was introduced on 1 March 2007. Matters relating to higher education and research and adult education were reorganised within the Department for Education and Science Policy. Matters relating to general administration, financial administration, information management and human resources were combined. The new Administration Department will be operative as of 1 January 2008. One aim in the reform was to maintain and enhance the quality of administrative services. The development will continue in 2008.

The renovation of the Meritullinkatu 10 building was completed and the new facilities were taken into use in January 2007.



Ministry of Education contact information

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This annual report is provided free, orders tel. +358-9-160 77389
 Ministry of Education Publications 2008:18 | ISBN: 978-952-485-529-7 | ISBN: 978-952-485-530-3 (PDF) | ISSN: 1458-8110
 Ministry of Education, Communication Unit | Layout: Ahoy | Photos: Gorilla | Print: Yliopistopaino, 2008



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