

Opetusministeriö

Undervisningsministeriet

Education

Research

Culture

Sport

Youth

Ministry of Education Strategy 2015

Publications of the Ministry of Education, Finland 2003:35



OPETUSMINISTERIÖ

Undervisningsministeriet

MINISTRY OF EDUCATION

Ministère de l'Éducation

Ministry of Education
Meritullinkatu 10, Helsinki
PO Box 29, FIN-00023 Government, Finland

<http://www.minedu.fi/minedu/publications/online.html>

Layout: Ahoy!

Photo: Kuvaario

Print: Yliopistopaino, Helsinki 2003

ISBN 952-442-517-3 (pbk)

ISBN 952-442-556-4 (PDF)

ISSN 1458-8110

Publications of the Ministry of Education, Finland 2003:35

Future is in civilisation

Education and culture concern us all as individuals and as members of society. Equal access to education and culture underpins the Nordic welfare society. By securing these services we contribute to the population's intellectual, physical and economic well-being.

The Ministry of Education creates conditions which enable people to make individual choices concerning education, culture and leisure-time pursuits and assures the impact of education and culture in society. Knowledge, creativity and innovation are the cornerstones of society and its development. High-standard education and culture generate welfare and enable Finnish society to thrive now and in the future.

Helsinki, 18 February 2003



Maija Rask
Minister of Education and Science



Kaarina Dromberg
Minister of Culture



Markku Linna, Permanent Secretary

The Ministry of Education Strategy is based on the
**values of civilisation,
equality, creativity and welfare**



As the expert agency of education, science, culture, sport and youth policy, the Ministry of Education has a social responsibility for promoting education and culture and enhancing the well-being of the population. The impact of the Ministry's action extends far and wide to the functions of society, concerning the whole population and their lifespans. The Ministry safeguards prerequisites for education and training, research and culture and thereby provides for individual life choices.

The Ministry's Strategy 2015 takes a long-term view of the aims and the means by which the Ministry's vision, operational idea and values can be realised. It outlines the direction of development in the Ministry of Education sector. The strategy caters for all citizens and stakeholders, responding to needs arising from political guidance by Parliament and the Government, and the preparation and implementation of their decisions.

The strategy identifies future challenges in the operational environment, the Ministry of Education sector, Finnish society and the international environment,

outlining relevant aims.

Strategy 2015 also contains a view of future management, leadership and development. It is essential to identify development trends in the operational environment and influence development, and also to monitor impacts and outcomes. The performance and effectiveness of the organisation is highlighted in efforts to achieve the aims.

The growing significance of internationalisation, demographic changes, knowledge and creativity reflects the change in the operational environment

Internationalisation, the global economy and Finland's integration into the European Union have meant that the fluctuations of the world economy and the effects of competition in the world market are increasingly felt in Finland. The role of research, innovation, product development, and specialised world-class knowledge and know-how is growing as a component of global competitiveness. Finland's international success is based on its high-level education, research and

creativity, its distinctive national culture and the use of modern information and communications technologies. Along with the global, the local is assuming greater importance. This is seen in the fact that local cultures, mores and values are still a crucial component of individual and communal identity.

Major questions for the European Union in the near future will be the enlargement, the division of competences and decision-making procedures, as well as the development of political cooperation with non-EU countries. The aim is to strengthen the competitiveness of the Union. Finland's action and influence in the EU entail a clear national outlook and prioritisation of aims. Participation in the EU educational, research, cultural and youth programmes is of particular importance; similarly important is to influence decisions within EU structural policy and the measures to be taken after the end of the present Structural Funds programme period in 2006.

With growing internationalisation, Finnish society has changed and is changing towards pluralism and diversity of

values. Traditions have lost their significance as a source of values. The choices open to individuals with regard to their careers and lifestyles are increasing. In the case of young people in particular, it is important to ensure that they have the capacity to make these choices and avail themselves of the opportunities inherent in education and culture. Multiculturalism, immigration of different ethnic groups and transnational influences add to the diversity of national culture.

The age structure of the population will change at a particularly rapid pace over the next decade or two. The demographic structure in Finland will be fundamentally affected by the ageing of the large age groups. Population growth will come to a halt and start falling in the early 2020s. The younger generations will decrease in relation to the ageing groups. Youth is strategically placed with regard to demographic development, as well as to education, participation and inclusion. The exit from the labour market will also influence educational needs. One of the major challenges for the education system

in the near future will be to raise the level of education among the population as a whole. The promotion of lifelong learning and job satisfaction will help to keep the ageing population longer in working life. Educational, cultural and sport services promote people's capacity for independent life and their mental and physical well-being.

Migration is gaining momentum. As the work force and services become increasingly centralised, the danger is that there will be a mismatch of regional labour needs and education, that especially young people will have problems with education and employment and that the regional disparities in services will grow. An effective network of educational, cultural and leisure-time services is a key asset for a region. Regional success is promoted by university research and polytechnic R&D, industry-education cooperation, the utilisation of ICT, and cultural industries built on creative know-how.

According to long-term forecasts, the unemployment rate will go down and the employment rate correspondingly up. In a shorter

term, there will be fluctuations due to economic cycles and trends. Employment is significantly influenced by the rate of economic growth, as well as by labour and education policy measures. Owing to ageing, the work-age population will take a downward turn. As a result, there will be difficulties in the availability of labour force: the threat of labour shortages will grow and bottlenecks in access to labour will multiply. The older population is a large, untapped labour reserve. As the younger age groups get smaller, this reserve will assume more and more importance as a future resource. It is important to improve the recruitment of immigrants.

Knowledge will be an increasingly important factor of production. Information work, the knowledge economy and content production are growing fields. It is in the knowledge-intensive fields that labour demand will be growing in particular. The occupational structure is changing towards more knowledge-intensive work in all fields. Information and communications technologies permeate all areas of work as an essential competence requirement.

Special attention must be paid to democracy and societal equality in information society. Information society development makes new demands on copyright.

Thanks to the favourable development of its national economy, the fundamental stability of its economy and its competitive business, Finland's overall competitiveness is world-class. The positive development is due to education and training, research, high technology and its utilisation, a reliable public sector and Finnish values and attitudes. However, the room for manoeuvre in public finances is fairly limited. Owing to EU economic policy, the national economic policy and the national debt, the prospects for more leeway in public finance do not look promising. The harmonisation of taxation in the EU member states will generate pressures for Finland to lower the tax ratio, which may result in lower tax income and thereby restrict leeway in public finance.

Welfare society and the egalitarian aims intrinsic to it will largely define future society. The problem in the long term will be the financing base for public

services and social benefits and the question which sector – public, private or voluntary – will produce what services. It is unlikely that public finance will grow in relation to the national economy. The ageing of the population will add pressures for public finance through increasing public care and pension expenditure and diminishing labour force. The essential factor in terms of services available to the population will be the direction in which municipal economies and service structures will develop. The future development of the Finnish welfare state will be determined by the direction in which the relationship between the government and local authorities will evolve, the solutions made in the financing of municipal services, and the choices made by local authorities themselves.

A significant part of culture, art, youth work and sport takes place within voluntary activities. Voluntary activities are a vehicle for participation, inclusion and influence. They provide citizenship education and tools for life management and promote social inclusion. The school is an increasingly important element in

social inclusion and participation. Voluntary activities have diversified, long-term commitment to organised activity has declined, association cultures have subsided and activities increasingly take the form of projects. Young people participate, act, influence and take stand, but not through customary institutional and political channels to the same extent as before. The development of democratic society and the renewal of democratic procedures essentially entail efforts to ensure citizens' influence on decision-making.

Vision

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

Operational idea

As part of the Government, the Ministry of Education is responsible for developing educational, science, cultural, sport and youth policies, and international cooperation in these fields. The Ministry promotes

education and culture, creates favourable conditions for the production and diffusion of knowledge, for lifelong learning and creativity, and for citizens' participation and well-being.

The values underpinning the Ministry's work are equality, civilisation, creativity and well-being

A civilisation values culture, education, science and scholarship. It is underpinned by knowledge, creativity, humanity and the principle of lifelong learning. A civilisation consciously shapes its own national identity and works purposefully in international interaction.

Creativity is a source of development – development optimism and innovativeness its expressions. Productive creativity entails appreciation of diversity as well as the freedom of research, culture and voluntary activities in both content and structure. A dynamic society values initiative, activity and enterprise, tempered with communal responsibility and caring.

International competitiveness,

an efficient economy and a good employment situation underpin welfare. They apply the principle of sustainable development. The promotion of sustainable development is based on a holistic view of economical, environment-friendly and social development. Welfare is associated with an individual and communal joy of doing and experiencing and with knowledge development. Intellectual, physical, social and cultural well-being concerns the population as a whole. Intellectual capital is a key factor for social and economic welfare.

A democratic society is egalitarian in regard of genders and regions. A culturally diversifying society highlights tolerance. Public services are targeted to the whole population on an equal basis. All citizens must have opportunities for education and training. Voluntary activities, inclusion and participation enable individuals to realise their potential and influence societal development.

Strategic key areas in the Ministry of Education sector

Securing educational and cultural equality

Promoting intellectual growth and learning

Increasing opportunities for participation

Supporting the educational, cultural and economic competitiveness of Finnish society

Diversifying Finland's international influence

Improving performance in the Ministry of Education sector

Securing educational and cultural equality

Equal opportunity in education and culture underlie Finnish welfare. Measures will be taken to guarantee equal access for different population groups in all regions to a wide range of education and cultural services. The public sector is responsible for promoting the well-being and equality of Finns, the Ministry of Education for ensuring equal opportunity in education and culture.

Educational and cultural opportunities within everyone's reach

Education and culture must be within the reach of everyone residing in Finland, regardless of their age, gender, origin, language, state of health or social and financial standing. Measures will be taken to ensure the prerequisites of equal opportunity in education and culture.

Education and culture are the foundation on which the individual's intellectual growth and society's welfare rest. The aim of education policy is to ensure that all age groups have a level of education and knowledge which meets the requirements of society and the labour market. Education and training provision must make it

possible for all population groups to acquire sufficient general and vocational education. Art and cultural education, sport provision and youth services will be used to promote opportunities for self-expression and self-development.

Educational and cultural services promote the vitality of regions

One future challenge will be to maintain equal educational and cultural services in different regions. Measures will be taken to promote the matching of labour needs and education and training opportunities. The problems of remote areas and growth centres need to be addressed. Information and communications technologies

play a key role in promoting balanced regional development.

Well-functioning educational, research, cultural and leisure services are a crucial asset for a region. Regional success is sustained by business-education cooperation, the utilisation of information and communications technologies, and cultural industries based on creative knowledge. Measures will be taken to promote the positive impact of schools and higher education institutions on the attractiveness of regions. Services must respond to changes in the operational environment. The aim is active cooperation with regional and other players, anticipation of future trends affecting regional development, impact analysis, and the development of international cooperation with due attention to regional considerations.

The aim: varied educational and cultural services

The aim is to ensure access to a wide range of high-quality educational and cultural services in every part of the country. Everyone should have access to art and culture and opportunities for self-

expression. Sport and youth services should be within everyone's reach. With a view to equal opportunity in culture, it is important to safeguard the position of the public library system and folk high schools, to develop museums and art institutions, to support cultural events, and to promote cooperation and networking.

A major challenge for the education system in the near future will be to raise the level of education among the population as a whole and to constantly develop the national knowledge reserve. The exit of older age groups from the labour market will influence labour needs. As the younger age groups keep diminishing, the older population groups will gain more significance as a future resource. Young people's exclusion will be tackled by means of early intervention through collaborative efforts across administrative boundaries. Good ethnic relations and immigrants' integration will be promoted.

The public sector guarantees welfare

Equality will be guaranteed by means of educational and cultural basic

services, access to which will be secured by the local and national authorities in collaboration. The local authorities play an important part in maintaining the local school and culture networks, while the Ministry of Education has a key role in preparing legislation and financing provision.

Legislation guarantees the principles of equality. The local and national economies determine the extent of public input. The challenge is the level of basic services; what services the citizen is entitled to and what other aims are set for the services.

The economic prerequisites of education and studies will be secured. Students will be guided in selections and encouraged to complete their studies and acquire qualifications.

Cooperation will be intensified with other providers of education and culture – the private and the third sector. Ensuring the availability of and access to knowledge and culture, for example by means of comprehensive networks, will entail public input. Libraries and museums play a key role as versatile information centres.

The operational environment is changing

- *The population is ageing, the young age groups are shrinking. The number of people over 65 years of age will grow from the present 780,000 to 1.22 million by 2020.*
- *According to long-term forecasts, the unemployment rate will fall and the employment rate correspondingly rise. The number of working age people will take a permanent turn downwards towards the end of this decade. The proportion of young people in the labour force will decline as a result of the ongoing demographic change. This will complicate access to labour force. The threat of labour shortages will grow and the bottlenecks in access to labour will aggravate.*
- *Regional policy is assuming greater importance. Production, the population and services are concentrating. There is a risk that welfare becomes differentiated and polarised. Local and regional specialisation will become ever more important. The network of educational and cultural services is a key asset for a region.*
- *The relative share of immigrants in and net migration to Finland are among the smallest in the EU, but immigration and emigration are growing. The relative share of immigrants is estimated to double over the next decade.*

Strategies and programmes relating to equal opportunity in education and culture:

- *Education and research 1999-2004. Development Plan*
- *Education, Training and Research in the Information Society. A National strategy for 2000-2004*
- *Art and Artist Policy Programme, 2002*
- *Library Strategy 2010*
- *Ministry of Education regional strategy 2003 - 2013, Regional development of higher education*
- *Cultural Information Society 2010 - Strategy and Programme*
- *Ministry of Education immigrant policy*
- *Museum 2000 - Museum Policy Programme*
- *Architectural heritage strategy, 2002*

Promoting intellectual growth and learning

Education and know-how, culture, youth work and sports are crucial services in terms of the individual's learning, life management, self-realisation and self-development. The constant change in society highlights lifelong learning and self-development. The challenge is to renew knowledge and to secure intellectual growth and well-being. Education and cultural and sport services promote intellectual and physical well-being.

The aim: intellectual growth and life management

Education and training, art experiences and cultural pursuits prepare the individual for active life and influence, developing discernment and the ability to analyse the surrounding world and one's own place in it. Sport provides opportunities for self-realisation and promotes life management, especially through its health effects.

Everyday life in school and educational contents provide tools for life management. Creative and cultural education supports a balanced individual growth. Art and cultural pursuits diversify and deepen personal development. By

means of art and cultural education and children's culture it is possible to implant a lifelong habit of using art and cultural services.

Comprehensive learning opens up new opportunities

Opportunities for comprehensive learning and self-development will be expanded. This means both versatile educational contents, well-functioning school communities and opportunities to learn throughout life, irrespective of people's age and life situation.

Linkages with informal learning are expanding. In addition to formal and organised education, people

learn at the workplace, at home, in their hobbies and in voluntary activities. Learning promotes life management, intellectual growth and well-being. The education system will be developed towards greater flexibility in the recognition of informal learning.

Encouraging lifelong learning

The aim of lifelong learning is to maintain a positive and active approach to learning in all age and population groups during the whole lifespan. The Ministry of Education will promote an atmosphere conducive to learning and self-development in all social sectors.

Basic education builds a foundation for lifelong learning. Practical cooperation between the school world and surrounding society will be increased.

Cooperation and networks will be promoted between different players in the world of learning – the public sector, the private sector and the third sector. The flexibility of the education and cultural systems will be developed with a view to lifelong learning. Support will be given to work done by voluntary

organisations in the field of lifelong learning.

Renewing knowledge

In terms of social cohesion and competitiveness and people's quality of life and well-being, it is important to maintain both workplace and citizenship skills up-to-date. Adults' level of education will be raised to meet the knowledge demands of the labour market. In adult education, support will also be given to measures geared to help adults at risk of exclusion. Promoting lifelong learning and well-being at the workplace promotes the ageing population's well-being. The piloting of new forms of learning and new methods of teaching will be supported. Educational and cultural services which promote the participation and well-being of the increasing older population will be diversified.

The operational environment is changing

- *The ageing population will be an increasingly important future resource as the younger age groups keep diminishing.*
- *Demands for productivity and efficiency will grow in knowledge-intensive work. Changes in working life entail an ability to meet and manage change, a constant capacity for learning and upgrading knowledge and skills. Entrepreneurship is gaining ground both as a form of activity and as an outlook. Faced with changes in the content of work and growing work loads, it is increasingly important for people to maintain their work and functional capacity.*
- *The decrease in the workforce will highlight the significance of education and training in all age groups. This underlines the need to make full use of the wide range of learning opportunities available at school and in voluntary activities.*
- *The accelerating change makes it all the more important to prevent exclusion (among adults, those with multiple problems, young people, immigrants).*
- *The importance of free time will grow, as will expectations concerning the content of leisure activities.*

Strategies and programmes relating to intellectual growth and learning:

- *Education and research 1999-2004. Development Plan*
- *Education, Training and Research in the Information Society. A National strategy for 2000-2004*
- *Recommendations of the Adult Education and Training Committee, 2002*
- *Curriculum reform 2003-2006*
- *Strategy of the Ministry's Sport Division 2001-2003*

Increasing opportunities for participation

A democratic society is built on its citizens' participation. A dynamic civil society provides ample opportunities for the individual to be participate and influence. Communality and inclusion are important factors for social welfare. A key objective guiding activities in the Ministry of Education sector is to secure opportunities for voluntary activities. The education system also plays a key role in promoting inclusion and participation.

The aim: active citizenship

The way to promote democracy is to increase citizens' opportunities for influence. Intrinsic to renewing and developing democracy in society is the empowerment of citizens to influence administrative decisions.

Education, culture and voluntary activities will be used to foster active citizenship. Care will be taken to ensure that basic education equips pupils for individual choices and active citizenship. Full use will be made of new forms of influence, such as net democracy.

Opportunities for learning citizenship skills will be promoted in youth work, sport and hobbies.

Immigrants' integration will be promoted with a view to their inclusion and participation in Finnish society.

Favourable conditions for communality and voluntary activities

In the voluntary sector support will be given to forms of action which promote inclusion and communality. The Ministry of Education will see to it that voluntary organisations have equal possibilities to pursue civic activities. The activities of organisations will be supported and obstacles to voluntary activities

removed.

The diversity of civic activities will be safeguarded. A sense of community is vital for social well-being – in terms of life management as well as self-fulfilment and a meaningful life.

Multiculturalism and encounters between cultures will be supported. The realisation of the freedom of religion will be assured and the prerequisites of religious communities safeguarded.

Inclusion prevents exclusion

The objective is to provide young people with tools for managing and structuring their lives and building their identities. Both teaching and other activities will be developed to strengthen a sense of communality in school. As regards young people in particular it is important to ensure that they are well-equipped to make choices and avail themselves of educational, cultural, sport and youth services. The aim is to enhance inclusion and prevent exclusion. Improving young people's living conditions on a wide front entails close cooperation between the public sector and

voluntary organisations.

Special attention will be focused on preventing exclusion at different crossroads in education and training - in transition from one level to another and from school to work. The relative share of young people is decreasing. It is important to guide the largest possible number of young people to active working and social life. This entails that youth workshops are made permanent and their quality is assured.

Opportunities for all to pursue artistic and sportive hobbies

Opportunities will be offered to all population groups, wherever they live in Finland, for self-realisation within cultural and sportive activities. The diversity of cultural and sport provision will be promoted.

Account will be taken of children's, young people's and special groups' special needs in art and sport pursuits. In liberal adult education and cultural provision, one focus will be to maintain older people's functional capacity. In sport-for-all the stress will be on healthy lifestyles.

The operational environment is changing

- *Finnish society has evolved and is evolving towards plurality and diversity of values. There is a wide range of special cultures. Traditions have lost some of their meaning as a source of values.*
- *Alongside individuality, communality is assuming greater importance. The local, the national, the ethnic and the religious will grow in importance as a counterforce to globalisation.*
- *Young people have more scope for experimenting with and choosing between different lifestyles. Without capabilities gained in education and culture, this freedom of choice may cause difficulties in life management and lead to exclusion.*
- *Voluntary activities offer significant opportunities for inclusion, participation and influence. They provide tools for acquiring citizenship skills, renewing democracy, building one's own identity, managing one's own life and averting exclusion. Voluntary and organisational activities add to the social capital, foster mutual trust and promote social well-being.*
- *Forms of civic activity have diversified. Long-term commitment to organisational activities is not as prevalent as before, organisational cultures have lost some of their significance, and activities increasingly take the form of projects.*
- *Young people participate, act, influence and take stand, but to a lesser degree through customary institutional and political channels.*

Strategies and programmes relating to inclusion and participation:

- *Art and Artist Policy Programme, 2002*
- *Strategy of the Ministry's Sport Division 2001-2003*
- *Education, Training and Research in the Information Society. A National strategy for 2000-2004*

Supporting the educational, cultural and economic competitiveness of Finnish society

Creativity and innovation constitute a resource for the individual and for the nation. Science and scholarship, the arts and cultural heritage are appreciated more and more as the underpinning of civilisation. The financial and social welfare of Finnish society stems from the production and application of new knowledge. The quality of innovation-based society will be safeguarded. An effective innovation system strengthens the nations' competitiveness in the global economy. Measures will be taken to promote the development of information society, information society skills, the content of information networks and the accessibility of network services.

Science, scholarship and culture ensure competitiveness and welfare

Creativity and a high level of education accelerate the renewal of society and the innovation system. A vigorous innovation system boosts the nation's success in the global economy.

Research and development form an important part of the national innovation system. Public R&D financing will be increased. The aim is a balanced and flexible research

system built on cooperation between different partners. The public financing channelled through the Ministry of Education will be linked to the aim of high quality, which will secure the performance of the research infrastructure.

Art and culture, as well as education and research, are a strategic factor for success and enlarge society's innovation base. Important to this end are both basic artistic and cultural work and the cultural industries, which use and

expand on it.

The development of the innovation system entails participation in international networks and active support for it.

Developing creativity and knowledge

Science, scholarship and research respond to the changing needs in working life. Educational foresight will be developed with a view to satisfying future education and training needs. The matching of education and labour market needs will be improved by means of growing cooperation between education and training providers and business and industry.

Knowledge-intensive jobs are proliferating. Responses will be found to rising competence requirements. Cultural education, which stimulates creativity and self-expression, is a requisite for development. The production and application of new knowledge generate welfare. Entrepreneurship will be encouraged. The stimulation of entrepreneurial attitudes will be integrated into the education and cultural systems.

Information society services within everyone's reach

Technology plays a central role as the engine of information society development. However, it is important to ensure a balance between technological development and intellectual and cultural development. Technologies will be utilised to create an ethically sustainable information society. Care must be taken to avert problems potentially arising from one-sided technology and excessive information floods. Information society skills also include critical analysis of information and an ability to cull essential and relevant information.

The aim is to create favourable conditions for information society to develop further. Measures will be taken to enhance access to information and culture on the net. A comprehensive library network provides access to information networks. Citizens' ICT and e-learning skills will be upgraded and maintained in all the sectors of education.

Content development in digital networks will be promoted. The challenge is to develop the production, distribution and accessibility of cultural services, to exploit the new technologies in the operations of cultural institutions and other players, to transfer cultural heritage onto the new media and to promote digital cultural services. Audiovisual policy promotes the

internationalisation of Finnish content creation.

Input will be made into learning and interaction in electronic education networks which use knowledge reserves. Virtual learning will open new opportunities for education and learning.

Civilisation hinges on education, science, scholarship and cultural heritage

Societal development hinges on cultural heritage. Education and cultural policy measures are necessary for nurturing cultural heritage and passing it on. In conditions of globalisation, it is especially important to see to the plurality of cultural heritage, which is influenced by means of cultural policy, and the knowledge stock needed to enhance it, which is influenced by means of education policy.

As creative activities, the arts and science and scholarship have a special place in the accrual of cultural heritage. The premise in them is individual ability and initiative, which become a resource for societal development - the innovation base of society.

The operational environment is changing

- *In globalisation, the core processes of the economy are organised globally and economic interdependencies grow. Competition for investment, business and competent human resources is intensifying.*
- *In an open and integrated economy, creativity and innovation and a highly educated work force are essential factors in terms of international competition.*
- *Knowledge and know-how are an increasingly important factor of production and the economy. Knowledge-intensive jobs are increasing. Labour demand is especially growing in knowledge-intensive fields. The occupational structure is evolving in a more and more knowledge-intensive direction.*
- *The growth of productivity will be increasingly based on knowledge and innovation. Science and research play a key role in an efficient and effective innovation system.*
- *It will be increasingly important to ensure economically, socially and ecologically sustainable development.*
- *National culture and international influences meet. International interaction enhances the wealth and diversity of national culture. Cultural heritage and cultural diversity provide a rich soil for creativity.*

Strategies and programmes relating to the development of the innovation system:

- *Science and Technology Policy Council of Finland: Knowledge, Innovation and Internationalisation, 2003*
- *Art and Artist Policy Programme, 2002*
- *Education and research 1999-2004. Development Plan*
- *Education, Training and Research in the Information Society. A National strategy for 2000-2004*
- *International strategy of higher education institutions 2010, Committee report 2001*
- *Cultural Information Society 2010 - Strategy and Programme*
- *Digital Content Production - Strategic aims and action, 2003*
- *Museum 2000 - Museum Policy Programme*
- *Architectural heritage strategy, 2002*

Diversifying Finland's international influence

Trends which underscore cultural identity are gaining momentum. The aim is to build a common value base for managing development problems involved in globalisation. The enlargement of the EU will open up new prospects for cooperation. The visibility of Finnish culture will be promoted concurrently with measures to promote multiculturalism in our own country. Multi-partner networking will be of growing importance in the EU's Northern Dimension and cooperation with Russia.

Global, ethically sustainable education, science and cultural policies consolidate Finland's position as a responsible nation

Cultural diversity, interaction between cultures and religions, security, and sustainable development take on greater importance with the advance of globalisation. Managing change entails active measures for implementing the objectives of sustainable development as well as input into the promotion of socially and economically sustainable development. One challenge will

be to reconcile the aims of different policies.

Encounters between cultures promote plurality

Growing mobility highlights the significance of cultural identity. Respect of human rights and the promotion of tolerance are special challenges in international mobility and immigration policy and therefore important objectives.

The European Union a key forum for influence

The EU's competitiveness hinges on knowledge and know-how. A significant challenge for Finland in the EU is to influence its education, science, youth and cultural policies, information society development and structural policy, especially in the preparation of the new financing framework. The expansion of the internal market and growing mobility create new opportunities for cooperation. Foresight, follow-up and planning are of the utmost importance.

The aims set by the Ministry of Education for the implementation of Northern Dimension policy must be secured. This requires cooperation within the Nordic Council of Ministers, the Barents Euro-Arctic Council, the Arctic Council and the Baltic Sea Council.

Nordic cooperation and cross-border cooperation are crucial

Nordic educational, research and cultural cooperation is growing in importance. Close cooperation with Estonia will be carried on. Cooperation with Russia must be developed and modernised in all

the Ministry of Education sectors. This entails exchanges of expertise and knowledge between the administrations, collaboration with other international players and wider use of networked cooperation.

Promoting the visibility of Finnish culture

The aim of bilateral cooperation is to enhance the international visibility of Finnish quality culture and to increase knowledge of other cultures in Finland. Ever deeper internationalisation and the limited resources available will entail strategic allocation of resources and careful prioritisation.

The operational environment is changing

- *International interdependence and the role of multilateral cooperation will grow. Significant educational and cultural issues are also addressed outside the traditional forums, for instance in the context of international trade policy.*
- *Mobility stresses the significance of tolerance and an understanding of cultures.*
- *Globalisation involves ethical problems.*
- *The world is shrinking. Our relations with developing countries and growth centres in Asia pose a new challenge to education, mobility and culture.*
- *The EU is expanding and undergoing institutional changes, which will also influence the Ministry of Education sector. Europe is transforming, which underscores the Northern Dimension.*

Strategies and programmes relating to international activities:

- *Agenda 21 for Education in the Baltic Sea Region – Baltic 21E, 2002*
- *Russia action programme, 2003*
- *Education and research 1999-2004. Development Plan*
- *International strategy of higher education institutions 2010, Committee report 2001*

Improving performance in the Ministry of Education sector

The aim in the financing of education and culture is stable and predictable funding. Management by targets will be developed in the sector, and the quality of legislation will be assured. The activities of the Ministry of Education will be weighted towards strategic work.

Economic prerequisites for education, research and culture will be secured

Input into education, training, science and scholarship and culture is investment in the future.

Maintaining national competitiveness, and thereby sustainable development of public finance entails that the resourcing of the Ministry of Education sector is assured. Since it is a sector almost totally financed with public funds, the responsibility for these investments rests unequivocally on the public sector.

The relative fall in the number of young people in no way means a corresponding decrease in the financing needed in the Ministry of Education sector. The fact that rural areas are more and more sparsely populated often leads to more costly

solutions in education, because the quality of education and training must not be compromised. New pressures for expenditure arise from adult education and training, public research funding and immigrant education, among others. Children's and young people's problems add to funding needs in the youth sector. The growing significance of culture in society will increase financing needs in the cultural sector; additional input is particularly needed in development and piloting.

Legislation secures long-term funding for basic educational and cultural services and for university education and research. Funding must be allocated effectively, profitably and justly. The aim is a system which ensures the highest possible degree of stability and

predictability in financing and responds flexibly to changes in service needs and the cost level.

Steering in the sector will be developed

The Ministry of Education is responsible for preparing legislation and the annual budget for its sector in keeping with decisions made by policy-makers. The government programme and policies are implemented by means of management by target outcome. The Ministry will focus on strategic planning and policy lines with a view to efficient and effective high-quality activities.

Crucial steering methods in the Ministry of Education sector are normative regulation, management by target outcome and information-based guidance.

Normative regulation is an important and effective way of steering activities. The challenge is to link normative regulation more closely with strategic planning. The quality of legislation will be assured.

Budgetary and funding systems are pivotal means of steering activities and implementing strategic aims for the Ministry.

Measures will be taken to intensify linkages between budgeting, strategic guidance and management in the planning of reforms in the Ministry's sector. Management by target outcome emerged as a key governance tool during the nineties. The aim is to intensify management by target outcome through more efficient goal-setting, monitoring and evaluation.

The significance of and need for information-based guidance has grown as normative, financial and target-based regulation has been relaxed to give more leeway to the players in the field to determine their own ways and means of achieving their aims. Information-based guidance and the publicity of information will be used to enhance openness and transparency in society.

Ministry of Education – a knowledge organisation

The operations of the Ministry of Education entail a knowledgeable staff. The Ministry's operations are based on its jointly agreed values: expertise, openness, cooperation, future-orientation and responsibility. The Ministry will be a competitive employer and a forerunner in staff development. The Ministry will take care of its personnel's competencies and well-being.

Knowledge, lifelong learning and knowledge management will be stressed. The aim is to develop sectoral expertise and a stronger

strategic outlook. Statistics and knowledge production, sectoral research, follow-up and evaluations will be used to gain knowledge about the impact of steering.

Democracy, the rule of law, a good and confidence-inspiring administration are the cornerstones of the Ministry's action. The Ministry will develop communications, information systems, electronic transactions and net services with the aim of creating e-MinEdu and channels for electronic transactions in the sector. Feedback from citizens, stakeholders and partners will be heeded. Open governance ensures that citizens can influence matters.

Strategy 2015 will guide the Ministry of Education in directing its sector.

The implementation of the vision, operational idea, values and aims will be monitored. The Strategy will guide the drafting of the Ministry's action and economic plan and the planning of target outcomes. The strategies devised by the Ministry for its two sectors – education and culture – will be based on the aims and policies outlined in the strategy.

Developments in the operational environment will be monitored and the performance of the Ministry's organisation evaluated. This information will be filtered into strategic views. Indicators will be developed in support of monitoring. The strategy will be updated for each government's term of office.

The operational environment is changing

- Finland spends one fifth of the national product on public services, which is only a fraction higher than the EU average. The growth in educational expenditure has been clearly more slow in recent years than in public sector expenditure on average.
- The Ministry of Education sector represents 16% of the state budget, constituting the second largest main class in it.
- Public education expenditure in Finland was 6% of the gross domestic product in 2000, whereas before the early-nineties recession it had been over 7%. The current figure still represents the OECD average. Public R&D funding was under 0.9% and cultural expenditure 0.2% of GDP.
- Over the next decade, the GDP share of social expenditure in particular will grow with the ageing of the population. A growth in GDP would enable educational, R&D and cultural expenditure to be increased as proposed on several occasions. On the other hand, there are major pressures for lowering taxes in particular, and thereby for cutting state expenditure.
- The Ministry of Education sector concerns all citizens at some point of their lives. The total number of full-time teachers, researchers and other educational, cultural and sport professionals and other employees of administrations and organisations in the Ministry's sector is about 125,000.
- As a result of the rapid changes taking place in the operational environment, strategic planning takes on particular importance.

Strategies and programmes relating to regulation in the sector:

- The Ministry's personnel programme; equality plan; Controlling change – age structure and turnover in the Ministry of Education; incentive-based salary system; postgraduate education programme for the staff
- Communications strategy, 2003
- Development programme for information and knowledge management 2003 - 2007



OPETUSMINISTERIÖ

Undervisningsministeriet

MINISTRY OF EDUCATION

Ministère de l'Éducation