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SWEDISH

The Swedish language in education in Finland
| 2nd Edition |

| Regional dossiers series |

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From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

ECEC	Early Childhood Education and Care
FNBE	Finnish National Board of Education (Utbildningsstyrelsen / Opetushallitus)
NIHW	National Institute for Health and Welfare (Institutet för hälsa och välfärd / Terveys- ja hyvinvoinnin laitos)

Foreword

- background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.
- aim** Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.
- target group** Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.
- link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

The remainder of this dossier consists of an introduction to the region under study, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1 Introduction

language

Swedish is presently one of the two official languages in Finland. The majority of the inhabitants in Finland are Finnish-speaking, but a minority speaks Swedish as their first language. The number of bilingual families (one parent Finnish-speaking, the other Swedish-speaking) is increasing. Three native Saami languages are spoken in Finland: Inari Saami, North Saami, and Skolt Saami. Regional and minority languages include Romani, Karelian, Russian, Tatar, and Yiddish (Council of Europe, 2012). Foreign languages that have the largest representation are Arabic, English, Estonian, Kurdish, Russian, and Somali (Official Statistics of Finland, 2013).

The spoken Swedish language in Finland can be divided into two main categories: the Swedish variety spoken in Finland (Högsvenska, which denotes standard Swedish) and the dialects in different regions. The Swedish variety spoken in Finland is one of the five regional varieties of Swedish. The other varieties i.e. dialects are Österbottniska (spoken in Ostrobothnia), Åländska (spoken in Ahvenanmaa – the Åland Islands), Åboländska (spoken in the Western coastal area of Finland), and Nyländska (spoken in Southern Finland). Swedish belongs to the Germanic language family and is one of the Nordic languages, which have much in common. It is understood in all Nordic countries by about 20 million people. Swedish spoken in Finland has the same standard and norms as Swedish spoken in Sweden. However, one can tell from a person's intonation whether s/he is a Finland-Swede. One can also tell, on the basis of intonation differences, from which part of the Swedish-speaking part of Finland a person comes, i.e. whether a person comes from Österbotten / Pohjanmaa (Ostrobothnia), Åland / Ahvenanmaa, or the southern part of Finland. The norm for the Finland-Swedes is standard Swedish, which is also the medium of instruction in the Swedish-language schools. It is important for

the Finland-Swedes that written Swedish in Finland does not differ from written Swedish in Sweden.

In Finland every citizen has the right to choose which language is their mother tongue; parents make this choice for their child, within a few weeks after its birth. Later in life, as an adult, citizens can change their mother tongue. The extent to which it is possible to use Swedish as a language of communication in stores, offices, religious matters, social welfare, and health care, varies very much.

population

The origins of the Swedish-speaking population in Finland can be traced back to medieval times when farmers from Sweden colonised Finland. Finland was a part of Sweden for more than 600 years (until 1809). As a result, there were numerous contacts between the countries: many merchants, civil servants, and military personnel moved from Sweden to Finland. Still today, the Swedish-speaking minority in Finland lives near the influence of Sweden, i.e. in the coastal areas of Finland. In addition, some so-called language islands have developed in Finland, where the Swedish-speaking minority lives isolated among a Finnish-speaking population in officially monolingual cities.

Today the total population of Finland is about 5.4 million people (Befolkningsregistercentralen / Väestökisterikeskus, 2012). Of this population 155,705 people hold a citizenship other than Finnish (Statistics Finland, 2009), and about 120 different languages are spoken in the country. This means that the Finnish society is changing from a relatively homogenous monoculture into a pluricultural society. Altogether there are 224,388 people in Finland that have registered themselves as speaker of another language than the official languages (Statistics Finland, 2010).

About 5.5 % (291,193) of the total population state Swedish as their mother tongue (Statistics Finland, 2010). People who consider Swedish to be their mother tongue are usually bilingual

with at least sufficient knowledge of Finnish; quite often they are trilingual with English being their third language. The social stratification in the Finnish society is equal for the Finnish-speaking and the Swedish-speaking population.

The municipalities in Finland have been reorganised into larger units during the last years. In 2004 there were 444 municipalities and in 2011 336. Of these, nineteen were Swedish-speaking and twelve bilingual with a Swedish-speaking majority (Kommunerna, 2011b). A municipality can be described as officially monolingual when the number of minority language speakers is lower than 6%. All municipalities in Åland are monolingually Swedish.

One of the areas in Finland where most Swedish is spoken is therefore the Åland Islands. About 26,500 Swedish-speaking inhabitants live on the Åland Islands, between Sweden and Finland. Åland already had a Swedish population in 500 BC, which is well before the main immigration flow from Sweden to Finland, in the eleventh and twelfth centuries.

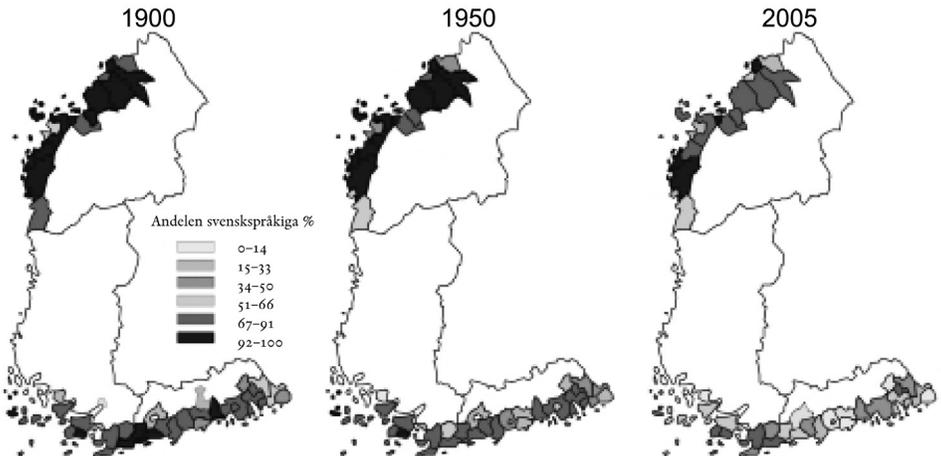


Figure 1: The West coast of Finland (Åland excluded), with the percentage of the Swedish-speaking population in 1900, 1950, and 2005 respectively; ranging from 0-14% to 92-100% (Source: Finnäs, 2007, p. 10).

In 1900 the Swedish-speaking population consisted of 349,700 people and at that time constituted 13 % of the total population of Finland. Because of the doubling of the Finnish-speaking population during the twentieth century, the Swedish-speaking population has relatively decreased to about 5.5 % (in 2005), although it has remained quite close in numbers: 289,675. The relative decrease in the number of Swedish-speaking people in Finland can partly be explained by emigration. Since 1950 about 60,000 Finland-Swedes have emigrated, mostly to Sweden. The proportional decrease of the number of Swedish-speaking people is to a lesser degree dependent on a language shift to Finnish. The net number of people who have shifted from Swedish to Finnish since 1950 is about 1,000.

language status The government of 1919 postulated that Finnish and Swedish are the two national languages of the country. In the Finlands grundlag / Suomen perustuslaki (1999/731) (Constitution of Finland) of 1922 the citizens' rights regarding language use are specified in more detail. According to the Finnish Constitution, an individual has the right to use their own language (Finnish or Swedish) before authorities. The public authority shall provide for the cultural and societal need of the Finnish speaking and Swedish-speaking populations of the country on an equal basis. In 2003 a new Språklag / Kielilaki (2003/423) (Language Act) replaced the old act of 1922. The new act does not entail any new language rights: its primary objective is to ensure the practical implementation of the rights (Ministry of Justice, Finland, 2013).

According to Ministry of Justice in Finland (2013) the new act prescribes that the authorities shall on their own initiative see to the implementation of the language rights of individuals without them having to call attention to the rights themselves. The Language Act determines a minimum level. The Hälso- och sjukvårdslag / Terveystieteidenhuoltolaki (1326/2010) (Health Care Act) contains a more detailed description of the language rights of patients or social welfare clients. This act also contains more detailed provisions on the language of instruction, consumer protection, and road traffic.

There are special laws protecting the autonomy of the Åland Islands. The Självstyrelselag för Åland / Ahvenanmaan itsehallintolaki (1991/1144) (Act on the Autonomy of Åland) was revised in 1991. The Åland Islands have got their own Ålands lagting (parliament) and an Ålands landskapsregering (government), and, besides, total autonomy in many questions, for example regarding education.

The Republic of Finland signed the European Charter for Regional Minority Languages in 1992 and accepted it two years later in 1994. It was brought into force in 1998 by a decree.

**status of
language
education**

The Grunderna för läroplanen för den grundläggande utbildningen / Perusopetuksen opetussuunnitelman perusteet (National Core Curriculum for Basic Education) (FNBE, 2004) describes curriculum guidelines for nine languages (mainly as mother tongue): Swedish, Finnish, Sami language, Romani language, mother tongue for pupils with an immigrant background, Swedish as second language, Finnish as second Language, Finnish for Sami-speaking children and for children who use sign language (FNBE, 2007b).

**education
system**

Geographically accessibility of education in Finland is high. One has the possibility to educate oneself at almost all levels throughout the country. A leading principle of the Finnish education policy has been to provide equal opportunities to all students, regardless of social background or language. The equal opportunities on the one hand and the fact that Finland has two national languages on the other, has produced two parallel school systems i.e. the Swedish-speaking and the Finnish-speaking system. These systems are run side by side, with almost equal curriculums and resources. In the Swedish-speaking schools the teachers are usually native speakers of Swedish and the language of the schools is Swedish on all occasions.

Pre-primary education is voluntary for children aged six. Most of the children attend pre-primary education. Basic education in

Finland is compulsory for children between 7 and 16 years old. This encompasses nine years of basic education, i.e. grades one to nine, and was founded in the 1970s; this was laid down in the Lag om grundläggande utbildning / Perusopetuslaki (1998) (Basic Education Act), which was first given in 1968, but has been revised several times until 1998. All of the municipalities gradually adopted the new compulsory basic education for the children; the last municipality at the end of the 1970s. The children can choose to go to the school of their own choice or choose a school in their own district. After basic education pupils can continue to andra stadiets utbildning (secondary education) and choose between gymnasier (general upper secondary education) and yrkesinstitut (upper secondary vocational education and training). Folk high schools also provide secondary education. The upper secondary school and the vocational institute then normally lead, after a three-year education, to universitet (universities) or yrkeshögskola (polytechnic universities).

In Finland all school pupils are taught their mother tongue and at least two other languages during compulsory education. The Finnish time allocation defines two levels of foreign language teaching: A-level and B-level. The students start with an A1-language as their first obligatory foreign language and later on they add another A1-language (if students study in a Swedish-speaking school) or B1-language (if the students study in a Finnish-speaking school) to their language palette. A1-language starts at the lower stage of the comprehensive school. The B1-language starts in the upper stage of the comprehensive school. Both of the languages (A1 or B1) are obligatory to all students. One of these languages has to be the other national language (Finnish or Swedish, depending on the school language). There is also a possibility for students to start a B2-language at the upper stage of comprehensive school or B3-language in the upper secondary school¹. There might also be language studies that do not reach B-level. This naturally means that in Swedish-speaking schools the students learn two A1-languages (Finnish and for example English) already at comprehensive school. As

for students in Finnish-speaking schools, only one A1-language is introduced in comprehensive school (FNBE, 2003).

The municipalities have a great role in defining the status of different languages in Finland. The municipalities can choose which languages they offer to students, to what extent, and in which schools.

private and public

There are both public and private schools in Finland. A large number (approx. 98 %) of the schools, at all levels, are run publicly by the municipalities. This means that there are only a few private schools. These are for example schools following a particular pedagogical approach, different language schools, schools adhering to a specific religion, or ordinary private schools. All schools are funded by the state for up to 60-70 % of the costs. The rest of the costs are funded by the municipalities. This means that the municipalities have a great influence on education.

The state regulates the school system through laws. The same laws and curriculums have to be followed by every (public or private) school. In this sense there is no difference in education in private or public schools. Students do not pay fees at any level; this is true for all levels of the school system. Exceptions to this rule are some institutions for adult education.

bilingual education forms

The language of instruction in schools in Finland is either Finnish or Swedish. Teaching can also be done in another language either partly or completely. According to Utbildningsstyrelsen / Opetushallitus (the Finnish National Board of Education; hereafter: FNBE) "regardless of how extensive the instruction in a foreign language or language immersion is, the pupil is to achieve such a language proficiency in the school's language of instruction and in the foreign or language-immersion language that the objectives of the different subjects can be attained" (FNBE 2004, p. 270).

Swedish-language immersion programmes have existed for over twenty years in Finland, and today we can find different modifications of this. The most popular one in Finland is still Early Swedish Immersion. The roots of the programme lie in French as second language education in Canada, which was developed in St. Lambert in the 1960s. This Canadian approach has been adapted to the Finnish context over time, and therefore some differences between the programmes can be found. According to the University of Vasa (University of Vasa, 2011) approximately 4,000 children attended Early Swedish Immersion programmes in 2009. The latest survey of Swedish-language immersion and CLIL education was conducted in 2011 by Kangasvieri et al.

CLIL means 'content and language integrated learning', which is also used in Finland to support the learning of school subjects through a foreign language. This foreign language is often English, and a variety of subjects are taught through CLIL in Finland.

The Swedish-language schools are mainly located in the coastal areas. A few Swedish-language schools can also be found on so-called language islands (cf. p.6). According to Studieinfo (2012) there were 150 Swedish-language schools in Finland in 2012.

The major Swedish-language university in Finland is Åbo Akademi. The university has a special task in taking care of the needs of education and research among and for the Swedish-speaking Finns. Åbo Akademi's campus in Vasa hosts the Faculty of Education. The faculty maintains a close contact with all the Swedish-language regions of Finland, being sensitive to the number of teachers required and providing courses and research in most of the various fields of specialisation offered by the Finnish-language faculties of education.

There are also other universities with a significant Swedish-speaking student population. The University of Helsinki, the biggest university of Finland, is a bilingual university (Swedish-

Finnish), with many monolingual-Swedish master-level programmes. Helsinki University nowadays educates Swedish-speaking teachers, both day care- and subject-teachers and also a wide range of Swedish-speaking specialists for the field.

administration Central as well as local authorities are involved in education. The primary, lower secondary, and higher secondary school systems have been regulated by central laws since 1984, with the introduction of the Grundscolelag / Peruskoululaki (1983) (Comprehensive School Act). The Undervisningsministeriet / Opetusministeriö (Ministry of Education) is the highest authority on education, regulating among other things which subjects are taught and which competences the teacher must have. The Ministry of Education also controls the universities through yearly negotiations. The FNBE is generally not normative, but the board has a statutory right to decide upon evaluation and grading. The task of the board is to develop the educational system through different developmental projects and to work out the National Core Curriculum for Basic Education (2004).

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The local authorities work through a Skolnämnden (council of education). In this council the local curriculum for the different school levels is decided upon. With the reform of the National Core Curriculum for Basic Education in 2004 the power of the FNBE was underlined. The schools are not allowed to neglect the content of the National Core Curriculum for Basic Education, which now is a norm for every school in basic education and higher secondary education. The local council of education acts as a complement to the FNBE.

The FNBE gives advice to the Ministry of Education on education policy and is in charge of the development of education in Finland. The FNBE is also responsible for the development of pre-primary education, basic education, general higher secondary education, vocational education and training, formal adult education and liberal adult education (folk high schools, study centres, summer universities), and extracurricular basic education in arts. The FNBE operates

in four areas: development of education, evaluation services, information services, and educational services. The FNBE supports schools through developing the curriculum standards for different age groups. The board also controls the quality through different kinds of tests given to a certain percentage of the pupils at different stages.

A special council, Studentexamensnämnden / Ylioppilastutkintolautakunta (Matriculation Examination Board), controls the national standard for graduates at higher secondary schools. The Matriculation Examination Board formulates the extensive examinations for graduating students. The outcomes also serve as an entrance test to university and higher vocational education.

inspection

The FNBE has the right to inspect schools if necessary. The quality control is mostly done by measuring the competencies or educational achievements of the pupils. A variety of both national (often conducted by the FNBE) and international assessments (often conducted by the Koulutuksen Tutkimuslaitos (Finnish Institute for Educational Research) at the Jyväskylän Yliopisto (University of Jyväskylä)) is applied.

**support
structure**

The Finnish and the Swedish educational systems are parallel, with equal governmental organisations that have been created to maintain the possibility for equal education. This means that for example in the FNBE there are different specialists working with Finnish and Swedish issues. This is also the case in many bilingual municipalities. The Swedish structures are as similar to the Finnish ones as possible, and the same pedagogical support exists for both languages. The number of specialists working on Swedish language issues is lower.

There are several associations in the field of education that give support at different levels. The goal of the Kommunförbundet / Kuntaliitto (Association of Finnish Local and Regional Authorities) is “to promote the opportunities for local authorities to operate for the benefit of (their) residents” in both Finnish

and Swedish (Kommunerna, 2011a). The Folktinget (Swedish Assembly in Finland) has a support function for information about the Finland-Swedish population. The Svenska kulturfonden (Swedish cultural foundation) offers grants for projects and research on the Swedish language and culture in Finland. Folkhälsan "is a Swedish-speaking non-governmental organization in the social welfare and health care sector in Finland. It carries out scientific research and provides social welfare and health care services as well as information and counselling in order to promote health and quality of life" (Folkhälsan, 2011).

In 2012 two publishing companies in Swedish-speaking Finland merged. The new publishing company, Schildts & Söderströms, focuses on literature and educational content in Swedish. A lot of imported teaching material from Swedish is also used. Also, Åbo Akademi and other universities produce material for teachers.

2 Pre-school education

target group Finnish early childhood education and care (ECEC) covers both the child day care arrangements and the more goal-oriented early childhood education for the children (so-called pre-school education). Pre-school education in Finland is intended for children aged 6. It is not compulsory to attend pre-school.

structure Early childhood education and care must be offered to every child, if the parents so wish, either in day care institutions or in family day care groups. The pre-school institutions are led by a pre-school teacher with a university bachelor degree. Mostly the different units in the pre-school institution are led by pre-school teachers supported by other kinds of caring staff.

Early childhood education institutions are organised by the local authorities. Day care is organised in different forms. They are not free of charge; parents pay according to their income. All 6-year-olds are offered a pre-school year free of charge. This pre-school year is offered either within the pre-school or within the primary school. About 90 % of the 6-year-old children in Finland attend this year of pre-school, which is a preparation for primary school (at least 700 hours of teaching).

Educational goals in early childhood education and care are broad. The main goals as stated in the Grunderna för planen för småbarnsforstan / Varhaiskasvatussuunnitelman perusteet (National curriculum guidelines on early childhood education and care) are promotion of personal well-being, reinforcement of considerate behaviour and action towards others, and gradual build-up of autonomy (Stakes, 2003). According to the FNBE “pre-primary education is based on the child’s own knowledge, skills and experiences. Its focus is on play and a positive outlook on life. From the educational point of view, working methods that accustom children to teamwork are of the utmost importance. Another central consideration is to promote the child’s own initiative and to emphasise its significance as the foundation for all activities” (FNBE, 2012a).

legislation

There are several national regulations and policy documents as well as local policy documents governing early childhood education and care in Finland: the Lag om barndagvård / Laki lasten päivähoidosta (1973) (Law on Children's Day Care), the Government Resolution Concerning the National Policy Definition on Early Childhood Education and Care (2002), the National Curriculum Guidelines on Early Childhood Education and Care (2003), and the Lag om grundläggande utbildning / Perusopetuslaki (1998) (Basic Education Act).

Day care institutions are regulated by the Law on Children's Day Care (1973). The law obliges local authorities to arrange day care according to the need of the municipalities for children between 6 months and the age of 6. The law underlines the importance of upbringing and caring more than that of teaching. The FNBE defined the Grunderna för förskoleundervisningens läroplan / Esiopetuksen opetussuunnitelman perusteet (Core curriculum for pre-primary education) in 2010 (FNBE, 2010c).

At the moment ECEC is under the supervision of the Social- och hälsovårdsministeriet / Sosiaali- ja terveystieteiden ministeriö (Finnish Ministry of Social Affairs and Health). There will be structural changes in 2013 and supervision of the pre-schools will then become the responsibility of Undervisnings och kulturministeriet / Opetus- ja kulttuuriministeriö (the Ministry of Education and Culture).

In the Basic Education Act (1998) the possibility to organise a pre-school year within the frame of primary education is mentioned. According to Statistics Finland (WERA) in 2010, in Swedish-speaking pre-schools, 930 children were enrolled in pre-school connected to basic education, and 2,274 children in six-year-old groups in day care. In total 3,204 children participated in Swedish-speaking pre-school education.

In the next chapter, reference is made to a renewal of the core curriculum for pre-primary and basic education (cf. p.21).

language use The day care institutions are divided into Swedish-language and Finnish-language institutions on the basis of their language of instruction. There are also day care institutions with another language as the medium of instruction. Some day care institutions are bilingual with separate language groups within the institution, based on the children's mother tongue of parental wish. There are also groups where children with different language backgrounds are in the same group. The pre-school teacher often addresses each child in the child's language.

The pre-school teachers in Swedish-speaking pre-schools are commonly native speakers of Swedish, but usually they are also fluent in Finnish. This is typical for the urban bilingual areas in Finland, where Swedish-speaking families often live in a Finnish-speaking context. The parents want their child to go to a Swedish-language pre-school in order to give the child a chance to speak Swedish more fluently when primary schooling starts. According to the latest Swedish day care report about language and quality aspects (Eriksson et al. 2012), only 28 per cent of children in Helsinki come from monolingually Swedish-speaking families. Also, very seldom, bilingual Swedish and Finnish-speaking children choose Finnish- instead of Swedish-language day care.

For Finnish-speaking children there is, in some areas, a possibility to take part in an early Swedish total immersion programme where the medium of instruction is Swedish. These children are monolingually Finnish-speaking, but they will become functionally bilingual in Swedish and Finnish through the programme. Similar Finnish-immersion programmes exist for Swedish-speaking children. Nowadays most of the language immersion groups can be found in the coastal areas and especially in the metropolitan area around Helsinki. The starting age for children in the immersion programmes is flexible: between 3 and 6 years of age.

teaching material There is teaching material in Swedish and in Finnish for the pre-school teachers in different thematic areas. Much of the

material used for the Swedish-speaking children is imported from Sweden. Only one Swedish publisher in Finland produces teaching material in Swedish (Schildts & Söderströms), and they have an agreement with publishers in Sweden about importing teaching material for pre-school, primary, and secondary school.

statistics

The Institutet för hälsa och välfärd / Terveyden ja hyvinvoinnin laitos (National Institute for Health and Welfare; hereafter: NIHW) is a research and development institute under the Finnish Ministry of Social Affairs and Health. It is also a statistical authority in the health and welfare field. They do not provide statistics based on language regarding the number of children in pre-school; they give out the statistics only for the whole country. In 2010 there were 223,364 children (aged 0-6) in total in day care and pre-school (NIHW, 2010).

According to Kumpulainen approximately 3,200 children attended a Swedish-speaking pre-school in 2009, out of a total of 57,700 pupils in pre-schools in Finland. Most of these attended pre-school the previous year. About 23 % of the pre-school teaching was organised within primary education; Swedish-speaking children attended a pre-school attached to a primary school more often (30 %) (2010).

3 Primary education

target group

Grundskolan / peruskoulu (basic education or comprehensive school) is compulsory and covers the age groups 7 to 16 and grades 1-9. This basic education consists of the lower and upper stages of comprehensive school. The lower stage caters to pupils aged 7 to 12 (grades 1-6) and the upper stage caters to pupils aged 13 to 15 (grades 7-9). In some cases there is a possibility for the students to attend a 10th grade (additional basic education). This is not always situated in the same school.

Class teachers teach in grade 1-6 (the same teacher teaches most of the subjects to a class). Subject teachers teach mostly in grade 7-9. Grades 7-9 are brought together in larger schools getting pupils from several primary schools.

As a principle children with learning difficulties and handicaps should be included in the mainstream school. At primary education level there are training schools for severely handicapped children, training vocational schools, and schools for visually handicapped children in both national languages.

20

structure

Almost all schools are public in Finland. This means that compulsory education is free for all pupils. The text books for basic education are free. Free meals are also served at school. Every child has the right to be taught according to the National Core Curriculum for Basic Education either by attending school or provided by their caretakers. In Finland 99.7% of the children complete compulsory education. For children with special needs the above-mentioned rules of compulsory education also apply; the time of compulsory learning can be extended from nine until eleven years.

The National Core Curriculum for Basic Education is determined by the FNBE and it was confirmed in January 2004. This curriculum is the same for Swedish-language schools for most parts. The only difference can be found in the subject area of mother tongue and literature, due to the fact that the cultures

and languages are different. There have been some changes in the curriculum since 2004. In year 2010 some changes were made especially concerning special education (FNBE, 2010a).

The subjects to be taught are defined in the National Core Curriculum for Basic Education such as second and foreign language, mathematics, environmental and natural sciences, biology and geography, physics and chemistry, health education, religion, ethics, history, social studies, music, visual arts, crafts, physical education and home economics. It also specifies the central principles of student welfare services and school-home cooperation, as well as the objectives of student welfare services that are seen as a part of the educational system. The National Core Curriculum for Basic Education also defines central themes to elaborate through the different subjects taught. It functions also as a regulation on the basis of which the basic education provider will take decisions.

renewal of the core curriculum for pre-primary and basic education (OPS2016)

21

The above-mentioned curriculum of 2004 will be changed.

The Finnish National Board of Education has begun to prepare the new national core curriculum for basic and pre-primary education. The new curriculum will be based on the [Statsrådets förordning om riksomfattande mål för utbildningen enligt lagen om grundläggande utbildning och om timfördelning i den grundläggande utbildningen / Valtioneuvoston asetus perusopetuslaissa tarkoitettun opetuksen valtakunnallisista tavoitteista ja perusopetuksen tuntijaosta] Decree on national objectives and distribution of teaching hours in basic education (422/2012), issued by the Government in June 2012.

The renewed core curriculum will be completed by the end of 2014. New local curricula that are based on this core curriculum should be prepared by the beginning of school year 2016-2017.

The preparation is carried out in working groups that

focus on structure and objectives, conceptions of learning, support for learning and the different subjects taught in basic education. Each working group consists of educational officials, researchers and teachers.

The preparation of the curriculum is interactive. All education providers can follow the preparation and give feedback at the different phases. They are also encouraged to involve pupils and their parents in the process (FNBE, 2013)².

Everyone has the right to apply for a study place for the next stage of education after finishing basic education.

legislation

There are several documents that form the basis of Finnish basic education. Basic education is governed by the Förordning om grundläggande utbildning / Perusopetusasetus (1998) (Basic Education Decree), and the Decree on national objectives and distribution of teaching hours in basic education (2012). The Förordning om behörighetsvilkoren för personal inom undervisningsväsendet / Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista (1998) (Teaching Qualification Decree) determines different teacher qualifications in Finland.

language use

The medium of instruction in Swedish-language schools is Swedish, unless a foreign language is being taught. The teachers are either native speakers of Swedish, or they have passed an advanced level test in Swedish, or have taken their master's degree in a Swedish-language university, thus showing their competence in Swedish. Schools are of a vital importance for the cultural identity of a small minority such as the Swedish-speaking population in Finland.

In Swedish-language primary schools there is a course called *förstärkt modersmål* (strengthened mother tongue Swedish) for pupils from bilingual homes where Finnish is the dominant language and the child is not quite fluent in Swedish. For the pupils who have Finnish as their mother tongue, there is a course *modersmålsinriktad finska* (Finnish as mother tongue). The other pupils learn Finnish as their first foreign language. The

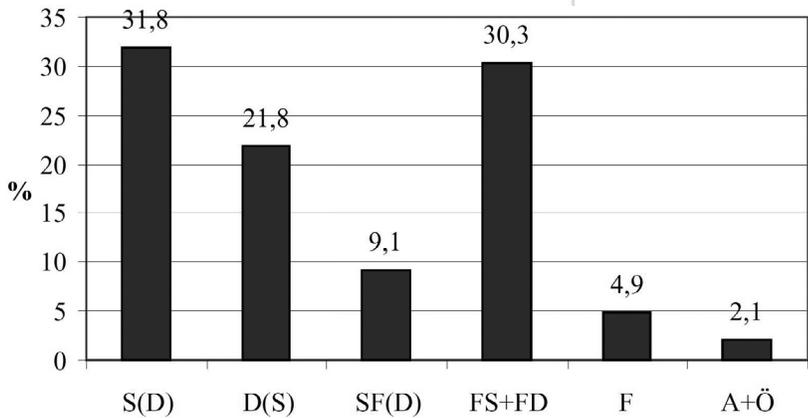
teaching of Finnish as a subject starts in grade three. In Finnish schools pupils can choose to learn Swedish or English as their first foreign language. Most Finnish pupils choose English from grade three and Swedish from grade seven. Learning Swedish is obligatory for Finnish-speaking pupils and learning Finnish is obligatory for the Swedish-speaking pupils. Only on the Åland Islands pupils may choose Finnish on a voluntary basis.

In the early Swedish immersion programme the medium of instruction is Swedish during the first two years (80 %). Gradually more teaching takes place in Finnish and at the end of the 6th grade approximately 50 per cent of the lessons is taught in Swedish. The lower secondary and higher secondary levels are bilingual. In a few cases in areas where Swedish is very dominant in Ostrobothnia early Finnish immersion for Swedish pupils is also organised.

In a report about the situation in the Swedish-language primary schools (grade 1-6) in the school year 1998/1999 the FNBE concluded that the classes are much more mixed linguistically today than during the eighties (Oker-Blom, Geber & Backman, 2001). The number of pupils in Swedish-language schools had increased by almost 30 % from 3,200 in 1980 to 4,100 in 1998. According to the investigation still two out of three pupils in Swedish-language schools at that time came from completely Swedish-speaking homes. Especially pupils from Swedish-speaking homes speak Finnish regularly in the higher grades. The FNBE concludes also that about 30 % of the pupils in the Swedish-language schools speak a Swedish dialect. These pupils are almost without exception from Ostrobothnia. In all Swedish-speaking regions of Finland there are pupils from families where other languages than Swedish and Finnish are spoken (about 2 % of the pupils). According to the teachers' estimates about 19 % of the pupils in the Swedish-language schools do not speak Swedish fluently. Teachers also estimate that 56 % of the bilingual pupils speak Swedish unimpededly. This means that there are many children that speak mostly Finnish at home but attend a Swedish-language school.

The results of the OECD Programme for International Student Assessment (PISA³) 2009 revealed that approximately 19 per cent of the 15-year-old pupils in Swedish-language schools speak mostly Finnish at home (Harju-Luukkainen & Nissinen, 2011). In the metropolitan area the Finnish language is even more dominant. At Swedish-language schools, approximately 36 per cent of all pupils aged 15 speak mostly Finnish at home (Harju-Luukkainen & Nissinen 2011, 2012).

Figure 2, below, shows the proportion of pupils from the different language backgrounds in Swedish-language education, for grades 1-6 of basic education.



- S(D): the pupil comes from a Swedish-speaking home. Only standard Swedish + pupils who also speak dialect in their neighbourhood
- D(S): the pupil speaks Swedish dialect at home but also standard Swedish in the neighbourhood
- SF(D): the pupil comes from a Swedish-speaking home but also speaks Finnish (dialect) on a regular basis in the neighbourhood
- FS(D): the pupil comes from a bilingual home and regularly speaks standard Swedish and Finnish at home and in the neighbourhood (in the neighbourhood possibly also Swedish dialect)
- FD: the pupil comes from a bilingual home where the Swedish spoken is a dialect
- F: the pupil comes from a Finnish-speaking home
- A: another mother tongue than Swedish or Finnish
- Ö: others

Figure 2: Proportion of pupils per language-background-category: all pupils in grades 1-6 attending Swedish-language primary education in 1998 (in %). (Source: Oker-Blom, Geber & Backman, 2001; Sjöholm & Østern, 2007).

teaching material The books used for teaching different subjects are in Swedish and mainly produced in Sweden or in Finland by the Swedish-language publishers. The production and publishing of Swedish-language text books in Finland is supported by grants from foundations, especially from the Swedish cultural foundation. The importance of linguistic awareness is stressed and material to help the teachers is developed for that purpose.

In a report published by the Swedish cultural foundation (Selander, 2006) the text books in use in Swedish-language schools in Finland were evaluated. The report was rather critical about the quality of the text books used: critical points included that the material was old-fashioned and Finnish texts were badly adapted. Also in PISA 2009 (Harju-Luukkainen & Nissinen, 2011) one of the principal concerns was the availability of educational materials.

Some examples of teaching material for mother language and literacy for grades 1-6 are:

Litteraturboken 1 Poetens penna (Heilä-Ylikallio & Østern, 2004).

Tjugotre poetiska landskap. Lärarhandledning till litteraturboken Poetens penna (Heilä-Ylikallio et al., 2004).

Vems Romeo? Vems Julia? Litteraturbok 5 (Kaihovirta-Rosvik et al., 2012b).

Noll tolerans - arenor för individ och samhälle. Lärarhandledning till Litteraturboken 5 Vems Romeo? Vems Julia? (Kaihovirta-Rosvik et al., 2012a).

statistics

According to Kumpulainen (2010), there were approximately 540,000 pupils in grades 1-9 in basic education in Finland in 2009. Approximately 2,300 pupils attended the 10th grade (additional basic education).

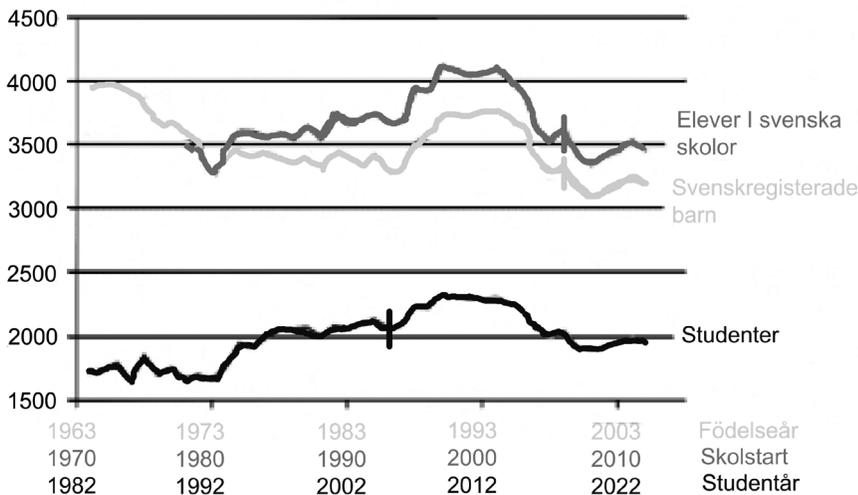
In 2009 there were 274 Swedish-speaking schools (basic education). Between 2002-2009 the Swedish-speaking basic schools diminished with more than 10 per cent. In 2009 a total of 33,100 children attended a Swedish-speaking basic

school. The Swedish schools are often smaller in size than the Finnish-speaking ones. There were fewer than 100 pupils in approximately 60 per cent of the schools. Swedish-speaking basic education is popular; in 2009 there were 3,500 pupils in grade one and only 3,200 pupils had registered Swedish as their mother tongue (Kumpulainen, 2010).

In 2010, 21,405 pupils were enrolled in grade 1-6 in Swedish-language schools. In grade 7-9 11,700 pupils were enrolled (Westerholm, 2011).

Figure 3, below, gives demographic data about the number of children starting in Swedish-language schools compared to the number of children registered as Swedish speaking and to the number of graduates from Swedish-language higher secondary

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education.

Figure 3: Demographic data regarding the number of beginners in Swedish-language schools (Elever i svenska skolor), number of children registered as Swedish-speaking (Svenskregistrerade barn), and number of pupils graduating from Swedish-language higher secondary education (studenter), including expected numbers of pupils and students for 2007-2012/2024, in a longitudinal perspective (Source: Finnäs, 2007, p. 24).

(Födelseår = year of birth; Skolstart = year started at school; Studentår =

year started at university)

About 30 % of the pupils in Swedish-speaking schools use both Finnish and Swedish at home. About 5 % of the pupils in Swedish-language primary schools come from Finnish-speaking homes. About 2 % of the pupils have another mother tongue than Swedish or Finnish (Finnäs, 2007, p. 24).

In some areas there are Swedish-language schools in Finnish-speaking surroundings. In these so-called language island-schools (*språkö / kielisaareke*) 80-90 % of the pupils come from Finnish-speaking homes (cf. Brink & Ericsson, 2007; Geber, 1989).

4 Secondary education

target group

The teaching in higher secondary education builds on the pupils' studies in lower secondary education as described in the previous chapter on primary education. Higher secondary education is aimed at pupils aged 16-18/19, but at the same time there is no maximum starting age. In Finland, the upper secondary level is divided into two educational systems. After basic education students can apply for further education at the second stage of education, which is either Gymnasium / Lukio (general upper secondary education) or Yrkesskola / Ammattikoulu (upper secondary vocational education and training). Both of these are three-year programmes. General upper secondary education ends in a matriculation examination and upper secondary vocational education gives the student a vocational qualification. Qualification from both types of education entitle entry into higher education.

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In this chapter, general upper secondary education is discussed. The next chapter will focus on upper secondary vocational education and training.

structure

General upper secondary education is organised without division into grades. The studies are usually accomplished in three years, but they may be done in two or four years as well. One course takes place within a period of 6 weeks, when the subject in question is taught intensively. The total number of courses (a minimum of 75 courses) can be taken during 3-4 years. This flexible system allows students who wish to combine vocational studies and higher secondary studies to get the necessary flexibility in their individual study schema. According to the FNBE there are no national regulations concerning the pupil-teachers ratio (FNBE, 2011a).

The Grunderna för gymnasiets läroplan / Lukion opetussuunnitelman perusteet (national core curriculum for upper secondary schools) is from 2003 (FNBE, 2003) and applies to both Finnish-language and Swedish-language upper secondary schools.

At the Swedish-language schools for general upper secondary education Swedish as mother tongue is part of the curriculum. It consists of six compulsory courses and three optional courses. The compulsory courses are (1) A world of texts; (2) Narrative literature and media texts; (3) Texts, culture and identity; (4) Nordic texts; (5) Modern texts; and (6) The power of texts. The optional courses are (7) Oral communication, (8) Advanced writing and textual skills, and (9) Literature as a source of enjoyment and knowledge. These courses differ to some extent from the ones taught in the Finnish-language schools. Also, all of the students may study more than one A-language (FNBE, 2003).

General upper secondary is free of charge, but the students do have to pay for the materials. The students also get a free meal at school. The students pay a basic fee to take the matriculation examination. Passing the matriculation examination entitles the student to continue studies at university. Students in vocational upper secondary education and training may also take the matriculation examination (FNBE, 2011a).

legislation

The *Gymnasieförordning / Lukioasetus* (Upper Secondary Education Act, 1998) describes the framework for teaching, student assessment, and students' rights in general upper secondary education. The *Gymnasielag / Lukiolaki* (Law on Upper Secondary Education, 1998) describes the purpose and objectives of general upper secondary education. A closer picture of the distribution of lesson hours gives the *Statsrådets förordning om allmänna riksomfattande mål för gymnasieutbildningen och timfördelningen i gymnasieundervisningen / Valtioneuvoston asetus lukiokoulutuksen yleisistä valtakunnallisista tavoiteista ja tuntijaosta* (2002) (Government Decree on the General National Objectives and Distributions of Lesson Hours in General Upper Secondary education).

language use

The Swedish-language general upper secondary schools use Swedish as medium of instruction. Four of the Swedish-language general upper secondary schools, each one of them in dominantly Finnish-speaking cities (Oulu, Pori, Tampere, and Kotka), are

called 'private' or 'substituting' schools. These schools were founded because of private initiatives. Here the students use Finnish as their language of communication outside the school to a large extent and also inside the school when not talking to a teacher. In these schools the use of Swedish as medium of instruction is emphasised (Brink & Ericsson, 2007; Geber, 1989).

In the general upper secondary schools a course called *förstärkt modersmål* (strengthened mother tongue Swedish for bilingual pupils) can also be taught. The aim of the course is to offer bilingual pupils a possibility to reach the same proficiency level in Swedish as monolingual Swedish-speaking pupils.

There are around 18 IB (international baccalaureate) schools in Finland, but in two of them students can receive education in Swedish as mother tongue. Most of the education in these schools is given in English.

In Finnish-language general upper secondary schools Swedish is taught as a compulsory subject. The students can choose Swedish-language at A or B-level. Writing, reading of literature, oral communication skills, grammar and multimodal texts are part of the subject. Swedish is described in the Finnish National core curriculum for upper secondary schools (FNBE, 2003) as a part of the student's general education. Swedish language competence, it is said, gives the students Nordic cultural capital and strengthens their cultural identity of which the bilingualism of the country is a part.

In secondary school the same types of language support and education can be given as in primary school.

**teaching
material**

School books are to some extent in Swedish and produced for the Swedish schools in Finland by Schildts & Söderströms. To some extent school books from Sweden are used. In some cases Finnish-language books are used in Swedish-language general upper secondary schools.

statistics

In 2007 there were 417 general upper secondary schools in Finland with approximately 100,000 students (FNBE, 2010e). At the moment 51 per cent of students finishing basic education will continue in upper secondary school (Kumpulainen, 2010). In 2010, there were 37 Swedish-language general upper secondary schools with 7,041 students enrolled (Westerholm, 2011). Most of the Swedish-language gymnasiums are small and a Swedish-language gymnasium network is established in order to strengthen cooperation through virtual communication.

5 Vocational education

- target group** Vocational education and training has become more popular. Two thirds of upper secondary students are in vocational programmes (Kumpulainen, 2010). Upper secondary vocational education and training is aimed at pupils from 16 to 19 years old, but again, there is no maximum age. Students who have accomplished the matriculation examination and general upper secondary education have the opportunity to complete an upper secondary vocational qualification.
- structure** Instead of general upper secondary education (described above), pupils can also choose to apply to an upper secondary vocational programme after their basic education. On-the-job learning is an important part of the education. Usually, vocational institutions offer three years of full-time studies in different educational fields like culinary art, fashion and beauty, home economics, audiovisual communication, social and health care, hotel and restaurant services etc. The studies include at least twenty credits of instruction at the workplace, out of a total of 120 credits for the full three-year programme. A vocational programme can be completed through apprenticeship training; it may also be completed through competence tests. The education is free of charge, but the pupils have to pay for the educational materials, i.e. books etc.
- legislation** Legislation regarding upper secondary vocational education is complex, with many recent additions. The following acts and resolutions form the framework for upper secondary vocational programmes as well as the framework for education:
- Lag om yrkesutbildning / Laki ammatillisesta koulutuksesta (1998) (Vocational Education Act)
 - Lag om yrkesinriktad vuxenutbildning / Laki ammatillisesta aikuiskoulutuksesta (1998) (Law on Vocational Adult Education);
 - Lag om upphävande av lagen om försök med utbildning på ungdomsstadiet och med yrkeshögskolor / Laki nuorisostaasteen koulutuksen ja ammattikorkeakoulujen kokeiluista annetun lain kumoamisesta (1998) (Act repealing the law on the trial in the youth stage of polytechnics); and

- Statsrådets förordning om ändring av statsrådets beslut om examinas uppbyggnad och de gemensamma studierna i den grundläggande yrkesutbildningen / Valtioneuvoston asetus tutkintojen rakenteesta ja yhteisistä opinnoista ammatillisessa peruskoulutuksessa annetun valtioneuvoston päätöksen muuttamisesta (2001) (Government resolution amending the government resolution on the qualifications structure and joint studies in basic vocational education).

All of the different fields of vocational education have their own curriculum.

language use Swedish is used as medium of instruction in Swedish-language vocational schools. Swedish language is obligatory for all students in Finnish-language vocational education as a part of common studies. Vice versa, Finnish-language studies are obligatory for students attending Swedish-language vocational programmes.

teaching material Teaching material is to some extent developed by the subject teacher. Books published by Schildts & Söderströms are used, too. Books are also imported from Sweden.

statistics There are 119 different vocational study programmes in Finland (FNBE, 2012b). In 2011 there were 14 general vocational schools in Finland with a Swedish-language programme (6 of them offered a programme only in Swedish) (Westerholm, 2011). Altogether there are over 600 vocational schools in Finland with different programmes. There are in total 53 vocational upper secondary qualifications in Finland.

In 2008 altogether 42 per cent of those leaving basic education continued to vocational education and training education immediately (Kumpulainen 2010). In 2010, 2,235 students began their vocational studies. In autumn 2010 there were in total 7,283 students enrolled (Westerholm, 2011). Apart from that, in 2007 there were about 2,100 Swedish-speaking students with a learning-contract. This vocational study system is an alternative to upper secondary education.

6 Higher education

structure

In Finland higher education is provided in two parallel sectors: at yrkeshögskola / ammattikorkeakoulu (polytechnics) and universiteten / yliopistot (universities). These institutions are under the supervision of the Ministry of Education. The emphasis of universities is on academic and scientific research and polytechnics are oriented towards the working life. Higher education is free of charge, but the students are responsible for material and books (FNBE, 2011b).

At polytechnics programmes in, for instance, technology, health, arts, youth work, business management, and hotel and restaurant management, are available. The bachelor exam consists of 210-270 ECTS. An exam at a polytechnic takes 3,5-4,5 years to complete. Studies at master's level are also offered; students can start a master's course after 3 years of relevant work experience and after completing a bachelor's degree.

There are twenty-seven polytechnics in Finland. The following polytechnics are Swedish-language polytechnics and offer their studies in Swedish: Arcada, Högskolan på Åland, Mellersta Österbottens yrkeshögskola, Vasa yrkeshögskola, Yrkeshögskolan Novia. Additionally, Haaga-Helia and Polisyrkeshögskolan are bilingual polytechnics.

As a part of the Bologna Process, Finland launched a reform of the higher education system. At the universities there is a two-cycle degree system (three years of study for a bachelor's degree (180 ECTS) and two years for a master's degree (120 ECTS). The third cycle is the doctoral degree (240 ECTS).

There are sixteen universities in Finland. The major Swedish-language university is Åbo Akademi in Åbo and Vasa. Another Swedish-language university is Hanken Svenska handelshögskolan (Hanken School of Economics). A third Swedish-language institution at university level is Svenska social- och kommunalhögskolan vid Helsingfors universitet (the Swedish

School of Social Science, an autonomous unit of the University of Helsinki, linked to the Faculty of Social Sciences). Some other universities are bilingual and offer some teaching in Swedish: Helsingfors universitet / Helsingin yliopisto (University of Helsinki), Sibelius-Akademin / Sibelius-Akatemia (Sibelius Academy), Aalto-universitetet / Aalto-yliopisto (Aalto University), and Vasa universitet / Vaasan yliopisto (University of Vasa).

legislation

There are separate laws for polytechnics on the one hand, and universities on the other. The law concerning polytechnics is Yrkeshögskolelag / Ammattikorkeakoululaki (Law on Polytechnic Education) from 2003. Some amendments have been made in 2011.

In 2009 parliament passed a new law concerning the universities: Universitetslag / Yliopistolaki (Universities Act). This law makes universities in Finland more autonomous; universities are seen as independent corporations or foundations. The Ministry of Education agrees, together with the universities, on both qualitative and quantitative goals. The Ministry is also responsible for the basic funding of the universities.

The Universities Act (2009) defines a special task for Åbo Akademi: to provide the society with Swedish-speaking specialists and researchers and to consider in its functions the needs of the bilingual population. The law also appoints special tasks to all the institutions offering Swedish-language education – Åbo Akademi, Svenska Handelshögskolan, University of Helsinki, Bildkonstakademin / Kuvataideakatemia (Finnish Academy of Fine Arts), Sibelius-Akademin, Teaterhögskolan / Teatterikorkeakoulu (Theatre Academy Helsinki), and Aalto-universitet: to provide the necessary number of Swedish-speaking specialists to Finland.

language use

Swedish is a medium of instruction at polytechnics and universities with Swedish-language programmes. It is also possible to study the Swedish language at university level. Students in Finnish-speaking programmes at polytechnics or

universities are obliged to take courses in Swedish as a subject. Vice versa, students in Swedish-language programmes have Finnish as an obligatory language.

Swedish-language university Åbo Akademi requires adequate Swedish-language skills from its students; this is stipulated in the Universities Act. Around 25 % of the students are predominantly Finnish-speaking, but they have passed a test in Swedish. Academic teaching is offered in Swedish at all levels. The process of internationalisation has led to an increase in English courses, but also to an increased number of international students. At the bilingual universities of Helsinki and Vasa the same Swedish and Finnish courses are taught side by side. The summer universities and the open universities work in close contact with the Swedish-language universities and bilingual universities; they also offer distance courses and virtual university courses. A summer university that offers courses in Swedish is for instance Hangö sommaruniversitet.

teacher training Contemporary teacher education in Finland is the outcome of over thirty years of development. A teacher at primary, secondary, or higher secondary level must have a master's degree (300 ECTS), and they must have taken the equivalent of one year of pedagogical studies. The pedagogical studies can be a part of the master's programme.

Different programmes within the field of education, from bachelor to postgraduate studies, exist both at Åbo Akademi (all possible programmes) and at the University of Helsinki (general and adult education, preschool-teacher education, and teachers of pedagogical studies). The Faculty of Education at Åbo Akademi is located in Vasa. The main reason for locating the Faculty of Education in Vasa was political. Connected to the Faculty of Education is a teacher training school called *Vasa övningsskola*.

At the University of Helsinki bilingual teacher education is also offered. The students are offered mainly Finnish-language subject studies, but they do their supervised internships in Swedish-language schools. A cooperation of subject teachers'

pedagogical studies has been initiated between Åbo Akademi and the University of Helsinki. The pedagogical studies for vocational teachers at Swedish-language vocational schools and polytechnics are also organised at the Åbo Akademi Faculty of Education. A new Swedish-language pre-school teacher programme began in the autumn of 2011 in Helsinki as a cooperation between the University of Helsinki and Åbo Akademi. A two-year preparation period preceded the start of the programme (Harju-Luukkainen, Mansikka & Silus-Ahonen, 2010).

Swedish as a language can be studied at seven universities in Finland. For teacher training for subject teachers in Swedish language and literature, the University of Helsinki and Åbo Akademi are the main universities; they offer studies (at all levels) for Swedish-language students, including Swedish language and in literary science.

primary training

The education of pre-school teachers was transferred to universities in 1995. The pre-school teacher education is 3 years and at bachelor's level (180 ECTS). There are two Swedish-language pre-school teacher training institutes in Finland. One at the campus in Jakobstad (Åbo Akademi) and one in Helsinki (University of Helsinki and Åbo Akademi).

Teacher education for the primary level takes 5 years (300 ECTS) and has been a master's level degree since 1974.

secondary training

The pedagogical studies for subject teachers (grades 7-9 and higher secondary level) are offered at the Faculty of Education at Åbo Akademi. The pedagogical studies are 60 ECTS and take one year of full-time study.

in-service training

Different universities offer in-service training for teachers to varying degrees. The national average length of the training is difficult to establish, but it varies approximately between 15 to 20 weeks.

statistics

At the biggest monolingual Swedish university, Åbo Akademi, approximately 7,000 students study at three campuses. At the officially bilingual University of Helsinki there are approximately 35,000 students on four campuses. Of these, approximately 2,600 are Swedish-speaking. There are altogether 41 Swedish-speaking professors at the University of Helsinki.

In the metropolitan area, in Swedish-language higher education, there are approximately 7,570 students at graduate level at universities or polytechnics (Handelshögskolan approximately 2,170 students, AMK institution Arcada 2,800 students, University of Helsinki 2,600).

According to the Ministry of Education in 2010 around 5,600 students were enrolled in Swedish-language polytechnics (Vipunen, 2012).

At Åbo Akademi, about 700 students are enrolled for teacher training for Swedish-language education. Yearly, 100 students take a master's degree in educational science and about 30-40 a bachelor's degree in education, especially in pre-school education (bachelor). About 4 persons yearly take a doctoral degree in education at Åbo Akademi. The programme of education (general and adult education) admits 12 students to the University of Helsinki each year. Students can graduate at all levels (from bachelor to doctoral level). Attached to this educational programme, Åbo Akademi and the University of Helsinki have a shared graduate school. Furthermore, the early childhood education programme admits 30 students each year.

The pressure on Swedish-language teacher education is great at the moment. There are more unqualified teachers working in Swedish-language schools compared to Finnish-language schools (Harju-Luukkainen & Nissinen, 2011). The situation is the same with pre-school teachers. In the metropolitan area approximately 50 per cent of the pre-school teachers is unqualified (Harju-Luukkainen et al., 2010).

7 Adult education

structure and language courses

Adult education today is the result of a long, historical development. It consists of a network of educational institutions and courses taught. The objectives and contents of adult education are not prescribed by an external body, rather, the organisations and communities behind the institutions mainly decide these themselves. Traditional adult education establishments are folk high schools, adult education centres, and study centres; also physical education centres and summer universities can be included in the same category. The essential characteristic in liberal adult education is that participation is voluntary (FNBE, 2007a).

Adult education is offered in adult education institutes and the goal is to ensure lifelong learning opportunities. These institutes teach a large number of different courses, many of them as leisure time interests such as arts education and language courses. Some of the centres teach vocational courses for people without employment. The Swedish language association for adult studies organises distance language courses. Swedish as a subject is offered in both Swedish-language and Finnish-language adult education institutes. Of special interest are the folk high schools in Finland where young people study one subject in order to get a deeper understanding of a special field of interest⁴.

The FNBE is responsible for adult education in Finland. The Samverkande bildningsorganisationerna / Vapaan sivistystyön yhteisjärjestö (Finnish Adult Education Association) is the association promoting adult education.

language use

The Swedish-language adult education institutes are located in the area where the Swedish-speaking minority is situated. The medium of instruction is Swedish. The Swedish-language adult education institutes gradually become more bilingual and offer subject studies in Swedish as well as in Finnish. Students often come from both language groups. A visible minority of the students are refugees and immigrants.

Evangeliska Folkhögskolan i Österbotten offers an intensive study of Swedish for immigrants: Invandrarlinjen (Immigration Programme). Both Swedish and Finnish are taught at different levels, and in addition to the language studies you can choose practical subjects, computer science and some musical subjects, which are also taught in Swedish or Finnish. The goal of the education is that after one or two years the students will have such a mastery of the language that they can continue their studies or enter working life and in that way be easily integrated into society.

statistics

According to Poikela et al. (2009) there are altogether 339 different adult educational institutions in Finland. In Finland 1.7 million adults are involved in adult education yearly (Vuxenutbildningar i Finland, 2012). According to Poikela et al. (2009) we can find 19 Swedish language and 7 bilingual medborgar- och arbetarinstitut (adult institutions). Furthermore, there are 17 Swedish-language folk high schools, two institutes for athletic education, and two summer universities.

8 Educational research

For decades Swedish-speaking inhabitants of Finland have been the focus of empirical research. Today there is an extensive body of research in the field of education, that has been carried out at different universities or institutions. One central site is Åbo Akademi and its Faculty of Education. Another is the Finnish Institute for Educational Research at the University of Jyväskylä, that conducts the international assessments like PISA, TIMSS, PIRLS etc. At the University of Jyväskylä we can also find the Rådet för utbildningsutvärdering / Koulutuksen arviointineuvosto (the Finnish Education Evaluation Council) that serves as an expert body for education in connection with the Ministry of Education and Culture. Also, at FNBE a research unit operates that conducts many national assessments. At the University of Helsinki, we can find the Centret för utbildningsevaluering / Koulutuksen arviointikeskus (Centre for Educational Assessment). Åbo Akademi has the Institutet för samhällsforskning – Samforsk (the social science research institute). In all of these research units the Swedish population is included in (part of) the research.

There are several ongoing research projects in Finland concerning the Swedish-speaking population. Below, a few of them are presented:

In 2010-2011 a PISA assessment was conducted of Swedish-speaking students in 2009 (Harju-Luukkainen & Nissinen, 2011, 2012). The Swedish-speaking schools are measured with their own weight in PISA, TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading and Literacy Study), and PIAAC (Programme for the International Assessment of Adult Competencies) in Finland and also in different national assessments. This means that the Swedish-speaking students represent only approximately 6 per cent of the assessed students. In some cases larger samples are drawn (over 6 per cent). This was the case in PISA 2003, 2009, and 2012, and this gave us a more precise picture of the

situation at hand. The latest PISA 2009 assessment showed great differences in the educational outcome between the Swedish-speaking and the Finnish-speaking schools in Finland for the benefit for the Finnish-speaking ones (Harju-Luukkainen & Nissinen, 2011, 2012). Also PISA 2000, 2003, and 2006 have shown a difference between the educational outcomes for the benefit of the Finnish-speaking students. Furthermore, many of the assessments conducted by the FNBE show similar inequalities in educational outcomes. Åland, too, was assessed with a larger sample in PISA 2009.

At the University of Helsinki at the department of teacher education a research project about quality aspects (including language) of Swedish-language day care institutions in the city of Helsinki has started in 2012. More than 300 children, their parents, and over 50 day care institutions are involved. The first results will be published in 2014.

Also, a project studying children aged 9-18 is conducted at the city of Vantaa together with the university of Helsinki. The project will among others comprise information about Swedish-language students' language usage and reading-related strategies. The project has started in 2013 (2013-2015). Altogether 1,800 students will be involved in the project.

Several other research and developmental projects, both international and national, concerning language and education are in progress. At the FNBE a developmental project called "Topkompetens" in Swedish-speaking Finland has started in 2012 (2012-2015). Many municipalities around Swedish-speaking Finland are involved in the project⁵.

A large scale assessment of the whole ECEC-sector in Finland (also including the Swedish sector) has started in 2012. The assessment is conducted by the Finnish Education Evaluation Council and the Finnish Higher Education Evaluation Council that are working under the Ministry of Education and Culture. The first results of the assessment will be published in autumn 2013.

Skolspråkprojektet (the school language project) (2010-2012) is a research and development project conducted by Åbo Akademi and the FNBE⁶.

Below, some of the projects concerning Swedish-language education carried out at the Faculty of Education of Åbo Akademi are discussed.

The subject group Språk- och kulturvetenskapernas didaktik (Language and cultural education) has cooperated in various umbrella research projects, e.g. Björklund, Gullberg & Sjöholm, 2004; Østern & Heilä-Ylikallio, 2004; Østern, Sjöholm & Arnolds-Granlund, 2006. International reports in journals about the language situation have been published (Sjöholm, Hansén, Østern & Slotte-Lüttge, 2004; Sjöholm, 2004; Sjöholm & Østern, 2007; Slotte-Lüttge, 2007b).

Research topics concerning bilingualism and education have led to four doctoral theses (Østern, 1991; Slotte-Lüttge, 2005; Harju-Luukkainen, 2007; Toropainen, 2008) and one licentiate thesis (a licentiate is a post graduate researcher exam, which takes two years of full time study, 120 ECTS) (Smeds, 2000). From the beginning of the 1990s two visiting scholars (docenturer) have been attached to the Faculty of Education: an associate professor of Education with a special focus on minority education and linguistic human rights and an associate professor of Swedish with a focus on bilingual research. Two postdoctoral projects have been launched where bilingual education is involved. One project is on multilingual children's learning and identity in and outside school (Sahlström, Pörn & Slotte-Lüttge, 2008). The other focuses on reading and writing in the 21st century and has multimodality as focus. This project is a Nordic and national cooperation with Ria Heilä-Ylikallio as the responsible research-manager.

A CLIL (Content and Language Integrated Learning) project within foreign language education has led to the development of teaching skills and teaching materials for teacher educators and for students (Sjöholm & Björklund, 1999).

Within Finnish education and Swedish education a unique project with immersion in Finnish for Swedish-language pupils in Jakobstad has been investigated (Grönholm, 2006; Østern, 2000; Østern, 2003).

One licentiate thesis about the Swedish-speaking teachers as language models has been written by Therese Backlund-Smulter (2005). As many children attending Swedish-language schools are not fluent in Swedish the role of the teacher as a model for fluent Swedish is of vital importance. She continues to explore the theme in her doctoral thesis.

The increasing need for intercultural education has been addressed through two doctoral theses within foreign language education (Larzén, 2005; Forsman, 2006). The importance of cultural and aesthetic perspectives in language education is stressed in several projects (Heilä-Ylikallio, 1997; Heilä-Ylikallio & Østern, 1997; Østern & Heilä-Ylikallio, 1998; Østern, 2001; Furu, 2004; Backlund-Smulter, 2005; Kronholm-Cederberg, 2005; Aaltonen, 2006).

Two research centres, both part of the Faculty of Education of Åbo Akademi, are actively involved in language education research: Center för barnpedagogisk forskning (Centre for early childhood education research) and Vasa specialpedagogiska center (Vasa special needs education research centre).

Immersion programmes are continuously monitored and researched by researchers at the University of Vasa and other universities. At the University of Vasa the Centret för språkbud och flerspråkighet (a research institute on immersion and multilingualism) is located, led by professor Siw Björklund with immersion as the special field of interest. An ongoing project cooperation between Åbo Akademi, the Faculty of Education, and the University of Vasa is called Lingva City. Research concerning immersion and CLIL education is conducted at the University of Jyväskylä.

The Nordic research networks within education (for instance Nordisk modersmålsdidaktisk forskning; Heilä-Ylikallio & Østern, 2012) are of great importance because of the possibilities to make comparisons with cultures quite close to Finland-Swedish.

9 Prospects

From a Finland-Swedish perspective a major concern are the diminishing age groups in the country as a whole, and the large number of elderly people. Increasing immigration and thus an increasing linguistic heterogeneity will represent a challenge and an opportunity. The demography professor Fjalar Finnäs (2007) regularly updates the information about the Swedish-speaking population in Finland. He has mentioned that an active language planning in bilingual families is of vital importance for the perspective of the minority language Swedish.

The Finland-Swedish research perspective includes Nordic organisations like Nordplus and Nordforsk. Also, networking regarding language education nationally gives many possibilities (e.g. KIEPO, a national project on Finnish Language Education Policies)⁷. One goal is that the language subject teachers in Swedish-language schools have the same competence in Swedish as the Finnish-language teachers in Finnish, and that the pupils in Swedish-language schools can get teaching of the same good quality as Finnish-language pupils (Hannén, 2000, 2001; Silverström, 2002).

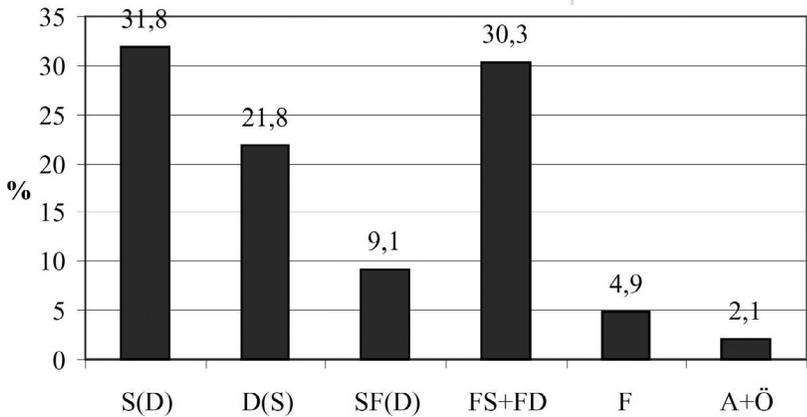
Sjöholm and Østern (2007) write that Finland is a nation that has much experience with functioning bilingualism. Here Finland can share much more than good results in PISA. The underlining of an intercultural communication perspective is seen as a vitalising factor. Through these perspectives the pupils can be engaged in language learning where their own life projects can interact with the language learning at school, challenged by inspiring teachers.

10 Summary statistics

type of education		student enrolment	Swedish-language schools	
		overall	number of schools	enrolment
<i>pre-primary education</i>		223,364 (2010) (NIHW, 2010)		3,200 (2009) (Kumpulainen, 2010)
<i>basic education</i>	grade 1-6	345,615 (2010) (SVT, 2010b)	in total 274 (2009) (Kumpulainen, 2010)	in total 33,100 (2009) (Kumpulainen, 2010)
	grade 7-9	186,368 (2010) (SVT, 2010b)		
	grade 10 (voluntary)	1,294 (2010) (SVT, 2010b)		
<i>special needs basic education</i>		46,700 (2010) (SVT, 2011b)		
<i>general upper secondary education</i>		111,800 (2010) (SVT, 2011c)		
<i>secondary vocational education</i>		133,800 (2010) (SVT, 2011a)		
<i>polytechnics</i>		138,900 (2010) (SVT, 2010a)		5,600 ⁸ (2010)
<i>university</i>		169,400 (2010) (SVT, 2011d)		12,000 ⁹ (2011)
<i>adult education</i>		1.7 million (SVT, 2008)	47 (2009) (Poikela et al. 2009)	

Table 1: Number of Swedish-language educational provisions and student enrolment (compiled by Harju-Luukkainen).

Primary and secondary education



S(D): the pupil comes from a Swedish-speaking home. Only standard Swedish + pupils who also speak dialect in their neighbourhood

D(S): the pupil speaks Swedish dialect at home but also standard Swedish in the neighbourhood

SF(D): the pupil comes from a Swedish-speaking home but also speaks Finnish (dialect) on a regular basis in the neighbourhood

FS(D): the pupil comes from a bilingual home and regularly speaks standard Swedish and Finnish at home and in the neighbourhood (in the neighbourhood possibly also Swedish dialect)

FD: the pupil comes from a bilingual home where the Swedish spoken is a dialect

F: the pupil comes from a Finnish-speaking home

A: another mother tongue than Swedish or Finnish

Ö: others

Figure 4: Proportion of pupils per language-background-category: all pupils in grades 1-6 attending Swedish-language primary education in 1998 (in %). (Source: Oker-Blom, Geber & Backman, 2001; Sjöholm & Østern, 2007).

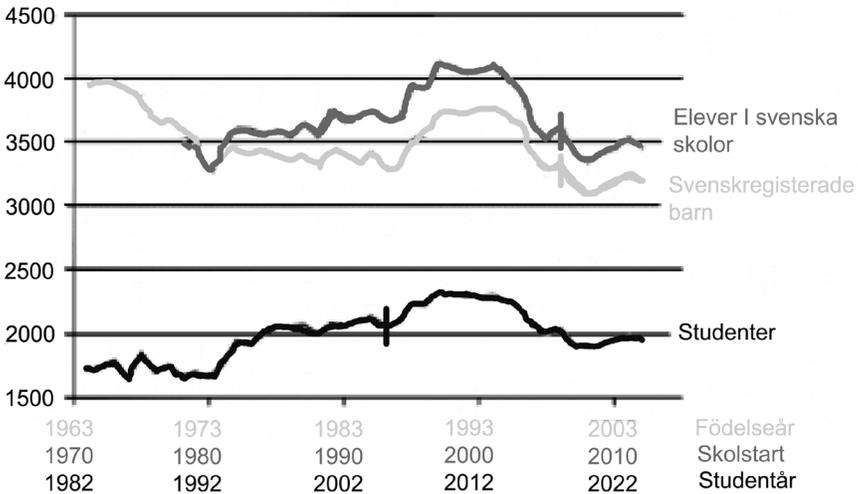


Figure 5: Demographic data regarding the number of beginners in Swedish-language schools (*Elever i svenska skolor*), number of children registered as Swedish-speaking (*Svenskregistrerade barn*), and number of pupils graduating from Swedish-language higher secondary education (*studenter*), including expected numbers of pupils and students for 2007-2012/2024, in a longitudinal perspective (Source: Finnäs, 2007, p. 24).

(*Födelseår* = year of birth; *Skolstart* = year started at school; *Studentår* = year started at university)

Endnotes

- 1 The letter refers to the level of language, and the number to the number of languages that the student is studying.
- 2 See also www.oph.fi/lp2016/103/0/laroplanerna_i_nyaste_numret_av_kasvatus
- 3 www.oecd.org/pisa
- 4 For more information see www.kansanopistot.fi
- 5 For more information see www.oph.fi/utvecklingsprojekt/toppkompetens
- 6 <http://skolsprak.fi> [Accessed November 2011]
- 7 www.jyu.fi/hum/laitokset/solki/tutkimus/projektit/kielo [Accessed January 2010]
- 8 Retrieved from the AMKOTA database, which does not exist anymore. http://amkota2.csc.fi:8080/portal/page?_pageid=116,41059&_dad=portal&_schema=PORTAL (retrieved 19.10.2011)
- 9 Counted from different resources.

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Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm
The website of the European Commission gives information about the EU's support for regional or minority languages.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** http://eacea.ec.europa.eu/education/eurydice/index_en.php
Eurydice is the information network on education in Europe. The sites provides information on all European education systems and education policies.

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