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The Impact of Education in Finland

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Abstract: Purpose: With just over 5 million people, Finland is Europe's largest archipelago and home of Nokia. When Finland gained independence in 1917, Finland was one of the least advanced economies in Europe. Today, it is one of Europe's richest and most successful nations. In fact, according to the World Economic Forum, Finland has the world's most competitive economy. One of the secrets of Finland's success is a high level of government's investment in education and training. Finland's education system is one of the best in the world and generates people with the right skills to succeed in a modern knowledge economy. In a study analyzing the education of children in top growing nations, Finnish children had the highest overall scores. A massive 65 percent of school leavers in Finland go on to higher education. There are no fees for tuition and kindergarten. The Finns regard investment in new technology and innovation as a major priority. That's why Finland spends a higher proportion of its national income than any other nation on research and development, enabling new technologies to be brought onstream faster. This has helped to make Finland a world leader in technological innovation. Finland's economic success has allowed the country to invest more in high quality public services and a generous welfare system, which tackles poverty and inequality. Finland has the lowest level of child poverty in the world. Three percent of Finnish children grow up in poor households. Finland is one of Europe's modern success stories.
Keywords: Finland education, Finland

I. FINLAND EDUCATION

As of today, Finland education is known to be one of the most advanced schooling systems in the world. Their approach to learning and schooling has revolutionized the world of teaching. This education system focuses on the schools working with the strengths and desires of their child and the system is developed in such a way that it has been made 'practically possible' in this country. This innovative approach has not only produced quality people to run the country but also secured the top spots in international exams. As opposed to the regular schooling system, they have shorter hours of school, more practical learning, less/no homework and a whole lot more. 90% of their schools are government funded and there are also no charges for tuition and kindergarten.

A. Finland Economy

As of 1917, Finland was one of the lowest economies amongst the European countries with one of the lowest GDP per capita and lowest growth. After a change in government their intent drove the economy to a level where it was among the top economies. But, the economic crash in 1990 came as a setback to the country and it's economic and educational reforms. So, that's when, they altered their approach to education and soon after that, the economy boomed where they were called one of the most economically sustaining countries and the top country for technological advancement.
Education in Finland, Impact, teacher's education

II. LITERATURE REVIEW

1) *In 2014, according to an article posted by Pasi Sahlberg, Finnish Lesson 2.0:* Whereas others have focused on individual success, Finland has worked towards equity. Many countries allow anybody into the teaching profession, but Finnish schools require high professionalism from their teachers. While others have invested in having costly education data systems, the Fins have focused on teaching and learning.
2) *In 2009, according to an article posted by Marja-Terttu Tryggvason:* Finnish teacher educators have for their own teaching in theoretical courses. A total of 18 teacher educators were interviewed in five focus groups on different teacher education programmes in Finland. The interview results showed that Finnish teacher educators transmit theoretical and pedagogical aspects by using them in their own teaching, which is research-based. They also aim to educate reflective and exploring teachers by using a variety of methods in their own pedagogy. The exemplary role the Finnish teacher educators have can be helpful in influencing prospective teachers' behaviour and thinking.

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3) *In 2010, Kalle Juuti, Jari Lavonen, Anna Uitto, Reijo Byman, Veijo Meisalo Published an Article:* Science teaching methods preferred by grade 9 students in Finland: Students find science relevant to society, but they do not find school science interesting. This survey study analyzes Finnish grade 9 students' actual experiences with science teaching methods and their preferences for how they would like to study science. The survey data were collected from 3,626 grade 9 students (1,772 girls and 1,832 boys) across randomly sampled secondary schools. Students were asked to evaluate how often a particular teaching method is used in science (chemistry and physics) teaching and how often they would like to see the teaching method used. Data were analyzed using nonparametric tests. Boys seemed to be more satisfied with current and traditional science teaching methods like direct teaching, solving basic problems, reading textbooks, and conducting practical work, while girls desired more discussion. Students who are interested in school science or think that school science is relevant in everyday life would like more creative activities such as brainstorming and project work. Results indicated that understanding the connection between student interest and teaching method preferences, especially interpreting interested students' desire for creative activities, are important aspects for future research.
4) *In 2005, according to an article posted by Betsy Brown Ruzzi:* Finland has one of the highest levels of educational attainment and shares of female tertiary graduates among OECD countries (Figure 1). Evaluations and international comparisons show the Finnish higher education system to be comprehensive, relatively well-resourced, cost-effective in terms of expenditures per student, and a leader in terms of the quality, innovativeness and learning outcomes of studies (OECD, 2001b). Major reforms were undertaken in the 1990s to increase the responsiveness of education and training structures to changing labor market demands. A system of polytechnic institutes (Ammattikorkeakoulut) (AMK) was created to offer more practical vocational and occupational training. This dual system of higher education now comprises 20 National Center on Education and the Economy, 2005 14 universities and 31 polytechnic institutes. A recent OECD review attested to the success of the polytechnic institutes, which accounted for more than 58% of all new tertiary education students in 2000 (OECD, 2003c).
5) *In 2003, according to an article posted by Bob Moon, Lazar Vlasceanu, and Leland Conley Barrows, Institutional Approaches to Teacher Education within Higher Education in Europe:* Current Models and New Developments: In Finland, The award of a Master's degree with 160 credits in the classroom teacher education programme certifies the holder as being qualified to work as a teacher in the Finnish school system. The common core of a teacher's pedagogical studies is included in the educational studies that the certificate holders have completed. Moreover, the Nordic countries have established a mutual convention whereby teacher education examinations are valid in all the Nordic countries, with some minor additional required studies that vary according to national and local circumstances. All classroom teachers may also continue their studies in the doctoral studies programmes offered by their faculties.
6) *In 2001, According to an article posted by University of Kent, Department of Economics, Canterbury, The Role of Education in Self-Employment Success:* The effect of education is positive without selectivity correction, but turns to be insignificant when selectivity is taken into account. This result suggests that without selectivity correction the education variable absorbs the effect of ability on the success of firms. The corrected estimates reveal, however, that higher education of the owner-manager alone did not help the firm to grow in recession. When the marginal effects are split according to the level of education, we find that each variable has a higher marginal effect in the high education group, indicating that a higher level of education not only improves the growth probability, but also strengthens the effects of other, non-education related variables
7) *In 2013, according to the article posted by Heta Nieminen, Heikki Sairanen, Tero Tikanoja, Markku Leskinen, Henrik Ekblad, Päivi Galambosi and Eero Jokinen, Pediatrics:* Patients who had undergone Pediatric Cardiac Surgery, most of them(2100 [79%] of 2676) had more than compulsory education, and 10% (257 of 2676) had a university degree. The employment rate (70%) was higher among the patients than in the general population (66%). The patients with PDA and CoA (456 patients) were employed significantly more often than their reference populations (77% vs 69% and 74% vs 66%). The patients with cyanotic defects were employed less often than expected. The difference disappeared when the patients with mental retardation were excluded.
8) *In 2010 Elina K Kontu, Raija A Pirttimaa Published an Article:* Teaching methods and curriculum models used in Finland in the education of students diagnosed with having severe/profound intellectual disabilities: Ten years ago, children diagnosed as having severe/profound intellectual disabilities were allowed to attend and study in Finnish comprehensive schools. The nationwide intensive developmental work for creating a curriculum for this group of students began earlier, in the 1980s.The aim of this study was to discover what types of models of curriculums and which teaching methods are currently in use. The reason for this was the lack of recent research in this area, and the current strong emphasis on developing quality education for this group which continues to be focused away from segregated systems. The findings of this survey indicated that the most

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widely used principle for planning teaching directed at this group of students is based on normal psychological development of a young child. Of all teaching methods used the most popular ones were categorized as sensory and environmental enrichment and stimulation. Another large group of teaching methods was discovered to be based on behavior analysis.

9) *In 2009, Eila Jeronen, Juha Jeronen, Hanna Raustia Published an Article:* (International Journal of Environmental and Science Education) The article aims to introduce Environmental Education (EE) in Finland and to discuss how it has been taken into account in Finnish nature schools. Firstly, we present EE models used in Finland. Thereafter we describe a qualitative case study on EE in nature schools (NS). The aim of the study was to get information for the development of EE. The research questions were: Who are the visitors to NSs? What are the educational aims in NSs? What kind of educational methods and approaches do NS teachers use? The resultant data for the questions from 1 to 3 is based on the questionnaires completed by 23 (61%) NS teachers in 2006. The data were analysed quantitatively and qualitatively using both deductive and inductive content classification methods. The results showed that most NSs offered their services almost exclusively for children and young people and the main visitor group to the NSs were pupils from primary and lower secondary schools. The ideas on fostering a sustainable way of life and environmental responsibility mentioned in the criteria of the nature and environmental schools were expressed by most respondents. The most used educational methods were nature trips and inquiry learning methods, while the most common approaches were physical activity and learning by doing in nature. The impact of the NSs cannot be very strong when each pupil typically only visits a NS once or twice during her or his entire compulsory education. Based on the results, it seems that the teachers did not take into account the meaning of evaluation. None of them mentioned it as a part of EE.

10) *In 2010, Gunilla Holm and Monica London published an article:* The discourse on multicultural education in Finland: Education for whom? Finland is experiencing increased immigration and therefore increased cultural diversity in its schools. This paper examines the multicultural education discourse in Finland by analyzing the national and municipal curricula for the comprehensive school, educational policy documents and teacher education curricula. The focus is on how multicultural education is talked about and whether it is aimed at all students or only at immigrant students. The analysis shows that the existing diversity associated with bilingual students, two national churches and an indigenous population is not considered as part of multicultural education. Instead, cultural diversity is seen narrowly as ethnic, immigrant language and immigrant religious diversity. Multicultural education is therefore only intended for immigrant students.

III. OBSERVATION

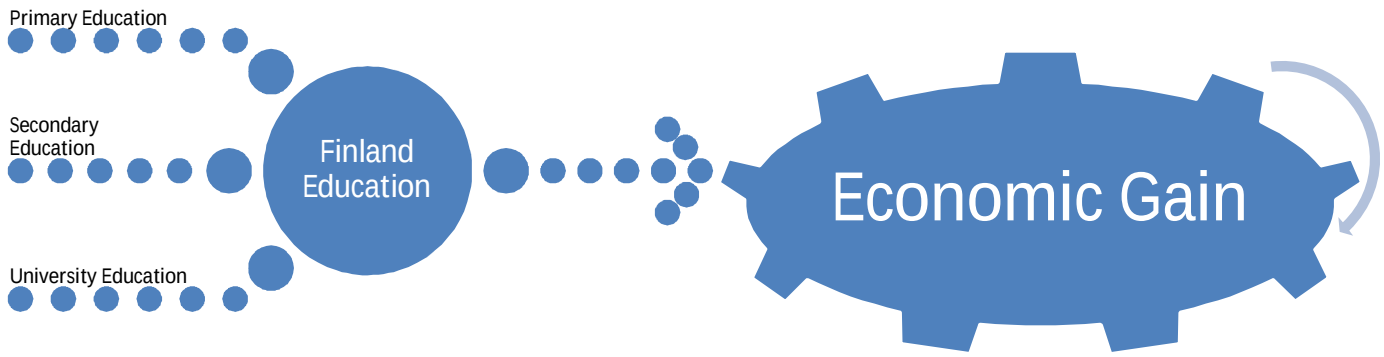
On completing an extensive secondary research and literature review, the following conclusions can be made.

1) There is a direct relationship Education and Economy in Finland.
2) Education in Finland has a direct Impact on the Economy.

A. *Research Gap*

Research has been conducted extensively on the Education of Finland. This research shows how education affects the economy.

B. *Conceptual Model*



The Conceptual Model shows the Education System in Finland affects economy. This means that this education in Finland is the main contributor to economic growth.

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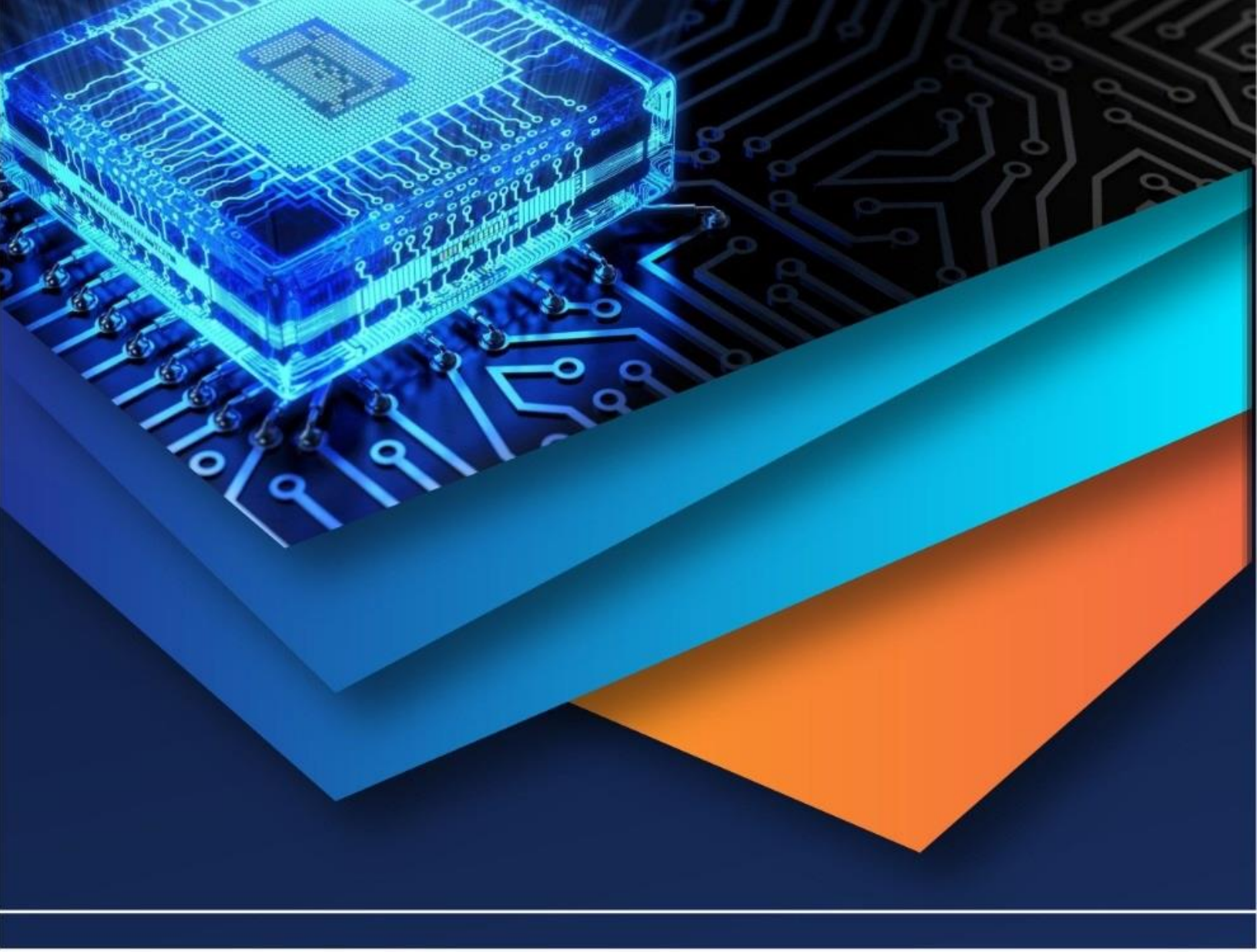
IV. CONCLUSION

On doing an extensive Secondary Research and Literature Review about the relationship between Education in Finland and it's economy, it has been concluded that primary research on 300 entrepreneurs conducted as a next step in order to test the correlation between Education in Finland and it's economy.

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