

Sections 1–4 were approved by Jyväskylä Educational Consortium Council on 14 December 2012.

# **SILTA 2016+**

## **JYVÄSKYLÄ EDUCATIONAL CONSORTIUM STRATEGY FOR 2013–2016**

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The Board of Jyväskylä Educational Consortium approved the target programme to implement the strategy on 21 February 2013.

## 1 Background

Jyväskylän Educational Consortium is an educational institution owned by the municipalities of Central Finland. It provides upper secondary education and is a developer of competence in its operating environment.

**The ethos of the Consortium is to be a cross-sectoral, multicultural learning community that focuses on education, skills and entrepreneurship.**

**Our mission is to provide first-class and future-oriented upper secondary education. Successfully carrying out our mission requires measures that develop education, our region and work market as well as active promotion of international connections.**

**The Näkymä 2016+ project is about becoming an internationally esteemed pioneer in providing high-quality upper secondary education as well as a developer of exemplary practices.**

**The practices of the Educational Consortium are based on dialogue that builds on trust, transparency and partnership.**

All Educational Consortium employees are committed to this foundation and building it further.

The students of the Educational Consortium draw from these values and objectives when they move on to the workplace, start up their own businesses, begin further studies or update their existing competence.

The shared services of the Consortium support the implementation of its mission in a user-friendly and cost-effective way.

## 2 Challenges in the operating environment

The operating environment for providing education and developing competence has been changing radically in the present decade. Municipal and service structures as well as educational structures and models are merging. Work and business operators are trying to find their place in the midst of the uncertainty created by the protracted Euro crisis. The ageing population is leading to a challenging dependency ratio. Work, services and trade are all rapidly becoming electronic, and the environment of even the more traditional jobs and services is changing. Globalisation, with its countless effects and megatrends, such as climate change, are the driving force for these changes.

### 2.1 Increasing diversity in the student population

Finnish society has long been ethnically and culturally very homogenous. This feature was strengthened by the welfare state model that really started to influence education in the 1960s, for example, and the general increase in people's wealth.

Finland's EU membership and the accelerating rate of globalisation have increased immigration. This increase is particularly evident in the Helsinki Metropolitan Area and other cities such as Jyväskylä. Integrating and engaging immigrants in Finnish society on this scale is a new task.

Rapid changes in the work market and its structures as well as new competence requirements have led to an increasing demand for highly skilled employees. More complex and kaleidoscopic working environments require more all-round competence and general and cross-sectoral skills. Continuous updating of skills and knowledge and the need to extend careers require lifelong learning.

There is a general understanding in the country that the population is more divided than before. The majority is doing well while a minority of people is increasingly worse off. Highly motivated people actively seek fulfilling options and paths for their lives while those at risk of social exclusion often struggle with life skills.

The Finnish education system has never faced as versatile a body of students as it has in the 2010s. At the same time, public resources available for education are decreasing.

In the upper secondary education provided by Jyväskylä Educational Consortium, this trend is shown as a need to invest in internationalisation, high competency and cross-sectoral skills, the ability to acquire general knowledge and skills, all-round competence and cooperation with other higher education institutions. On the other hand, the number of students with special needs has increased both in academic and vocational upper secondary education.

There is great demand for academic and vocational education for adults, and there is also an increasing demand for education tailored for immigrants. There are high expectations for apprenticeships as a work-centred and flexible educational alternative.

The diversity is also evident in the increasing need for dialogue between the work market and businesses, regional development operators, education providers and the municipal and third sector. The trend of upper secondary education merging more and more with both lower secondary education and higher education is inevitable.

The need for customised learning and choices makes cooperation between the different performance areas of the Consortium and especially between vocational and academic upper secondary education important.

## 2.2 Increasing diversity in work, entrepreneurship and businesses

In less than a century, Finland has developed from a country living from agriculture and forestry into a post-industrial society that is now described with such terms as 'information society' or 'thrill-seeking society'. The recovery from the recession in the 1990s was driven by the technology industry, led by Nokia, but now the success stories of businesses seem to be smaller and scattered around the global markets.

The region of Central Finland is still strongly dependent on the forestry industry, which makes it an export-driven region. The share of jobs provided by the paper and wood industry, forestry industry and related machinery and equipment manufacturing industry is roughly double compared to the rest of the country. No new jobs can be expected to emerge in the bigger businesses in these sectors, instead the number of jobs is likely to fall. Problems are highlighted now that exporting is weak.

In addition to the forestry sector, education is an area of strong specialisation in Central Finland. The student body of the Educational Consortium, University of Applied Sciences and the University is big in relation to the operating area. These organisations are appealing and have invested in education quality, promoting entrepreneurship and exporting educational know-how through Educluster Finland Oy, for example. At the same time, a small SME-sector educational cluster is emerging. These factors support the region's extensive educational work as a strategic choice.

Social services (e.g. public administration and social and healthcare services in addition to education) employ almost a third of people in the region and produce roughly a quarter of the region's added value. This above average provision of social services means bigger challenges now that public sector funding is radically decreasing.

The region faces high structural and youth unemployment, which is made worse by the decreasing need for industrial and public sector workforce. On the other hand, the need for social and healthcare sector workers will increase. Both in the public sector and in forestry, metal and machinery companies, retirement ensures that new workers are constantly needed. New business opportunities are emerging in the bio, energy and environmental sectors.

The growth sectors of the future include the trade, hotel and restaurant sectors and other market

services (transportation, finance, business services and household services). A total of 30 % of employees in Central Finland work in these sectors. The figure for the entire country is 42 %.

New jobs will be created in the constantly diversifying service sector SMEs. A new kind of familiarity with international networks, services, design and businesses is required to turn these SMEs into intensive growth and export companies. Moreover, Central Finland needs productising and research-intensive companies that make use of the region's higher education provision.

Employment trends in the Finnish culture sector can be seen as a weak signal of change. From 2004 to 2010, growth was slightly under 8 % and between 2004 and 2011 it was over 22 %. The general growth of employment in Finland in this period was 5 %. For how long will the success stories of Nightwish or Rovio be only marginal phenomena? The new type of entrepreneurship is daring and open-minded.

The new and old are always in dialogue in the work market. The general trend seems to be a move from practical and routine work to more creative tasks that require personal accountability and are often projects where team and interpersonal skills are required. This trend will narrow the gap between traditional employment and entrepreneurship.

### 2.3 Regional structural change

One central challenge for social policy in the future is to ensure the provision of services as the population ages and becomes more centred in certain areas. The regional structural change and modelling required by this will provide challenges for operators and networks. In Central Finland, the existing service network does not ideally correspond with the location of the population, which makes network maintenance expensive.

Jyväskylä Educational Consortium is by far the largest upper secondary education provider in the region. Educational institutions run by the Consortium include Jyväskylä Institute of Adult Education, Jyväskylä College, Jyväskylä General Upper Secondary Schools, Jyväskylä Apprenticeship Training Center, and Jämsä College. Other upper secondary education providers and operators in Central Finland include the Vocational Education Institute of Northern Central Finland, Jyväskylä Christian Institute, Karstula Evangelical Institute, College of Central Finland, Bovallius Vocational Education and Training Center, Jyväskylä School of Home Economics, the upper secondary school of the University of Jyväskylä Teacher Training School, the upper secondary school of Jyväskylä Rudolf Steiner School, and 16 municipal upper secondary schools in the region.

According to the guidelines of the Government Programme, the objective of municipal policy is to establish a dynamic municipal structure that relies on strong municipalities. A strong municipality covers the natural commuting area and is sufficiently big to provide its key health and social services independently. There has been much political debate in particular on organising health and social services within a structure like this.

The report (2012) of the working group on local government structures states that vocational

education will mainly meet regional or municipal needs while also being national and sector-specific in some areas. Meeting the needs of different sectors requires education provider units that are sufficiently big, or otherwise sufficiently strong and recognised operators. This is why the working group expressed the view that vocational education providers should mainly be reviewed in a larger context than that of a single municipality.

The need for change in academic upper secondary education is linked to the fragmental school network and the size of future generations. There have so far been few changes to the school network, and access to these schools has remained the same. According to the working group, smaller age groups in the future will inevitably lead to the upper secondary school network thinning out in the coming years.

The development programme for education and research for 2011–2016, which supplements the Government Programme, proposes an action plan to improve cooperation and service ability of upper secondary education. The main message is cooperation between institutions where facilities, support services and teacher resources are shared by different upper secondary schools but also with higher education institutions. The programme is designed to support a dynamic and functional network of educational units.

In its audit report (2012), the National Audit Office recommended to the Finnish Ministry of Education and Culture that a review should be carried out on whether merging upper secondary education administration could provide synergy benefits that could be deployed when developing the entire upper secondary education sector. Jyväskylä Educational Consortium is mentioned as an example of such administrative solution.

The Consortium aims to be an education provider that is functionally integrated but physically spread throughout the region. The task is to maintain a cost-effective network of units and shared support services so that the mission can be delivered while meeting the needs of the entire operating area.

#### **2.4 Staff competence and wellbeing in the midst of operational and pedagogical change**

The need for change arising out of the three Consortium client perspectives described above – student, work market and businesses and operating area – means new types of challenges for Consortium employees. At the same time, weaker public-sector finances and cuts in student numbers create pressure to re-evaluate the number of employees.

This situation can be described as a turning point in our work and pedagogy. The mergers that took place in the Consortium's recent past (Jämsä College and Jyväskylä's academic upper secondary education) and network and facilities solutions have concretely changed the organisation. These processes will continue to take place in the coming years. New opportunities provided by educational technology and related eLearning applications will have a bigger role due to the general trends in society as well as the need for distance learning opportunities.

Working environments that are shaped by these changes will need inclusive and listening leadership, strategic clarity and internal communication. Job satisfaction in an expert community and motivating operating culture arise from comprehensive work specifications and understanding the interactive relationships and contexts that relate to one's work.

The diversifying student population and learning environment online solutions require unique pedagogical solutions and, in all cases, the need for customised learning and personal counselling seems to be increasing – unlike the available resources. The changing work market and higher education targets are also creating new demands to develop and readjust upper secondary education and, through that, teacher competence. The wellbeing of the teaching staff and people who work in the shared service provision and meet the ever increasing demands for efficiency is the foundation of all of our work.

## 2.5 Shrinking public economy

Finland aims to recover its public economy under the conditions created by the Euro crisis and the economic challenges faced by the Western world. No quick remedy is in sight but rather more insecurity and years of slow or negative economic growth.

The main source of expenditure in the society will be social and healthcare services and educational services. Both sectors face a need for structural reorganisation and readjustments.

The ageing population creates pressure to increase social and healthcare expenditure. This makes the need for cuts challenging when working under the existing models and priorities. Due to the need for lifelong learning, record-high immigration, increasing birth rates and the education guarantee, the education sector has reason to request additional resources. Despite this, funding for the education sector continues to diminish.

As a result of both the cuts agreed upon in the Government Programme and the expenditure framework decided on by the Finnish Government in spring 2012, public funding for vocational and academic upper secondary education will decrease by at least 10–15 % by 2016. Due to regional and political considerations related to the structural solutions, the aim is to make only small cuts but in as many places as possible.

Index increments for unit price funding were frozen for 2013 in the entire education sector throughout the country. Cuts to apprenticeships mean a 10 % funding cut for Jyväskylä Apprenticeship Training Center.

In a letter sent in November 2012, the Finnish Ministry of Education and Culture proposed that the total number of student places (8 264) in vocational upper secondary education and training in Central Finland would fall by nearly a thousand students (2014: 7 880 > 2015: 7 530 > 2016: 7 310) i.e. by 11.5 % by 2016. This translates into a EUR 11 million cut proposal. Nationally, the cut means a decrease by 7 350 students or nearly 5 %. These cuts to student places will help achieve nearly 40 % of the required spending cuts in vocational education and training.

The rapidly progressing shortage of financing requires Jyväskylä Educational Consortium to make choices and adjust, adopt new practices and models, and make use of new sources of funding. As a major education provider, Jyväskylä Educational Consortium has a much more extensive selection of tools available for making the necessary cuts and finding additional resources than many other education providers.

## **2.6 More efficient use of the Consortium framework**

The Finnish upper secondary education sector is very diverse and fragmentary. At the beginning of 2011, there were 139 vocational and 285 academic upper secondary education providers in Finland. For economic and quality reasons, the state tries to make the provision of education more focused and push the providers into closer cooperation with other stages of education. In practice, this means sharing facilities, support services and teacher resources across institutions.

Jyväskylä Educational Consortium is the biggest vocational education and training provider in Finland. As the provider of Jyväskylä's academic upper secondary education, the Consortium is also one of the biggest academic upper secondary education providers in the country. The benefits of this model are dependent on the ability to improve the quality and efficiency of the mission.

The administrative organisation of Jyväskylä Educational Consortium consists of educational institution performance areas and shared services (Consortium management, property management and student canteens) and their linear management system. The core of the operational organisation consists of teams at all levels of the organisation. The matrix organisation still needs to work on coordinating data, expertise and decision-making in an efficient way.

Positive evidence exists of the high-quality and economically efficient work of the Consortium. The Consortium has made use of synergy benefits, for example financial administration and planning, procurement, data administration, food services, pedagogical planning, maintenance and construction of facilities. Uniform practices in HR services, international work, quality management and communications have also improved the effectiveness of our work.



The common framework within the Consortium has facilitated educational political lobbying and maintaining relationships with other operators in society and has also promoted cooperation with the work market and businesses. This cooperation is evident in the many effective projects in the areas of education and pedagogy, development of the work market, promotion of entrepreneurship, and regional development.

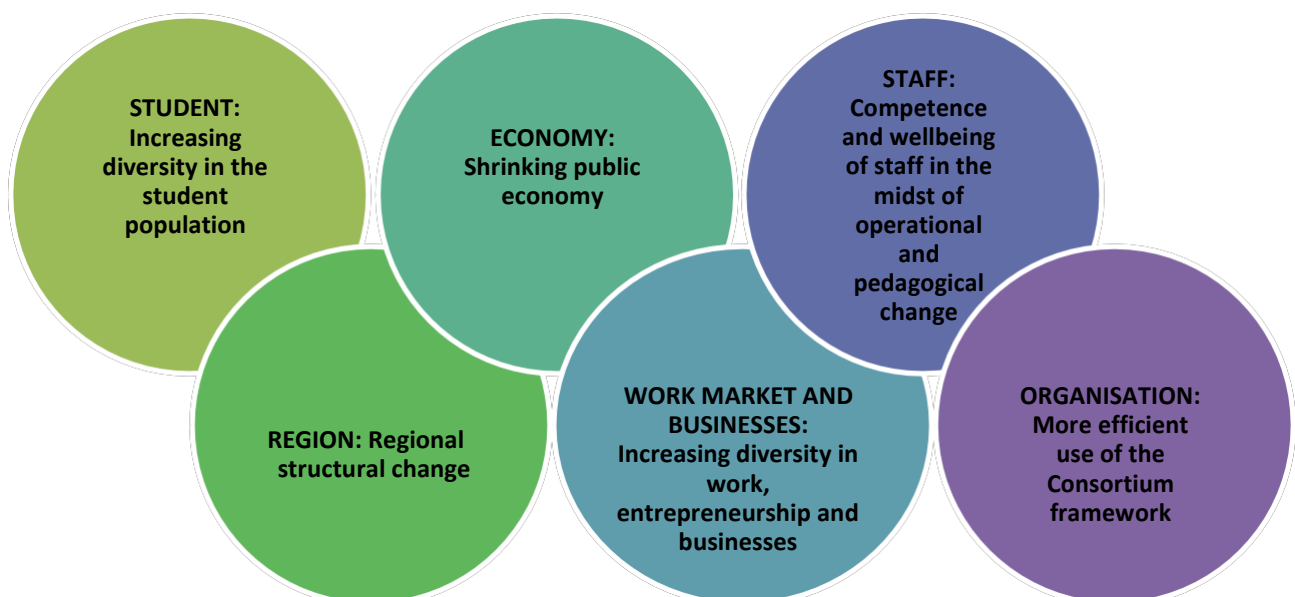
Cuts to public funding and the inevitable choices and measures that follow may undermine the fledgling common organisational culture and people's commitment to it. Studies report that the main obstacle to cooperation between the academic and vocational streams within upper secondary education is attitudes. The protracted academic upper secondary school network solution in Jyväskylä has made attitudes and politics around the issue more polarised.

From the point of view of internal development of the organisation, the central requirement increasingly is that cooperation and distribution of responsibilities between the shared services and educational institutions on one hand and between different educational institutions on the other must improve. The education provider's framework must be adjusted and developed so as to be more user-friendly. Benefits from scale and synergy must be actively sought after and highlighted.

Due to rapidly developing information technology and the demand for mobile solutions in particular, one of the key challenges is the user- and needs-oriented reorganisation of ICT services.

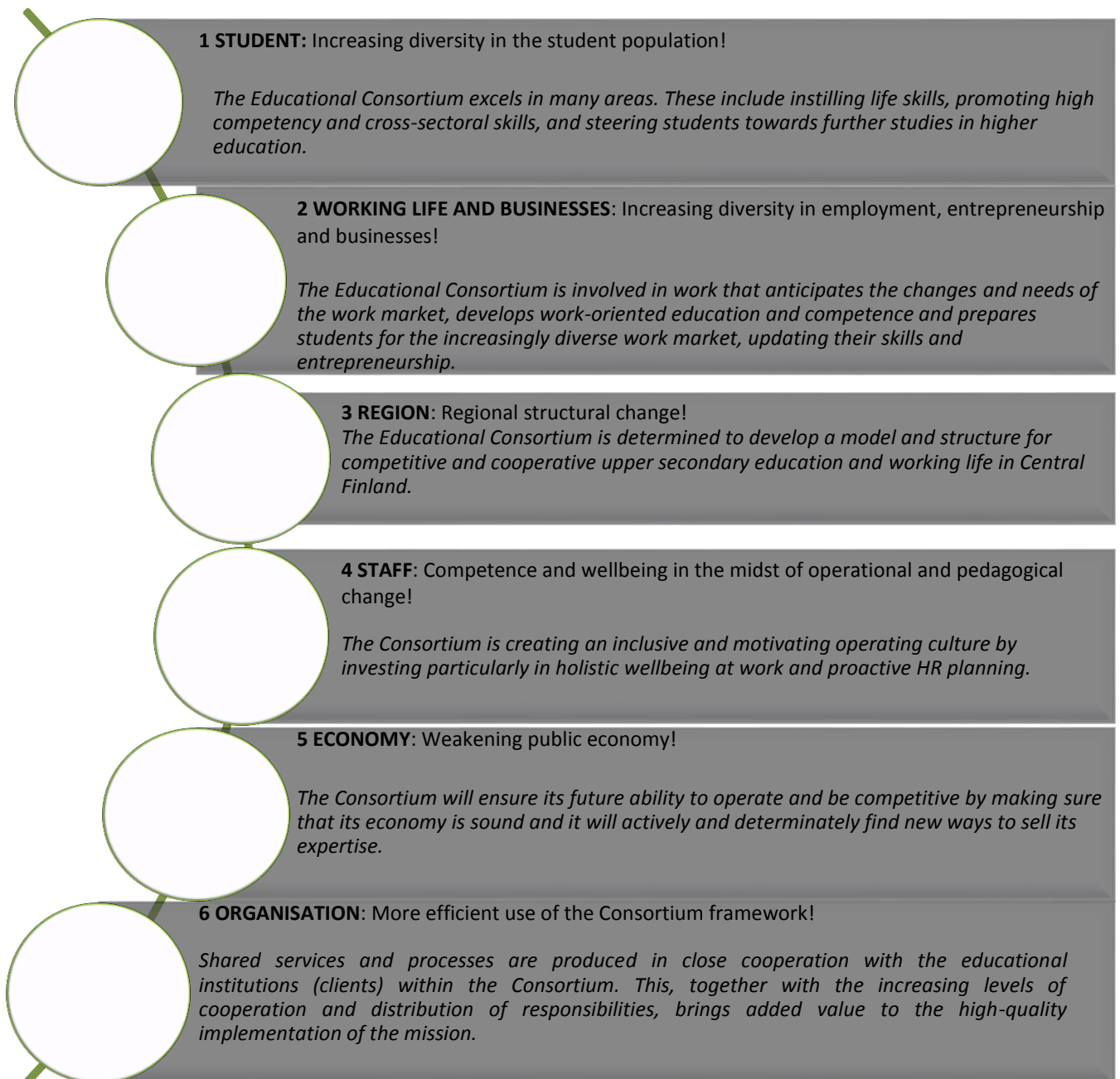
## 2.7 Main challenges

From the point of view of Jyväskylä Educational Consortium, the radically changing and unpredictable operating environment raises six main challenges. These challenges are related to our educational mission and learning, the work market and businesses, regional development (these can be viewed as three client groups), staff, economy, and organisation (resources).



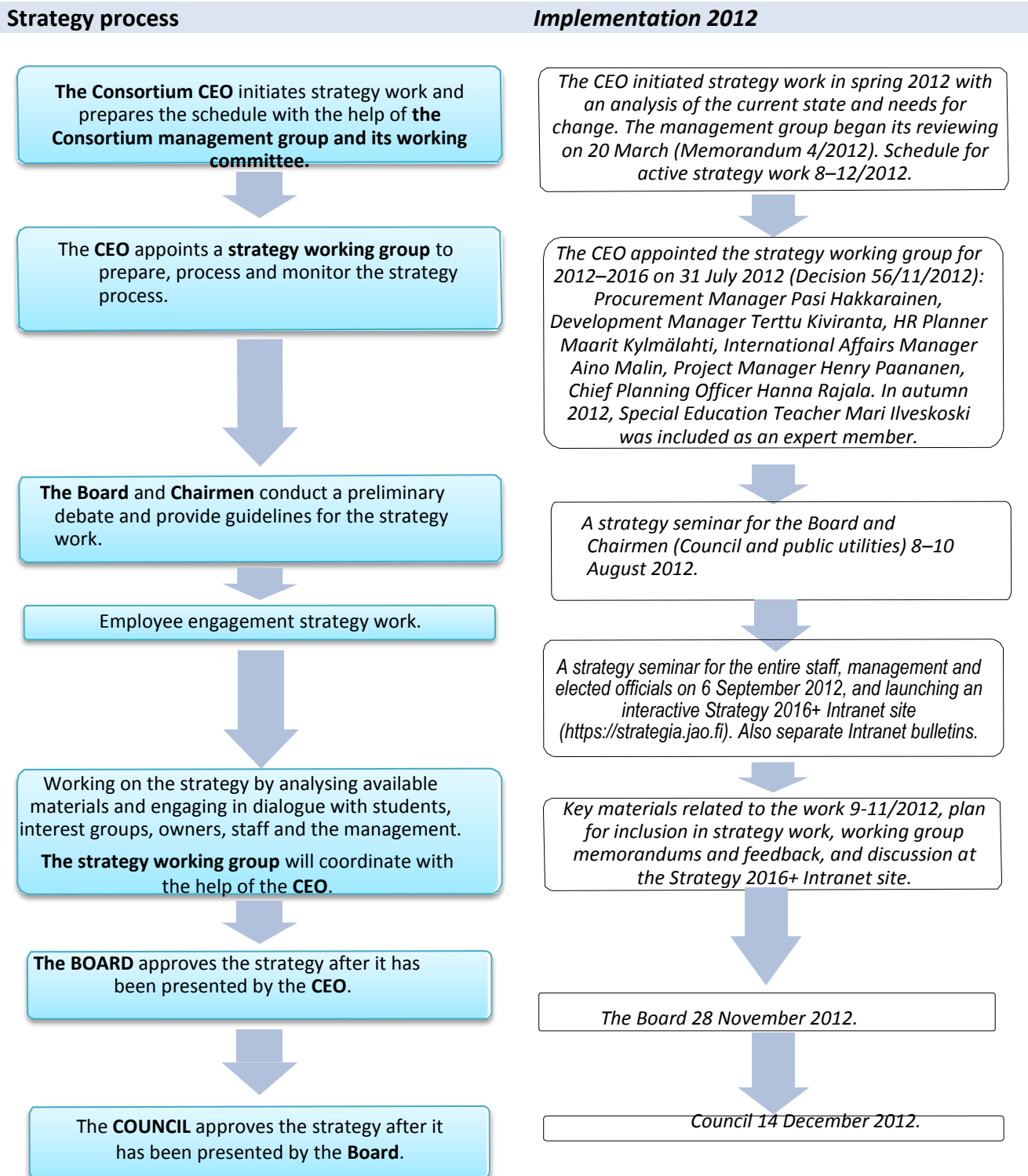
### 3 Strategic guidelines

The strategic guidelines of Jyväskylä Educational Consortium for 2013–2016 are a response to the main challenges described above. The organisation's ethos, mission and vision and the practices that derive from these form a foundation for the guidelines. The responses or strategic guidelines are summarised in the following picture:



## 4 Implementation, monitoring and indicators

### 4.1 Implementation of the strategy



## Implementation of the strategy

After the strategy has been approved, the **CEO** presents a target programme, which implements the strategy in the strategy period, to the **Board** to be approved.



The strategy and the more detailed target programme steer the yearly planning (budget) and assessment (financial statements) process.

## 4.2 Monitoring and indicators

The implementation of the strategy and the more detailed target programme will be monitored via the yearly planning and assessment process (budget and financial statements). Final decisions related to the process are made by the Consortium Council. A preliminary assessment of the strategy will be carried out in autumn 2014, and the final assessment/new strategy will be carried out in autumn 2016. The assessment will be a qualitative analysis which will be supplemented by the main indicators.

Strategic guideline	Main indicators
<p>1 The Educational Consortium excels in many areas. These include instilling life skills, promoting high competency and cross-sectoral skills, and steering students towards further studies in higher education.</p>	<ul style="list-style-type: none"> <li>• <b>Graduation rate</b> (absolute, as a trend and relative to others)</li> <li>• <b>Drop-out rate</b> (absolute, as a trend and relative to others)</li> <li>• Students moving on from <b>basic education to upper secondary education</b> (absolute and as a trend)*</li> <li>• Success in national and international <b>competitions</b> (Taitaja skills competition, etc.)</li> <li>• <b>Academic upper secondary school indicator</b> (entrance level &gt; leaving level)*</li> <li>• <b>Student feedback</b></li> <li>• <b>International mobility</b></li> </ul>
<p>2 The Educational Consortium is involved in work that anticipates the changes and needs of the work market, develops work-oriented education and competence and prepares students for the increasingly diverse work market, updating their skills and entrepreneurship.</p>	<ul style="list-style-type: none"> <li>• <b>Unemployment</b> (especially youth unemployment)</li> <li>• <b>Net growth in the number of businesses</b></li> <li>• <b>Feedback from the work market*</b></li> <li>• <b>Volume of development work*</b></li> </ul>
<p>3 The Educational Consortium is determined to develop a model and structure for competitive and cooperative upper secondary education and working life in Central Finland.</p>	<ul style="list-style-type: none"> <li>• <b>Performance-based funding</b> (as a trend and relative to other major education providers)</li> </ul>
<p>4 The Consortium is creating an inclusive and motivating operating culture by investing particularly in holistic wellbeing at work and proactive HR planning.</p>	<ul style="list-style-type: none"> <li>• <b>Staff survey</b></li> <li>• <b>Training days</b></li> <li>• <b>Absences due to illness</b></li> </ul>
<p>5 The Consortium will ensure its future ability to operate and be competitive by making sure that its economy is sound, and it will actively and determinately find new ways to sell its expertise.</p>	<ul style="list-style-type: none"> <li>• <b>Profit for the period</b></li> <li>• Education and expertise <b>sales</b></li> <li>• <b>Facilities costs/total expenditure</b></li> </ul>
<p>6 The Consortium's shared services and processes are produced in close cooperation with the educational institutions (clients) within the Consortium. This, together with the increasing levels of cooperation and distribution of responsibilities, brings added value to the high-quality implementation of the mission.</p> <p>* Indicator must be included.</p>	<ul style="list-style-type: none"> <li>• Shared services <b>client survey*</b></li> <li>• Shared services <b>expenditure</b> (trend)*</li> </ul>

## Target programme 2013–2016

On 14 December 2012, Jyväskylä Educational Consortium Council approved the Educational Consortium's strategy for 2013–2016. As required by the strategy, the Board of the Consortium approved the strategy's practical target programme for 2013–2016 on 21 February 2013:

### 1 STUDENT: Increasing diversity in the student population!

The Educational Consortium excels in many areas. These include instilling life skills, promoting high competency and cross-sectoral skills, and steering students towards further studies in higher education.

- The Consortium and its partners have a proven model for monitoring student flows and preventing social exclusion.
- Customised learning, personal counselling and flexible study paths ensure that students are motivated and support their transition to working life or further education.
- The International School model provides all students with the tools to cope in multicultural and international settings and enables deeper understanding of international matters.
- The status and inclusion of student bodies within the Consortium will be improved.

### 2 WORKING LIFE AND BUSINESSES: Increasing diversity in employment, entrepreneurship and businesses!

**The Educational Consortium is involved in work that anticipates the changes and needs of working life, develops work-oriented education and competence and prepares students for the increasingly diverse work market, updating their skills and entrepreneurship.**

- Maintaining work and industry partnerships will become more systematic, and existing dialogue-based operational models will be improved (e.g. advisory councils).
- Models (e.g. 2+1, work market models for academic upper secondary schools) and practices (work experience for teachers and other staff) for work-oriented education will be improved.
- The entire upper secondary education has a special responsibility to promote entrepreneurship (the Entrepreneur School model) which will be supported through active cooperation with businesses and entrepreneur interest groups.

### 3 REGION: Regional structural change!

**The Educational Consortium is determined to develop a model and structure for competitive and cooperative upper secondary education and working life in Central Finland.**

- Models and practical applications for cooperation will be implemented in particular in basic education level institutions, higher education institutions, municipal operators, work market and regional development operators in the area.
- Cooperation, division of responsibilities and structural solutions between upper secondary education providers will be implemented where appropriate.

- A more active role will be presumed in lobbying and communications at a national level.

#### 4 STAFF: Competence and wellbeing in the midst of operational and pedagogical change!

**The Consortium is creating an inclusive and motivating operating culture by investing particularly in holistic wellbeing at work and proactive HR planning.**

- Performance area-specific staff plans will be drawn up as part of a comprehensive HR planning process. On the basis of these plans, staff competencies will be strengthened and extended to meet the anticipated needs.
- The role of the Consortium teams will be strengthened in the areas of communication, development and decision-making.
- Leadership will be built on motivating and enabling people to successfully carry out our mission.

#### 5 ECONOMY: Weakening public economy!

**The Consortium will ensure its future ability to operate and be competitive by making sure that its economy is sound, and it will actively and determinately find new ways to sell its expertise.**

- The amount of staff, facility and other resources will be determined in relation to student numbers and funding per student, and resources will be allocated according to the strategic guidelines.
- The core idea for asset management is to maintain facilities in a responsible way and develop them from the point of view of education and sustainable development.
- Funds are used for development work after careful consideration.

#### 6 ORGANISATION: More efficient use of the Consortium framework!

**Shared services and processes are produced in close cooperation with the educational institutions (clients) within the Consortium. This, together with the increasing levels of cooperation and distribution of responsibilities, brings added value to the high-quality implementation of the mission.**

- The focus of ICT services will be on promoting learning and mobility.
- Systematic quality management will ensure that our work is transparently assessed and developed in a responsible way.
- Internal communications will support the creation of an interactive community of experts and the inclusion of students.

## Materials

All key materials for the strategy process, including working papers, have been gathered for all staff to view and comment on at <https://strategia.jao.fi>. Below are some materials used as background materials:

Link	Description
<b>EDUCATIONAL CONSORTIUM</b>	
▪ <a href="https://intra.jao.fi">intra.jao.fi</a>	➤ Jyväskylä Educational Consortium Intranet
▪ <a href="http://www.jao.fi">www.jao.fi</a>	➤ Jyväskylä Educational Consortium website
▪ <a href="#">Educational Consortium Strategic Guidelines 2010</a>	➤ Jyväskylä Educational Consortium strategic guidelines were approved by the Consortium representative body on 17 December 2010. These are one of the starting points for building the 2013–2016 strategy.
▪ <a href="#">Educational Consortium “sub-strategies”</a>	➤ 2011–2012 reviewed “sub-strategies” were an important starting point for the Consortium’s 2012–2016 strategy.
<b>WORK MARKET AND BUSINESSES</b>	
▪ <a href="#">Keski-Suomen Aikajanat</a>	➤ Keski-Suomen Aikajana is a news bulletin usually published twice a year. The bulletin reviews and analyses business and regional economy in Central Finland through fresh, reliable and illustrative indicators.
▪ <a href="#">Confederation of Finnish Industries 2011: Oivallus</a>	➤ Adopting a broad range of learning methods prepares for work that is performed in a variety of ways. There will be a move away from a fragmented curriculum towards learning that is based on problems and phenomena. This helps to handle more and more complex environments. Learning expands as schools are opening up to the society that surrounds them. Education structures will support collaborative teaching because, ultimately, teachers are the ones who enable the change towards education that promotes creativity. The way in which learning is assessed is at the core of the change. What is assessed is what will be taught and learned.
<b>REGIONAL DEVELOPMENT</b>	
▪ <a href="#">Central Finland regional strategic plan</a>	➤ The regional strategic plan is a plan that covers the next 10–30 years. It gives a general description of the development targets for Central Finland and strategies to meet the targets. The objective is to improve the wellbeing of local citizens and conditions for business activities. In spring 2010, the Regional Assembly approved the Regional Plan 2030 which summarises the vision for Central Finland as “Central Finland of cooperation, entrepreneurship and competence”.
▪ <a href="#">Statistics on Central Finland</a>	➤ This site is run as a regional partnership and provides basic information on the population, job market, education and businesses of Central Finland. The region is divided into municipalities and sub-regions. The site provides latest annual statistics on different subjects and the job market. For businesses, interim information is also available. The material is available in numeric data, pictures and reports.



<ul style="list-style-type: none"> <li>▪ <a href="#">Regional Prospects for Central Finland II/2012</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ No-one can predict what the future holds. However, anticipation can help us steer it in a particular direction. Anticipation is not just work done by an individual specialist but it involves everyone. It means dialoguing about our shared future. This publication is part of that dialogue. The Finnish Ministry of Employment and the Economy and Ministry of Education and Culture make use of Regional Prospects in their preparation work. The content of the publication and its creation process will be the theme of the next Anticipation Forum on 1 November 2012.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Services for the prevention and reduction of the social exclusion of young people</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ A nationwide counselling sector centre of expertise reviewed the services available for young people at risk of social exclusion in the regions of Central Finland. The review used municipality websites to collect documentation on the services they offer, earlier studies on the subject and statistics on young people's situation and the services made available to them.</li> </ul>
<b>EDUCATIONAL OPERATORS</b>	
<ul style="list-style-type: none"> <li>▪ <a href="#">University of Jyväskylä: profile and areas of focus</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The University of Jyväskylä is a nationally and internationally significant research university and an expert in education with a focus on human and natural sciences. The University is Finland's leading expert in teacher training, adult education, as well as a major exporter of education. Its Faculty of Sport Sciences is the only one in the country.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Jyväskylä University of Applied Sciences Strategy 2015</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Jyväskylä University of Applied Sciences aims to be the leading university of applied sciences with a strong track record with regard to education quality, international networks and promoting entrepreneurship.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">The Vocational Education Institute of Northern Central Finland Annual Report 2011</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The responsibility of the Consortium is to provide vocational upper secondary education and training, further training, apprenticeships, labour-market-oriented adult education and services.</li> </ul>
<b>PUBLIC AUTHORITY</b>	
<ul style="list-style-type: none"> <li>▪ <a href="#">Government Programme Guidelines and Implementation Plan on Education Policy: Education and research in 2011–2016</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ On 15 December 2011, the Finnish Government approved the following development plan 2011–2016. The development plan is based on the education and science political targets set by the Government, led by Prime Minister Jyrki Katainen, in the Government Programme.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Ministry of Education and Culture: Vocational education and its development</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Website run by the Finnish Ministry of Education and Culture on vocational education and its development.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">The Finnish Ministry of Education and Culture website on academic upper secondary education</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Ministry of Education and Culture website on academic upper secondary education and its development.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Ministry of Education and Culture: Academic upper secondary education committee</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The committee was appointed to propose measures for the development of upper secondary schools with a view to enhancing general education. This was based on an overarching view of development, with a particular emphasis on the role of upper secondary schools in providing all-round general education and to future educational needs. Reports of the Ministry of Education, Finland 2010:14</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Ministry of Education and Culture: Developing the use of ICT in the education sector</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Better quality, more efficient cooperation and more open dialogue. Reports of the Ministry of Education, Finland 2010:12</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Upper secondary education structural organisation The National Audit Office 11/2012</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic and vocational upper secondary education has been developed as separate streams so that academic schools are mainly maintained by municipalities and vocational schools by joint municipal authorities set up for this purpose. According to the National Audit Office, the Finnish Ministry of Education and Culture should investigate if merging the administration of upper secondary education could provide synergy benefits that could be deployed when developing the entire upper secondary education sector.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Europe 2020 strategy</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ According to the national programme, economic growth requires improved competitiveness, ensuring sustainable public economy in the long term, diversified production structure, deploying the entire available workforce and increasing competition. Ministry of Finance 2012.</li> </ul>

<ul style="list-style-type: none"> <li>▪ <a href="#">Strategic leadership in schools and education in relation to ICT</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Diverse use of ICT in teaching must be made systematic, which will ensure that every student acquires the ICT skills required by modern society and national core curricula with an emphasis on ethical and safe usage. There is increasing pressure in the education sector to get genuine pedagogical benefits from using information and communication technology in teaching. In addition to adequate equipment and upskilling, pedagogically sound and systematic use of information and communication technology in schools needs strategic leadership. The OSUKE project 2012 (learning environment development project funded by the Finnish National Board of Education).</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Report of the working group on local government structures 2012: Dynamic local government and service structure</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The purpose of the working group on local government structures was to compile a report referred to in the Government Programme on the appropriate local government and service structure for each region.</li> </ul>
<p><b>RESEARCH AND REVIEWS</b></p>	
<ul style="list-style-type: none"> <li>▪ <a href="#">Youth Barometer 2012</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Barometer study conducted by the national Advisory Council for Youth Affairs and the Youth Research Network provides information on the political participation of young people, their trust in institutions and social trust in other people.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Himanan &amp; all 2012: Sininen kirja. Suomen kestävä kasvun malli (The Blue Book. A model for sustainable development for Finland)</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ In the Sustainable Growth Model study, a group of seven international researchers analysed the biggest challenges brought about by the current changes in the world and ways to respond to these challenges.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Liisa Ilmomäki (ed.) 2012: Laatus e-oppimateriaaleihin (Better eLearning materials)</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Pedagogical practices must always be at the heart of learning, not the latest and most thrilling technology. Many digital technology equipment and applications are here to stay, but using them in teaching is still difficult. The book Better eLearning Materials helps teachers, trainers and others working in the field of teaching and learning to integrate different electronic materials into teaching. The book covers the main features found in eLearning materials, pedagogical and information processing principles and the latest pedagogical models in relation to technology.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Finnish National Board of Education: Koulutuksen tilastollinen vuosikirja (Education statistics annual) 2011</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The <i>Education statistics annual 2011</i> is a new Finnish National Board of Education statistics and indicator publication which replaces the earlier publication <i>Quantitative indicators in education</i>. The publication uses statistical information from Statistics Finland, the student selection and educational provision databases maintained by the Finnish National Board of Education, and the state subsidy database.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Hautamäki &amp; all: Evaluation of the competencies for higher education of upper secondary school students</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Education Evaluation Council 59, 2012 The following development recommendations were given after evaluation:             <ol style="list-style-type: none"> <li>1. Academic upper secondary education must be made less fragmentary.</li> <li>2. Skills in key subjects must be improved.</li> <li>3. Academic upper secondary school students' general and work-related preparedness must be improved.</li> <li>4. Student counselling in academic upper secondary schools must be radically reformed.</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Tynjälä &amp; all: Findings from national evaluations of vocational education 2006–2010.</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Education Evaluation Council publications 56, 2011 This report summarises the key results and findings from the evaluations of vocational education conducted by the Finnish Education Evaluation Council in 2006–2010.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Turunen &amp; all: Evaluation of the functionality of the national core curriculum and distribution of instructional hours in general upper secondary education</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Education Evaluation Council studies 55, 2011 The general evaluation criteria consisted of fair treatment of students, their legal safeguards, educational equality and the role of the national curriculum in practice.</li> </ul>

<ul style="list-style-type: none"> <li>▪ <a href="#">Mäensivu &amp; all: Co-operation for organizing education in upper secondary education and vocational education and training</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Education Evaluation Council publications 23, 2007 The main evaluation criteria were whether cooperation improves students' opportunities to make personal choices and have access to flexible and diverse courses, and whether citizens have equal access to high-quality educational services.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Väljärvi &amp; all: Evaluation of pedagogy in Finnish upper secondary education</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ The Finnish Education Evaluation Council publications 40, 2009 The evaluation of pedagogy in Finnish upper secondary education focused on the following themes: set objectives, teaching and working methods, upper secondary school as a social environment, students' flexible and optional choices regarding their studies, guidance, alternative ways of studying as well as studies outside one's own school.</li> </ul>