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ABSTRACT

This Information Bulletin discusses the general reform of the Finnish education system, necessitated by events of the sixties, which included a larger number of students leaving the Primary Schools after grade four to enter the secondary level, the failure of Primary Schools to meet demands of basic education, and the closing of rural Primary Schools concomitant with the need for new urban Primary Schools in response to changes in population patterns. The old system consisted of eight years of compulsory schooling, beginning at the age of seven, divided into six years of Primary School and two to three years of Civic School, which specialized according to local needs and on the basis of general, vocational, and pre-orientational education. Secondary schools consisted of a five grade lower section, the Middle School, and a three grade upper section, the Gymnasium. The new system will include preschool education and a Comprehensive School covering the elementary years, replacing Primary, Civic, and Middle Schools. Teacher training also will be reformed, taking place at the University within education departments rather than in training schools. (JH)

INFORMATION BULLETIN

**NATIONAL BOARD OF EDUCATION
Research and Development Bureau
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3/73

ABOUT THE FINNISH EDUCATIONAL SYSTEM

Edited by Maija-Liisa Pyykkönen

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INTRODUCTION: Facts about Finland

Finland is after Iceland, the most northern country in the world. One third of her length lies north of the Arctic Circle.

Table 1 GEOGRAPHICAL DATA

<u>Total area</u>	337 000 sq.kms
Arable land	13 per cent
Forest	71 per cent
Water and waste land	16 per cent

Table 2 POPULATION

Total number of population (1.1.1973)

4 633 832

In urban communes 2 551 162

In rural communes 2 082 670

Birth-rate: 12-13 per 1000 inhabitants

Average population density: 14 inhabitants per sq.km.

Table 3 OCCUPATIONAL DISTRIBUTION OF WORKING-AGE POPULATION

Industry and Building	36 per cent
Agriculture and Forestry	21 per cent
Other occupations (Commerce, Liberal professions, Services etc.)	43 per cent

NATIONAL LANGUAGES

Finnish 92.5 per cent

Swedish 7.5 per cent

NATIONAL DENOMINATIONS

Lutheran 92 per cent

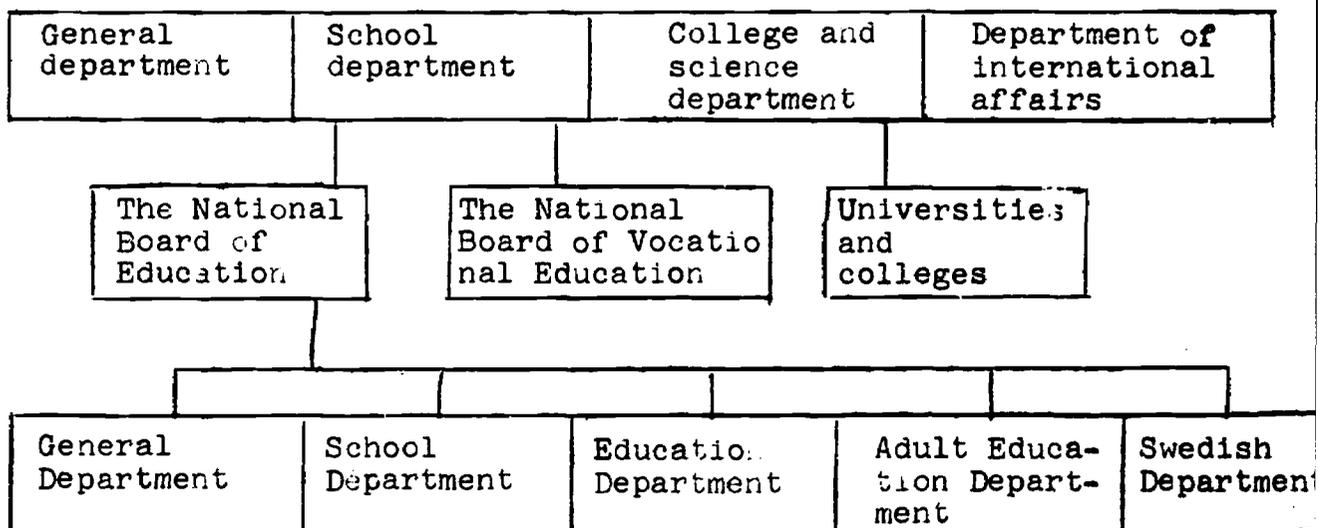
Greek Orthodox 1.5 per cent

Table 4 POLITICAL PARTIES REPRESENTED IN THE DIET

Social Democratic Party	55
Finnish People's Democratic League	37
Centre Party	35
National Coalition Party	34
Finnish People's Unification Party	13
Swedish National Party	10
Liberal Party	7
Finnish Rural Party	5
Christian League	4
Total	200

SCHOOL ADMINISTRATION

MINISTRY OF EDUCATION



- 15 Bureaus

Regional authorities: School divisions in the Provincial Government Offices

Local authorities

The task of the National Board of Education is the management and practical supervision of primary and secondary schools, teacher training colleges, popular educational institutions and libraries. The training of teachers will in the very near future be transferred to the supervision of the Ministry of Education. Only the further training of teachers will then be managed by the National Board of Education.

The system of regional school administration was set up in 1970. School divisions take care of matters relating to primary, secondary and comprehensive schools, public libraries and adult education.

FINNISH SCHOOLS TODAY

We find ourselves at the moment half-way between an old and a new education system. (See appendix A) The need of a thorough reform and reorganization derives from the rapid social and technological development characteristic of Finland today. The structural changes and a rising standard of living have resulted in an educational explosion, particularly in secondary and higher education. Approximately 65 per cent of the age group of 18 year old people are studying in schools of upper secondary level, either general or vocational type. The number of university students has increased from 15 000 in 1950 to 60 000.

Before presenting the new educational system, which has been planned for a long time, an outline will be given of the old system, which still prevails in the greatest part of Finland.

Primary and civic school

Compulsory education in Finland requires eight years of full-time schooling, starting at the age of seven. This requirement can be fulfilled in the Primary School, which comprises two cycles: the Primary School Proper with six classes and the Civic School with two or three classes. (See Appendix B) The Primary School is a municipal, state-subsidized institution, which offers all children between seven and sixteen a basic education without any costs to the parents, as well as free textbooks and other school supplies, a daily school meal, and transportation or

accommodation when needed. This school is run by the local School Board and supervised by regional and central school authorities. The subjects to be taught are stipulated in the Primary School legislation. It is the duty of the local School Board to draw up the curriculum within this framework.

In the lower section most instruction is given by classroom-teachers, whereas in the Civic School all teachers are specialized subject teachers. No structural differentiation takes place in the lower cycle, but the Civic School is divided into lines. There might be technical, commercial, agricultural and other lines according to local needs and resources. In Civic Schools, besides further general education, vocational, pre-orientation is given. Work-shop training is an essential feature of the curriculum.

Secondary school

At present no more than 40 per cent of our children complete the Primary School course. A steadily increasing number of eleven year old pupils (in 1958 35 per cent and in 1971 64 per cent) leave the Primary School after four years, trying to pass an entrance examination into the Secondary Schools, in spite of the fact that their parents have to pay for this type of schooling. However, the parents are well aware of the fact that secondary schools are the only channel to higher education and to better paid occupations. Access to secondary education is to some degree dependent on social factors, particularly in distantly located areas.

The Secondary School consists of a 5-grade lower section, named Middle School, and an upper section with three classes, known as Gymnasium. Administratively, our secondary schools fall into three categories:

- a) State Secondary Schools
- b) Private, State-subsidized Secondary Schools
- c) Communal Middle Schools

Only the last mentioned type of secondary school offers its pupils the same social benefits as the Primary School.

At the end of the graduating class of Gymnasium the pupils sit for a centrally organized Final Examination, which consists of

four compulsory written tests. One or two optional tests may be taken in addition. The Secondary School Leaving Certificate and the Final Examination Diploma are basic requirements for studies at university level.

Most of the teaching at secondary school level is done by teachers who have taken an academic degree. After their subject studies at the university they have their educational training in so-called normal schools, i.e. teacher training institutes for secondary schools. Primary school teachers, on the other hand, receive their whole education in Teachers Seminars or Teacher Training Colleges for Primary Schools. This twofold system in teacher training is generally considered to be outdated and it is now under a thorough renewal. All teacher education will soon take place on an academic level, in university departments.

NEW SYSTEM

Pre-primary education:

The education laws in Finland do not provide for compulsory pre-school teaching, as is the case in many countries. Before school age, which in principle begins at 7, children can be in crèches and kindergartens.

In 1970 there were 275 crèches in Finland for about 8 000 children and 427 kindergartens for 27 538 children. 19 082 of the children in the kindergartens were half-day-children, and 8 456 of them full-day-children. This means that only about 15 % of all the six years old children in the whole country attend kindergartens although most of the kindergartens are situated in towns and densely populated areas in the southern part of Finland.

The Experimental Pre-School

In various countries the development of pre-school education is at present a matter of public interest. This situation has been created by pedagogical and social reasons and by reasons connected with educational and labour market policies. In Finland the first experimental pre-school for 6 years old children

was established in Lahti in autumn 1966, and two years later in Jyväskylä.

Larger pre-school experimentation began in eleven municipalities in the autumn of 1971. Twenty teachers and four hundred children participated in the experimentation that was partly controlled by the social administrators and partly by the school administrators. The Committee for Pre-School Education drew up a preliminary experimental curriculum for the experiment centres.

The aim of the 1972/73 experiment in fourteen different centres was to develop the experimental curriculum by checking and correcting the objectives, contents and methods, and by giving special attention to the proportion between the objectives and the material.

Research is combined with the pre-school experimentation as an essential part of the total scheme. The aim of the research activities is to find out how the size of a study group, the duration of instruction and the supervision and control influence children's development.

The Committee for Pre-Primary Education

In June 1970 the Cabinet appointed a Committee to investigate the problems connected with pre-school education. The report of the Committee and an experimental curriculum for the pre-school were published on the 30th of May, 1972. The committee laid down the social objectives of pre-school education as follows:

- 1) Early childhood education is a part of an educational system which aims at raising the level of education.
- 2) The objective of pre-school education is to eliminate educational inequality which is caused by differences in developmental stimulation provided by homes. Pre-school education must be free of charge and equal for all children in spite of their family's social status and place of residence.

- 3) Early education should encourage the social development of children and develop in them a critical and independent pattern of thinking.
- 4) The organization of pre-school education should promote the equality of the sexes. When the day-care is provided for children mothers will have better opportunities to enter the labour market.

The committee proposed that

- compulsory pre-school should be implemented for all 6 years old children under the supervision of school administrators
- the implementation of pre-school plans should begin in 1975 and be completed in the whole country by 1980.
- the care and instruction of 5 years old and younger children should be supervised by the administration for social affairs as before, but the management and supervision of pedagogical activities should belong to the Ministry of Education.

On the ground of recommendations drawn up by the 1971 Educational Committee the discussions about the pre-school education have got new contents. It seems now evident that pre-schools will be incorporated with the general education system as proposed by the 1971 committee. That's why the implementation of the pre-school reform will begin later than recommended by the Committee for Pre-Primary Education.

PRIMARY SCHOOL (BASIC) EDUCATION AFTER THE REFORM

The shortcomings of the old system have been clearly revealed in the 1960's. The Primary School has failed to meet the demands set for basic education. The number of children leaving the Primary School after four years in order to seek entrance into Secondary School has been steadily increasing. The number of pupils enrolled in Secondary Schools in 1963 was 38 900, which was about 43 per cent of the age group of 11 years old children. The percentage for 1971 is 64. This transfer together with the migration of rural people into industrialized areas account for the fact that more than 1 000 small Primary Schools have been closed, because their school population no longer reached the required minimum. On the other hand, there has been a constant need for building new school premises in the urban centres.

In 1963 Parliament accepted a recommendation to the Government on the renewal of basic education in accordance with the principle of the comprehensive school. Since then the main efforts of Finnish school authorities have been focused on preparatory measures for the implementation of this long-planned reform of basic education. Several national committees have been engaged in the planning. The law governing the basic principles and laying down the structure of the new school became valid on September 1, 1970. The curriculum for the new Comprehensive School was issued in the same year. An extensive experimentation has been carried on all through the 1960's with the comprehensive type of schools. The feed-back of this experimentation has essentially profited curriculum planning for the new school.

The transition to the comprehensive school will be implemented gradually so that the northern municipalities will transfer to the comprehensive school system before the municipalities in southern Finland. The last municipalities implementing the reform will be the regions around Helsinki and the capital itself in the year 1977. A gradual transition to the system began in the autumn of 1972. Then the entire county of Lapland (26 municipalities), three municipalities in the county of Oulu and 28 of the municipalities where the experiment was already going on transferred to the comprehensive school system.

The comprehensive school

Three school units in the old system: the Primary School proper with six grades, the Civic School with two (or three) grades and the 5-grade Junior Secondary School will be amalgamated into one 9-grade Comprehensive School, common and compulsory for all children between 7 and 16. (Appendix B).

The lower grades (I-VI) of this school will be mainly taught by class teachers, whereas in the upper section (VII-IX) all instruction is given by specialized subject teachers. No structural differentiation takes place in the lower section. In the upper section courses of different scope and level will be available in some subjects: three courses, a general course, an intermediate course, and an advanced course in the first foreign language and in mathematics. Two different courses are offered

in the second foreign language (or second national language) and Physics. Generally speaking, the Comprehensive School gives all its pupils about the same amount of education as the Junior Secondary School in the old system.

Pupils who meet temporary difficulties in keeping pace with their class are supported by complementary instruction. Special attention is then paid to pupil guidance.

CURRICULUM FOR THE 9-GRADE COMPREHENSIVE SCHOOL

	I	II	III	IV	V	VI	VII	VIII	IX	Total
<u>1. Compulsory Subjects</u>										
Religion	2	2	2	2	2	2	1	1	1	15
Environment studies	3	3	1	1						8
Mother tongue	9	9	6	6	6	6	3	3	3	51
First foreign language or second national lang.		2	2	3	3	3	3	3	3	19
Second nat. language or first foreign lang.							2/2	2/5	2/5	6/12
History, Social science					2	2	2	2	2	10
Civics			1	1	1	1	1	1	1	7
Mathematics	4	4	4	4	4	4	4	4	4	36
Physics, Chemistry							2	3	3	8
Biology, Geography			3	3	4	4	2	3	3	22
Physical Education	3	3	3	3	3	3	2	2	3	22
Music										
Pictorial Arts	1	1	4	4	4	4	1	1		12
Manual Education	2	2	2	2	2	2	2			11
Home Economics							3			3
	24	24	28	28	31	31	28	25/28	25/28	
<u>2. Educational Guidance</u>										
	1	1	1	1	1	1	1	1	1	9
<u>3. Optional Courses</u>										
							4-6	4-9	4-9	
	25	25	29	29	32	32	33-35	33-35	33-35	

General aims of the comprehensive school

School should above all provide material and stimuli for an individual development of a harmonious personality. The individual and the unique characteristics of a growing human being should be taken into account within the general framework. Responsibility

which was earlier confined to one's family and fellow citizens extend now the whole mankind. A technocratic world calls for democracy and humanism. We are to favour personality development which leads towards appreciating these values in the society.

The comprehensive school is supposed to stimulate the development of the young by bringing them in contact with the essentials of culture and creating opportunities for a fruitful social interaction in the school environment.

A set of objectives, established and implemented, should be balanced enough to allow for a harmonious growth, good health and development of all sectors of the young personality. Educational situations concentrating on distributing knowledge, skill and information about social adjustment, should be balanced through giving opportunities for creative activity and by providing a variety of experience necessary for a harmonious development.

One of the guiding principles of the new school is to make the pupil learn on his own initiative. The pupil should never be regarded as an object of educational training. The aim of education is to assist the development of his whole personality and his individual talents. Accordingly, the pupils are encouraged to independent work, to critical attitudes and self-expression. Team work is recommended as a means of social education.

These aims can be achieved in a democratic school atmosphere, characterized by friendly and close pupil-teacher relations. This will also pave the way to an increased student participation in matters relating to their school and studies.

The comprehensive school will continuously be a target for improvement and development activities. Experiments will be made in various study subjects and different schools. During the school year 1972/73, 39 experimental projects in connection with the comprehensive school had been carried out.

SECONDARY EDUCATION (16-19 YEARS OLD)

Vocational education is supervised by the National Board of Vocational Education. General secondary education is given under the supervision of the National Board of Education and it is presented here.

CURRICULUM FOR GYMNASIUM (LESSONS DURING THE PERIOD OF TEN DAYS)

	VI	VII	VIII	Total
<u>Courses common for all lines</u>				
Religion	4	3	3	10
Mother tongue	5	6	6	17
History, Social Science, Economics	5	6	6	17
Biology		3	4	7
Second national language	5	5	5	15
First foreign language	7	6	7	20
Second foreign language	7	6	7	20
Physical Education and Hygiene	5	5	3	13
Visual Arts or Music	3	3	2	8
Total	41	43	43	127

Subjects compulsory on various lines

	Language Line			Science Line			Mathematical Line		
	VI	VII	VIII	VI	VII	VIII	VI	VII	VIII
Psychology, Philosophy				3	4	3			
Geography	3			3	-	-			
Chemistry				3	4	3	3		
Physics				5	5	5	5	5	5
Mathematics	5	5	5	5	5	5	8	9	8
Third For. language	8	9	8	-	-	-	-	-	-
Total	16	14	13	16	14	13	16	14	13

<u>Optional courses for all lines</u>	VI	VII	VIII
Special Course in Mother tongue	2	1	-
Visual Arts or Music	3	3	2
Special Course in Music	1	2	

Optional courses for pupils on various lines

	Language Line			Science Line			Mathematics Line		
	VI	VII	VIII	VI	VII	VIII	VI	VII	VIII
Psychology/Philosophy	3	4	3						
Geography							3		
Special Course in Geography		2	1	2	1		2	1	
Chemistry	3						4	3	
Special Course in Physics									2
Special Course in Mathematics							1	2	

Educational innovations:

Presently some twenty experiment projects are going on upon the various secondary school study subjects. The most interesting experiment in the Senior Secondary School is the so-called experiment on study periods. The traditional system of passing one's grade in one school year has been given up in three secondary schools, and a system of dividing the study subjects into six-week periods has been introduced instead. This system allows the student to settle the pace of his own process. If the student is talented enough, he may pass the matriculation examination from the senior secondary school in two years, instead of the previously traditional three years. In the old system, many students had to study for 4-5 years before being able to take the matriculation examination; and if they failed in one subject, they had to study all subjects for another year. The study period system will abolish the students' eventual failures to pass from one grade to another.

School democracy

In the late nineteen sixties several committees and work groups were appointed to investigate the matter. The result was an Act on School Councils passed by Parliament at the end of 1971. The first School Councils were elected in February 1973. According to the Act there is a School Council in every Secondary School to supervise and facilitate instruction and education in general. The Councils are elected by the school's teachers and students for one year at a time. Teachers and students have an equal number of

representatives. Depending on the size of the school, the number of representatives in the Council will vary between 6 and 10.

The Council has the right of decision in matters pertaining to discipline and undisturbed working conditions. It confirms the rules of various school clubs and decides on joint school activities. Its most important task, however, is to coordinate general educational planning and to initiate and continue planning connected with class-room instruction. It may submit recommendations on development of the curriculum as well as on the textbooks used. Together with the implementation of the School Council system, the parents' opportunities to participate will also be improved.

The arrangement of the reform in question takes a rather long time. In the seventies the school authorities will pay special attention to the implementation of this reform and to making of the necessary adjustments. It is expected that the reform will activate the students as well as the teachers to participate in innovation of activities within the school. The practical implementation in the class-room of the objectives and the curricula that have been set up for the whole nation requires active participation from both.

The Matriculation Examination

The efforts to develop the one nation-wide examination in the Finnish educational system - the Matriculation Examination - have now advanced to the point that the Matriculation Examination is being gradually changed and will eventually be abolished in the present form. At the same time the entrance selection in our colleges and universities will be made uniform by sectors (institutes of technology, business schools, schools of medicine, etc.).

In 1972 the right to participate in the Matriculation Examination was extended to include persons that have passed a final examination in vocational or technical school after 2-3 years of study, without preceding studies in Senior Secondary School, or after having completed certain supplementary studies in a foreign language and in the second national language (Finland is a bi-lingual country)

Taking the Matriculation Examination also after certain vocational studies makes it possible to change one's study sector and opens the doors to better and more diversified further education. The present selection methods at the entrance to universities aim at reserving study places also to students seeking admission to universities directly from vocational or technical schools without an intervening Matriculation Examination. This procedure gives the students a chance to pursue further studies within the same sector (e.g. schools of technology - institutes of technology, schools of commerce - schools of economics).

THE REFORM IN SECONDARY EDUCATION

The reform of basic education will affect secondary and higher education, too. The basic problem in the secondary education during the 1970's will be the regulation of the quantity and the quality of the basic general and vocational education so that it would meet the requirements set by society. The quantitative problems arise from the fact that the expansion of general secondary education (so-called Senior Secondary School or Gymnasium education) is caused by the social demand of education, and the expansion of vocational education is caused by the need of manpower. During the most recent years, the increase in the number of available student places in general secondary education has surpassed 2-3 times the increase in the number of student places in the vocational schools. Since the availability of further educational opportunities and the better access to further studies after the secondary school will cause an expansion in this type of schooling at the expense of potential student reserves in secondary vocational education, it is evident that in the present system of secondary education we are not able to regulate the quantitative development of vocational education so that the requirements set to the supply of skilled manpower would be met.

On March 18th, 1971, the Cabinet set up a committee to define the aims of educational policy, as a factor affecting the implementation of social policy, to derive from these the aims of secondary or youth-level education and to submit a proposal for an education system based on these aims. The committee submitted its report on April 12th, 1973.

Committee proposals for reforming the education system

On July 27th, 1972, the Cabinet set up a committee, whose main task is to transform the general aims of educational policy into curricula and general methodological principles which can be utilized by the bodies involved in detailed curricula development. For this reason the stands taken by the Education Committee set up in 1971 apply primarily to the structure of the education system and general pedagogical principles, while the development of curricular content has received much less attention.

The committee's concrete proposals can be formulated as follows:

- In addition to general education, every citizen must be guaranteed vocational training to equip him for his future employment.
- General education should be of equal duration for everyone, have a common basic content and aim at as high a minimum level as possible in this respect. In addition to the common basic content, general education should include polytechnic teaching based on the interaction of theory and practice as well as practical training and optional subjects, directed towards the student's individual interests, which are not affected by the standards set for the basic material.
- In order to achieve the aims set for general education, steps must be taken in the field of social policy and educational policy for the overcoming of learning difficulties. At the macro level, it means taking economic and educational steps to provide a more stimulating learning background for certain groups of children even before school entry at the age of six. At the micro level it means taking pedagogical steps based on the view that a considerable proportion of learning difficulties are connected with the learning process itself and its inefficiency, and that these difficulties accumulate at certain points.
- After an equally long general education students will not yet choose the level of their vocational training but a broad sector of study. Each sector will open up opportunities to specialize in a particular field either on the skilled worker-, the college- or the university-level.

- The total duration of general education will be 12 years, of which comprehensive schooling from the age of six accounts for 11 years. The twelfth year of general education will be given in conjunction with vocational training. Thus the two year vocational sector phase will comprise both vocational education and vocationally-oriented general education. After the comprehensive education phase, or at the age of 17, therefore, the whole age group will be divided into broad educational sectors and at the age of 19 approximately, the students of each sector will divide up again into groups specializing in skilled work, college- or university-level studies, which will last 1-4 years (see appendix C)
- The general period of vocational training and the specialization period of education will be guaranteed to the whole age group and quantitative plans are being made with this in mind.
- By 1985 the new system of education will have been adopted by means of partial reforms which will begin simultaneously at all levels. In the initial stages of the transition the most important partial reform will be the lowering of the school entry age.

TEACHER TRAINING

Two kinds of training arrangements have been noticeable in the Finnish teacher training system. Nursery school teachers and primary school teachers have accomplished the necessary subject and pedagogical studies in the same institutions, while secondary and vocational school teachers and teachers for adult education have graduated at universities or achieved their subject studies in vocational institutions and thereafter obtained some pedagogical training in separate schools, in so-called Normal Lyceums, i.e. teacher training institutes for secondary schools.

Innovation in different branches of the training system demands a reform of teacher training, because teacher training is a means of carrying into effect the aims of educational policy.

In the plans for the total reform of teacher training it has been considered meaningful to concentrate the training of teachers for different types of schools to universities and to institutions in co-operation with them. Special attention has been paid to

finding the best possible grounds for continuous reform.

As to comprehensive and senior secondary school teachers the rearrangement of their training will be carried out according to the Teacher Training Act (844/71) during the years 1973-75. The training of the above mentioned teachers will then be organized to university education departments. Later it will be possible to transmit certain parts of teacher training for vocational and adult education to these departments. Plans for the arrangements to that effect have already been made.

In addition to teacher training the university education departments will cater for educational research and instruction. The necessary amount of practice schools for practical training and research will be arranged in connection with the education departments. Practical training and research can also be performed in other institutions.

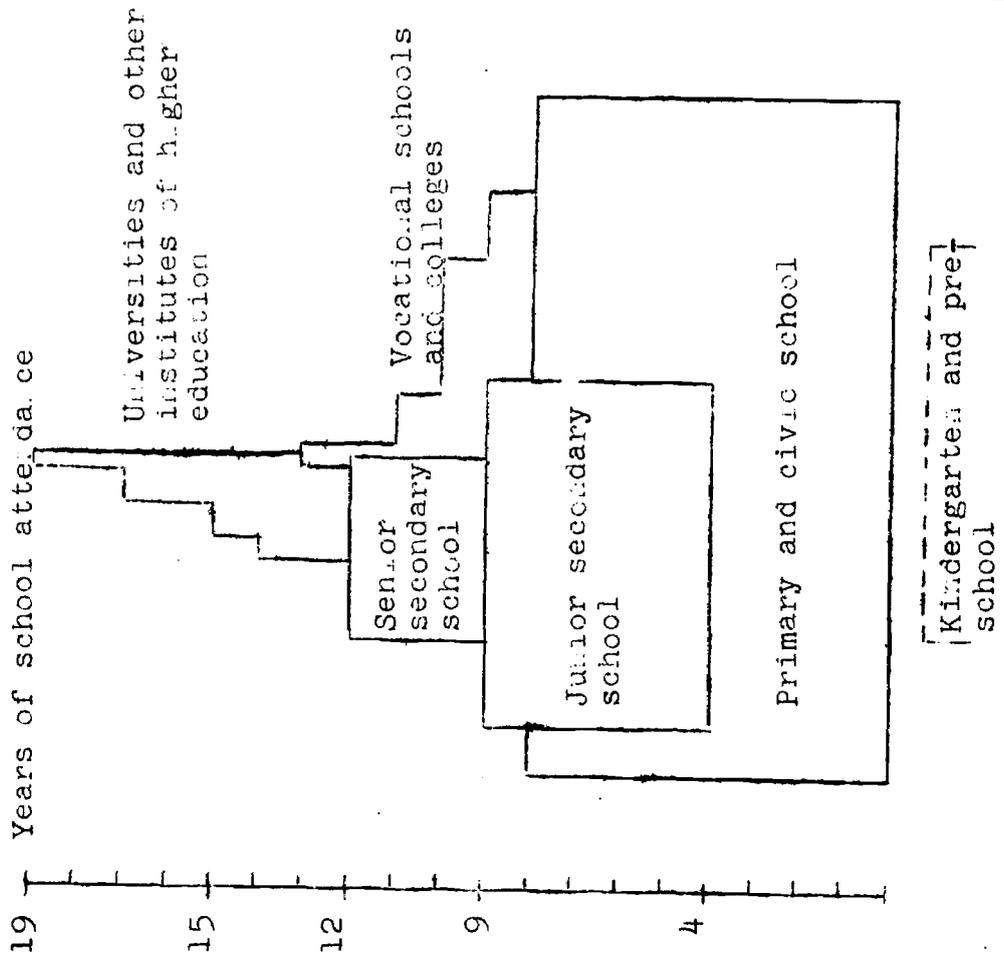
In consequence of establishing university education departments the degrees demanded of the comprehensive school and senior secondary school teachers will be arranged on the same grounds as other university studies. Special attention has to be paid to special qualifications of different groups of teachers. Which way the degrees will be developed in structure and contents is one of the problems in focus. Among those problems is also the integration of the subject and educational studies and practical training according to the aims of teacher training.

In developing the system of further training of teachers an important problem is how to create an effective organization for the training of short duration on one hand and on the other hand how to develop the further training of longer duration so that within it training can be arranged to correspond with changing needs.

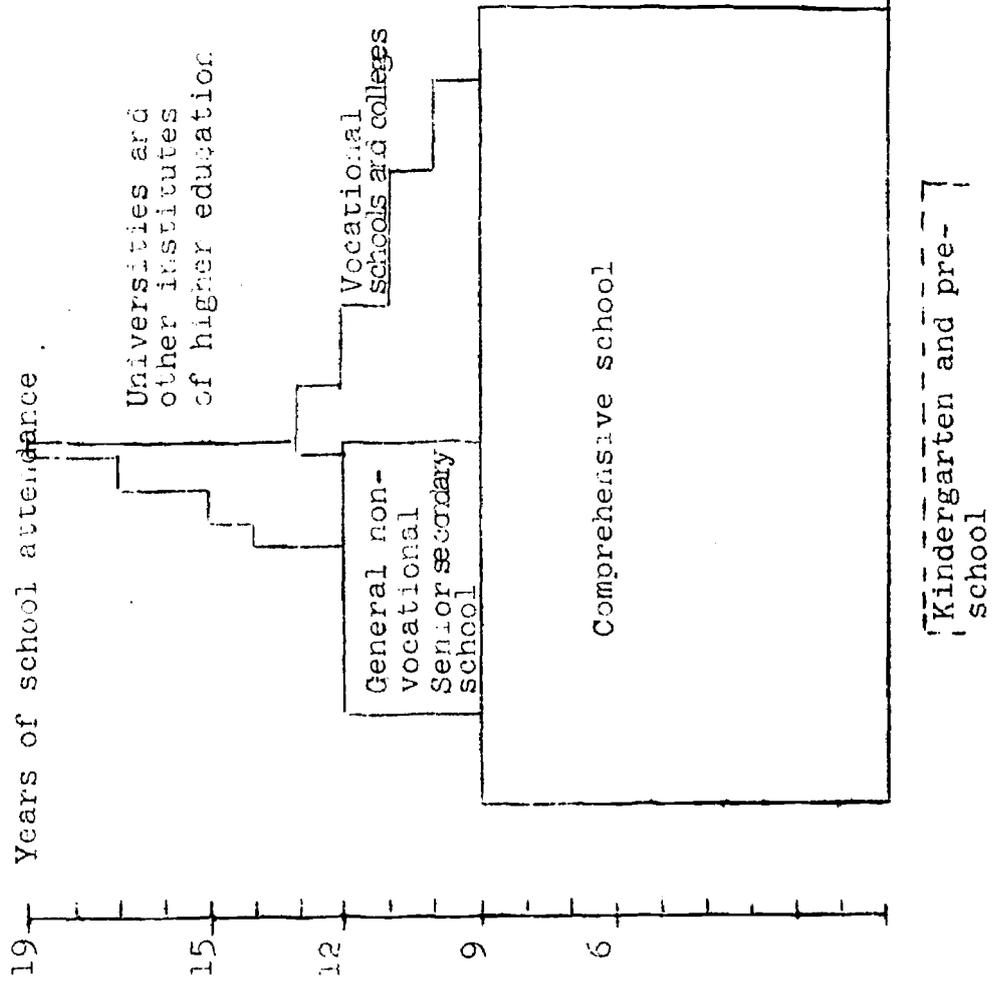
Further training of short duration will be decentralized so that courses which are meant to keep the teachers up-to-date will be arranged by regional and local authorities. There will be some so called annual study days for teachers so that they can participate in different kinds of training programmes. This part of further training will be arranged outside school hours. The further training of longer duration will be concentrated to the university education departments.

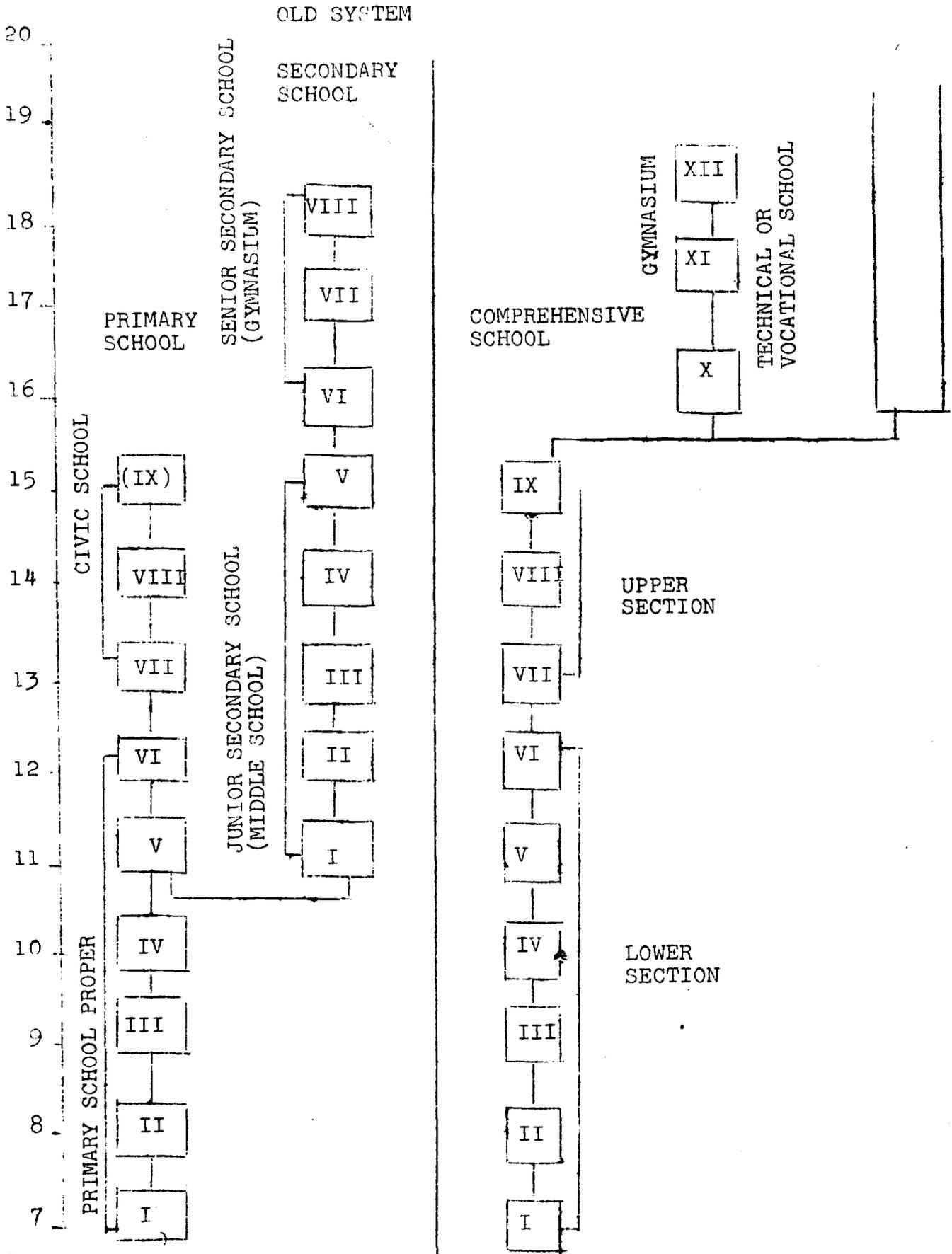
APPENDIX A

THE STRUCTURE OF THE OLD SCHOOL SYSTEM IN FINLAND

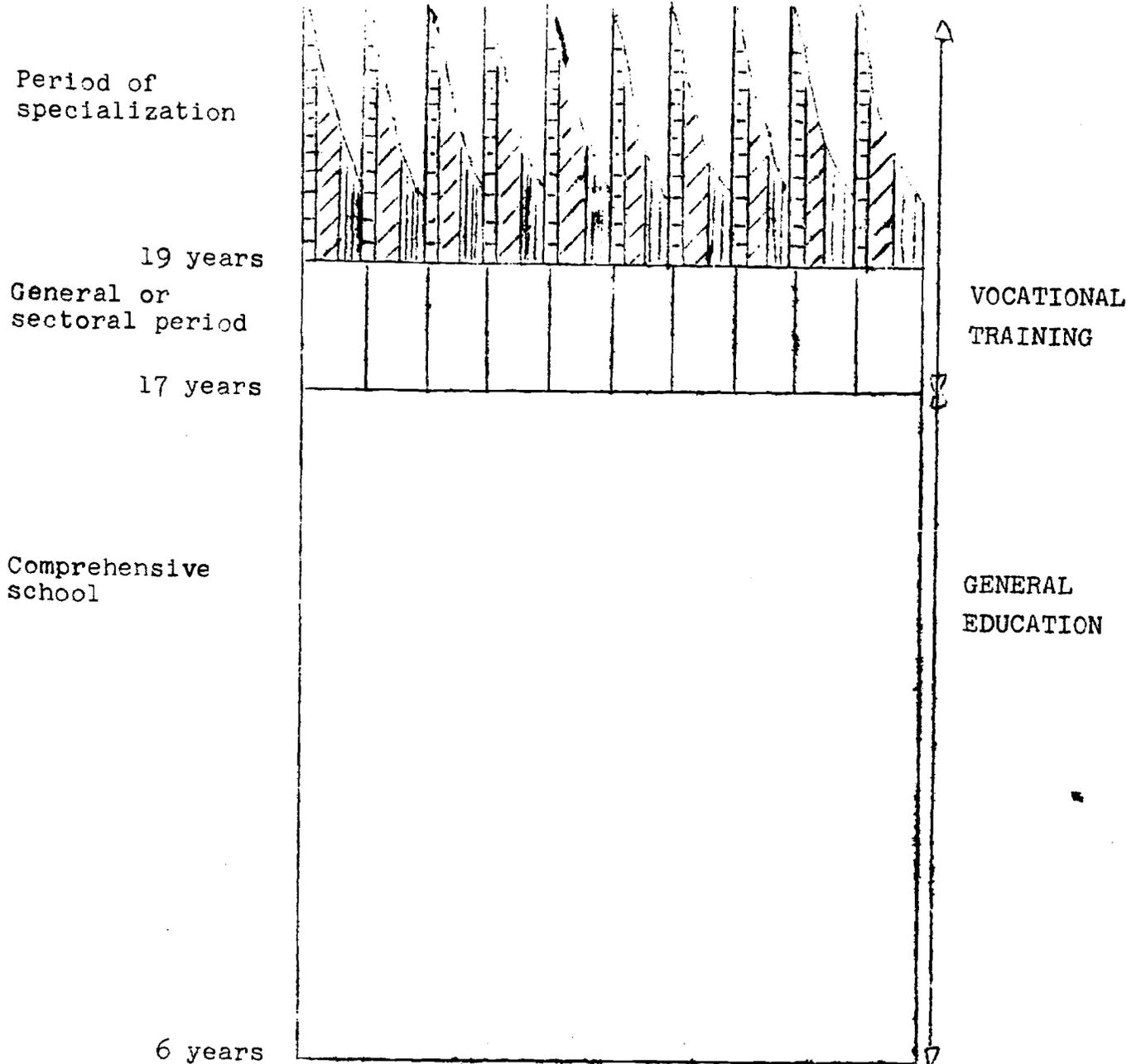


THE STRUCTURE OF THE SCHOOL SYSTEM AFTER THE INTRODUCTION OF THE COMPREHENSIVE SCHOOL





EXTERNAL STRUCTURE OF NEW
EDUCATIONAL SYSTEM



University-type specialized training



College-type specialized training



School- and course-type specialized training

Curriculum for the 9-grade comprehensive school under ten days' period is as follows:

CURRICULUM FOR THE 9-GRADE COMPREHENSIVE SCHOOL (TEN DAYS' PERIOD)

Compulsory Sub-	I	II	III	IV	V	VI	VII	VIII	IX	Total
jects	2	2	4	4	4	4	1	2	1	24
igion	6	4	2	2	2	-	-	-	-	14
vironment studies	16	16	8	8	11	11	4	6	5	85
ther tongue	-	-	4	4	5	5	5	5	5	33
irst foreign language or second national lang.	-	-	4	4	5	5	5	5	5	33
cond nat. language	-	-	-	-	-	-	4/4	4/9	3/8	11/21
irst foreign lang	-	-	-	-	3	3	3	4	4	17
story, Social science	-	-	2	2	2	2	1	1	2	12
vics	6	8	6	6	8	8	6	7	6	62
thematics	-	-	6	6	-	-	4	4	6	14
ysics, Chemistry	-	-	6	6	6	6	4	4	6	38
ology, Geography	-	-	6	6	5	5	4	4	4	40
ysical Education	6	6	6	6	5	5	4	4	4	20
usic	2	2	6	6	6	6	2	2	-	18
ctorial Arts	2	2	4	4	4	4	4	-	-	24
nnual Education	-	-	-	-	-	-	6	-	-	6
ame Economics	-	-	-	-	-	-	-	-	-	-
Educational Guidance	2	2	2	2	2	2	2	2	2	18
Optional Courses	42	42	50	50	56	56	50/50 6-14 56/64	45/50 11-14 56/64	45/50 11-14 56/64	436/446