



KOULUTUS KAIKILLE UTBILDNING FÖR ALLA EDUCATION FOR ALL

SUOMEN KANSALLINEN TOIMINTASUUNNITELMA

FINLANDS NATIONELLA HANDLINGSPLAN

FINNISH NATIONAL ACTION PLAN

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Foreword

Education as a human right is the point of departure for the Dakar Framework for Action which underpins the EFA process. Finnish education policy rests on the same premise. Everyone must have an equal right to education according to their abilities and special needs and a right to develop themselves irrespective of their financial standing. It is for the public sector to guarantee everyone opportunities for high-quality education and training, whatever their gender, place of residence, age, language or economic circumstances.

The Dakar Framework for Action sets six aims, which the national authorities are responsible for implementing. To this end, each state draws up a national action plan. The publication at hand is the Finnish National Plan of Action, which has been jointly prepared by the Finnish National Commission for Unesco, the Ministry of Education, the National Board of Education and the Ministry for Foreign Affairs.

The action plan identifies future challenges arising for us from the Dakar Framework. It delves into development needs in early childhood education, immigrant education, supportive systems, adult education and training, educational quality, and equal opportunity. The action plan is mainly implemented within the framework of existing structures, and it is worth noting that the challenges discussed here are also included in the new national Development Plan for Education and Research 2003 - 2008.

Although Finns have a high level of education internationally and it has been constantly rising over the past decades, we still have areas we need to develop in order to realise genuine "Education for All". There are differences in the level of education both between regions and between genders and age groups. In the OECD PISA survey published in 2002, the reading, mathematical and scientific literacy of Finnish school students aged 15 was found to be very good. However, the EFA Monitoring Report recently published by Unesco revealed that Finland can hope to achieve gender equality in secondary education and training in 2015 at the earliest. As a matter of fact, the national Development Plan already addresses the problem of balancing the gender structure in vocational and general upper secondary education. Finland has also taken initiative for a joint Nordic project "Different learners - common school".



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Apart from national development, the EFA process has a strong international dimension. For Finland, the international dimension mainly means development cooperation. Finland is strongly committed to promoting the UN Development Goals. Universal primary education is one of the UN Millennium Development Goals. The primary responsibility for achieving these goals rests with each country, but progress is monitored at the global level under the aegis of Unesco.

One of the key priorities in Finnish development cooperation is to support primary education in keeping with the EFA principles. One particular focus is to ensure equal opportunities for girls to complete a full course of primary schooling.

The education sector represented 11 per cent of our development cooperation in 2003. Over two thirds of this sum of 36 million euros was targeted to primary education. Supporting the education programmes and reforms in the recipient countries is an integral part of the programme for eradicating extreme poverty. In these areas, Finland cooperates with other financing organisations.

High-level backing and political commitment are prerequisites for the EFA process, as is the contribution of the civil society. Finns value their excellent education system highly. Education is considered to be a key factor for our present high standard of living. According to studies, Finns take a positive view of development cooperation, and regard primary education as one of the central areas of development cooperation.

Helsinki, January 2004

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Education for All

Finnish National Action Plan

The Education for All/EFA process was initiated at a UNESCO World Conference in Jomtien, Thailand in 1990. It set an objective to get all children within basic education by 2000 and to halve adult illiteracy. In spring 2000 a new framework for EFA action was adopted at the World Education Forum/WEF convened in Dakar, Senegal by Unesco, UNDP, UNFPA, Unicef and the World Bank.

Two of the EFA Goals – ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes and eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 – are also included in the UN Millennium Declaration. The Dakar Framework for Action continued in the spirit of the Jomtien Declaration, recognising education as one of the fundamental rights in keeping with the UN Human Rights Declaration and the Declaration of the Rights of the Child.

EFA proceeds simultaneously at two levels: as an international partnership programme largely within the development cooperation structure and as national processes. The actions are largely implemented within existing mechanisms. The main responsibility rests with national authorities. Regional measures intended as support to national projects are built on existing organisations, networks and initiatives, which can be supplemented when needed.



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The participating countries were to draw up a national EFA plan by the end of 2002. High-level support and political commitment and civil society are needed for the process to flourish. International coordination is managed by Unesco, which provides the EFA Secretariat.

Although education and training are in order in Finland, there are always new challenges and development areas to address.

The Finnish national action plan, which was created in collaboration with the Finnish National Commission for Unesco, the Ministry of Education, the Ministry for Foreign Affairs and the National Board of Education, looks at the situation and development needs in Finnish education in terms of the six Dakar Goals. All of them involve the utilisation of new research knowledge and social innovations. Finland has also cooperated with other Nordic countries in the preparation of the action plan.

EFA and Finnish education policy

Civilisation belongs to all. The task of national education policy is to raise the level of education of the population. Everyone has the right to constantly develop themselves, to learn new things and to grow into an ethically and morally responsible members of society and humankind. Basic security in education is everyone's right. It includes the right to formal basic education free of charge, sufficient choice regarding educational content, and a safe learning environment. The principles of sustainable development are taken into account in teaching and other activities in different forms of education.

It is for society to create equal opportunities so that people can acquire knowledge and skills and grow into knowledgeable and tolerant citizens who respect democratic procedures. To this end, society must ensure that every citizen has equal opportunity for education, irrespective of gender, place of residence, age, language or financial standing. Education is built on the principles of lifelong learning and planned in cooperation with the social and other major partners in society.

A genuine information society is within the reach of every citizen. Development must not lead to polarisation and exclusion. This entails discussion on lifelong



learning, the use of new learning methods and tools and information society services. Finland's development as an information society requires that all citizens are supported in acquiring information society skills and have equal access to information networks, also through the services provided by public libraries.

Goal 1:

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Present situation

Early education plays an important part in levelling out social and learning disparities. The foundation for lifelong learning is laid in early education. Early education, including preschool education and basic education, constitute a systematically progressing entity in terms of the child's development.

All children have the right to early education. In Finland children under six are entitled to day-care in kindergartens or in family day care. In 2001, 48 % of children aged between 0 and 6 were in day-care. Actual preschool education means education given to children aged six according to a national core curriculum either in day-care centres or in comprehensive schools. Since August 2001 all six-year-old children are entitled to one year of preschool education free of charge. Preschool teachers discuss the child's progress with parents. At present 97.6 % of the six-year age group attend preschool.

The preschool reform also addressed the needs of Sami, Roma, sign-language and other linguistic minorities. In migrants' education, preschool must provide a basis for bilingualism and enable children to grow into active members of Finnish society and their own cultural community. Children in need of special support can attend day-care and preschool education according to their needs and abilities either in ordinary or special groups. Children with severe disabilities can attend preschool education for two years. The aim is to further improve early detection, prevention



and rehabilitation of learning difficulties. An essential element in early education is to effect intensive cooperation between child welfare clinics, day-care and the school.

Development areas

The Ministry of Education has issued a recommendation of the maximum size of preschool groups. A large group may endanger the achievement of the aims set in the core curriculum and the child's right to a safe learning environment.

A supply of quality activities before and after school to all those who need them promotes the child's growth and development from early education to the end of basic education. Morning and after-school activities provide equal opportunities for hobbies and thereby prevent exclusion. In Finland the intention is to develop the school and its environs into activity centres, where morning or after-school activities form a natural extension to the school day. Local authorities are responsible for coordinating and arranging morning and after-school activities. The actual arranger may be the local authority, the parish or an association/NGO. National aims must be determined for the activities.

- The important thing is that children develop basic skills at an early stage. The basic skills taught in early education include learning to learn, basic social skills, good manners and eating habits, etc, and respect of others, including different children.
- One of the main aims of preschool is to ensure that all children are equally prepared for school. This is why it is important to pay attention to children who do not participate in preschool education.
- Measures are taken to strengthen cooperation between child welfare clinics, day-care and the school.
- Input is being made into developing school-parent cooperation and supporting parents.



Goal 2:

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Present situation

The law providing for general compulsory education in Finland was promulgated in 1921. School starts during the year when the child turns seven and takes 10 years or until the basic education curriculum has been completed. In practice all young Finnish complete the nine-year basic education. Local authorities have a duty to arrange basic education free of charge to all school-age children. Under law, schoolchildren also have the right to a free daily school meal and free transportation to and from school if the distance is over five kilometres. School transportation is also paid by the municipality or the city for pupils in year-classes 1 - 6 if the distance to school is over three kilometres. It is very rarely that pupils repeat a class or discontinue their basic education. Only about 0.5 % of each age group do not complete the basic education in Finland.

Finland has two official languages: 92 % of the population speak Finnish and 6 % Swedish as their native language. Both language groups have an equal right to education in their own language. The indigenous Sami minority (0.03 % of the population) living in Lapland has the right to education in their own language. Every school-aged immigrant also has the right (and duty) to basic education. Local authorities can arrange preparatory education for immigrants. Basic education may also be given in the immigrant's own language.

Every pupil in basic education has the right to special education when needed. In the case of moderate learning difficulties, special education is given in connection with mainstream education. If this is not possible, the child is transferred to separate special-needs education. Every special-needs pupil must be given a personal teaching plan. A pupil in need of special support has the right to interpretation and assistance, educational and pupil welfare services, and the learning materials and appliances they need. The new core curricula soon to be introduced also provide for improved



study guidance. Education providers draw up a pupil welfare plan as part of the curriculum in cooperation with local social and health authorities.

In basic education it is important to improve children's and young people's basic skills and learning-to-learn skills and to promote inclusion in order to enable everyone to pursue further education or training and lifelong learning according to need. Special attention should be paid to boys' literacy and reading. Better school libraries would promote reading. Attention must also be paid to group sizes. Smaller groups ensure a more peaceful learning environment and could also improve learning outcomes. Teacher training must provide skills for early detection of and intervention in problems. The availability of guidance varies greatly. Guidance provided for students at educational crossroads is poor at places, careers guidance is not always adequate, and individual educational paths are possible for only few. The qualifications of study counsellors are not always adequate.

The growing number of immigrants means increased multiculturalism and new challenges for education. General education must give a more effective response to the special needs of immigrant pupils. The aim is to support immigrants' own cultural identity and promote their integration into Finnish society. To this end, it is important that they get instruction in their own language and in Finnish as a second language. Measures are also needed to influence the mainstream population's attitudes towards ethnic groups and to enhance relevant knowledge and skills.

- Attention must be paid to basic skills and learning-to-learn skills from the first years of schooling.
- Care must be taken to ensure quality education and training services on an equal basis throughout Finland.
- Pupils with special needs and low-achievers must be guaranteed access to individualised education which is geared to their special needs but at the same time ensure that they achieve the general learning aims and have the knowledge and skills needed to proceed to the next level.
- Student guidance is developed and attention is paid to its effectiveness e.g. by means of multi-professional cooperation.



- Immigrants and other minorities must be secured opportunities to adjust to the new culture and school system without compromising their own cultural identity.
- All pupils must be taught to accept difference.
- Pupil participation is promoted.
- Teaching groups must be sufficiently small in size and teaching methods flexible.
- Inequality must be addressed.
- Teacher training will be further developed.

Goal 3:

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Present situation

The principle in Finland is to offer everyone equal opportunity in education irrespective of their age, place of residence, gender, financial standing or mother tongue. The Finnish education system has been systematically developed to eliminate dead-ends, that is, to enable people to continue studying whatever the choices made earlier. Finns participate actively in education and training, and young Finns' level of education is among the highest in the world.

In Finland all school-leavers are offered an opportunity to continue in general or vocational upper secondary education. About 94 % of each age group currently continue in further education or training and 82 % complete it. The upper secondary level is considered the minimum requirement for lifelong learning and success in the labour market. More and more young Finns continue in higher education. The Finnish network of 20 universities and 30 polytechnics covers the whole country and offers a study place to 66 % of the age group.



In Finland, there are no tuition fees in secondary and tertiary education. In addition, secondary-level students get free meals. The national student financial aid scheme was devised to make it possible for everyone to study.

Development areas

Young people need help especially in transition from one form/level of education to another. Intensified study guidance in basic education and close cooperation with business and industry both in basic and secondary education help young people to choose the right track towards their goals. Cooperation between general and vocational education helps young people and prevents them from dropping out in transition from basic education to the secondary level. Similarly, an extra 10th year may help young persons to plan their future and choose their vocation.

For inclusion, it is important to pay special attention to young people at the crossroads of basic and vocational education and to encourage them to continue in further training. It is equally important to offer flexible forms of vocational training and diversify the forms and methods of teaching and learning in order to offer young people alternative ways of taking control of their lives, learning and preparing for working life.

Special attention is paid to equal opportunity in vocational education and training. All persons in need of special support must have an opportunity to continue at the secondary level according to their abilities and interests, wherever they live in Finland. Vocational training for persons with severe disabilities is arranged individually according to abilities and needs. The aim is to prepare them for employment or sheltered work and for independent, good life according to their abilities.

The prerequisites of vocational institutions must be improved to enable them to implement the principle of integration. The role of special-needs institutions as service and development centres must be supported and developed further. This entails varied regional cooperation and possibly additional student places. The development of special-needs education and training requires highly developed initial and further teacher training to enable all teachers to identify and address learning difficulties.



- Every young person must be taken care of and given opportunities to develop themselves and grow into balanced members of society.
- School learning must not be detached knowledge and skills. Links with practice motivate students. Similarly, it is increasingly important to recognise informal learning.
- Alongside the traditional institutional models, it is important to develop alternative ways of improving life management, knowledge and working life skills (e.g. in apprenticeship training and youth workshops).
- Persons with special needs, including those with severe disabilities, must have opportunities for post-compulsory training.
- Schools and youth authorities must cooperate to prevent marginalisation at the transition phases in education.

Goal 4:

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Present situation

Adult education has a firmly established place in Finnish society and in Finns' lives. Education and training are available to adults at all levels from basic education to universities. There are altogether one thousand institutions which offer education and training to adults. In some of them, adult education constitutes only a fraction of the provision, while some 450 focus totally or mainly on adult education.

Participation in adult education is extensive in Finland. According to a survey conducted in 2000, 54 % of Finns between 18 and 64 had participated in adult



education during the past year. The participation rate has almost doubled from the early 1980s. Women are more active than men and remain active learners throughout their lives. The foremost factors influencing activity in adult education are the person's socio-economic standing, the level of education and employment status. About 18 % of the respondents in the survey said that they study for self-betterment or for the pleasure of learning. Nearly half of the labour force participated in training relating to their work or profession during 2000.

The international literacy survey SIALS 1997 - 2000 showed that Finns' literacy is above the international average. The literacy profile is also uniform: disparities in literacy were minimal. Most adult Finns (2/3) read well, and about 10 % of the population are in the lowest literacy group. Between generations, however, differences are larger: young Finns are clearly better readers than their elders. On the other hand, gender disparities in literacy are small. As can be expected, the best predictor for literacy is a high level of formal education.

Good literacy skills are also a requisite for successful learning. Studies and various other forms of self-betterment are already part of everyday life; work tasks increasingly require good literacy of several kinds. Writing skills are also gaining more and more importance in jobs.

Development areas

Although the Finnish adult education and training system works very well for the most part, there are some problems: polarisation of training and the marginalisation of many people who need education and training most, on the one hand, and large differences in the education of younger and older generations.

A substantial number of older Finns are untrained. In 2000, 41 % of the population aged 15 or over had only basic education. In the 20 - 24 age bracket the figure was 17 %, whereas in the 55 - 59 age bracket it was 46 %. Education and training is in fact an increasingly important requirement for jobs and social activity in general. A sufficiently high level of education enables a person to enter the labour market and reduces the risk of unemployment. Education and training enable people to develop in their work, to participate in necessary in-service training and to move from one occupation, workplace and region to another.



As the large age groups soon start to retire from the labour market, there will be major changes in labour supply and employment. In 2003 the exit already exceeded entry to the labour market, and the difference will grow substantially by the end of the decade. The exit of the large age groups will especially concern blue-collar jobs. The recruits will increasingly be required to have versatile vocational skills.

An adult education committee was set up in Finland to address this issue among others. According to the committee, it is essential to increase the basic resources in adult education and training in response to the demographic changes, the growing qualification requirements and changes in the occupational structure. The aim is that all citizens will have opportunities for one-to-two weeks of training each year and for more in-depth upgrading every 10 - 15 years.

Finland launched for 2003 - 2007 an action programme in order to even out differences in the level of education between older and younger generations. The aim is to offer opportunities for untrained adults to study for secondary qualifications. The aim is supported by general education and training in learning-to-learn skills. Part of the programme resources is allocated to training in information society skills.

It has been estimated that over one million adult Finns lack ICT skills and access to information technology. Finland is implementing an "Information Society Skills for All" project as part of the national information society strategy. The aim is to increase the opportunities for citizens to acquire the ICT skills they need in their life situations. One concrete aim is that by the end of 2004 at least half of those currently lacking these skills will have acquired them and that in principle everyone has been offered the chance to acquire the skills they need in their life situations.

- The significance of adult education in the education system will keep growing. Care must be taken to ensure equal opportunities for participation, especially for the unemployed and those at risk of unemployment.
- Attention must be paid to adults' learning-to-learn skills. This entails input into study guidance and advice geared to adults and into programmes and courses which accommodate adults' different abilities. Education and training must be further individualised.



- Lacking literacy skills involve a risk of exclusion, which is why attention must be paid to the learning needs of those with lacking literacy.
- Skills needed in information society must be provided to all adults, including the elderly.
- Adult immigrants must have access to language instruction which enables them to acquire education and training and thereby improve their chances to find jobs.

Goal 5:

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Present situation

Gender equality is one of the cornerstones of Finnish education policy. Primary schools have been co-educational from the outset, and all upper secondary schools have also been open to both boys and girls for decades. The last restrictions on women's university studies were removed in the early 1900s, and already in the 1950s about half of university students were women. From the early days of the Finnish primary school, teacher training has been very popular among Finnish women. At present (2001) 63 % of all teachers and 71 % of teachers in basic education are women.

Development areas

Although gender equality has been realised in Finland to a large extent, it is important to discuss the role of gender in educational achievement and in study careers. For centuries Finnish women have been more inclined to study than men, which is also



reflected in the level of education. In the under-55 age groups women are better educated than men. In 2000, 53 % of those who completed vocational qualifications were women. Women made up 59 % of both matriculated students and university graduates, and nearly 65 % of polytechnic graduates.

- Gender still largely determines career choices and thereby placement in employment. Girls should be encouraged to opt for e.g. mathematical and technical studies, as well as boys for e.g. health care and teaching professions.
- Attention should be paid to the learning methods and learning outcomes of boys in general and certain groups of boys in particular.

Goal 6:

Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Present situation

As the highest education authority in Finland, the Ministry of Education prepares educational legislation and outlines education policy. The National Board of Education is an expert and development agency primarily responsible for drawing up national core curricula for preschool, primary and secondary education and vocational training. The basic and upper secondary education curricula are being revised. The basic education core curricula will be adopted gradually by 2006 and the upper secondary curricula will take force in 2005. Vocational curricula were revised between 1999 and 2001. Every education and training provider draws up its own curriculum based on these national curricular guidelines.

Educational decision-making is largely decentralised to education and training providers. Education provision is governed by aims set in legislation and the national core curricula. One important factor in terms of quality is that the requirement for



all teaching posts in Finland is university-level education. Teachers are highly educated and the teaching profession highly valued in Finland.

There is no separate inspectorate of schools in Finland. The performance of the education system is monitored by means of evaluations. The Ministry of Education determines the general principles for external evaluations. Evaluation priorities are set at a general level in the Government's five-year development plan for education and research (2003 - 2008). The aim of evaluation is to make sure that the intention of educational legislation is realised, to support educational development and to create favourable conditions for learning. According to Finnish legislation, the salient findings of evaluation must be published. Legislation also requires that education and training providers evaluate their own supply.

At the national level, evaluation projects have mainly concerned performance: learning outcomes, various thematic entities, and systemic evaluations. Evaluations of educational outcomes are in essence interpretative analyses concerning the performance of the education system and the achievement of the objectives set for education, teaching and learning. Performance can be assessed in the dimensions of efficiency, effectiveness and cost-effectiveness using indicators derived from the objectives set by Parliament, the government and educational authorities. The principle is that evaluation is based on education-policy decisions and legitimised by educational legislation and other statutes. Finland also takes part in Nordic, EU and OECD reviews and comparisons.

Development areas

Objectives and principles guiding education in Finland:

1. to further intensify the knowledge-based national strategy and promote commitment to it,
2. to strengthen the well-functioning parts of the education system,
3. to anticipate future threats and trends,
4. to pay special attention to at-risk pupils and students,
5. to secure favourable conditions for teaching and learning,



6. to invest in teachers and working conditions in school, and
7. to intensify cooperation between educational and other administration.

An evaluation council for basic and secondary education was established in 2003. It assists the Ministry of Education and education providers in matters relating to educational evaluation, organises external evaluations relating to education provision and education policy and publishes evaluation findings at the national level.

According to national and international reviews, learning outcomes in Finland are of a high standard and of a relatively uniform quality. Equal opportunity in education is guaranteed in the Constitution. Every child and young person has an equal right to education and training. To this end, the point of departure in education policy is that the education system must not cause systematic differences in learning outcome. In Finland, authorities react directly to observed differences and even weak signals.

The principles underlying demand and supply in education and training provision should be rethought. The quality of education and training must be scrutinised critically at all levels of education with a view to determining the qualitative and quantitative criteria of good education provision and good general education. In addition, different assessments of learning outcome and other content analyses should be developed to enable different forms of education to be improved both nationally and locally.

Although teachers are highly educated in Finland, various educational foresights have revealed many development needs. These concern student selection, the content and implementation of pedagogical studies, the status of teacher education and teachers' continuing professional education.

- Various learning outcome assessments and other content evaluations are undertaken to support and improve education at all levels both nationally and locally.
- All levels of education must support the development of all kinds of learners and their growth into good and tolerant citizens of Finland and the world.



Education for All and Finnish development cooperation

Finland supports education by means of projects and programmes in 11 countries. Large sectoral programmes are being supported in Nepal, Tanzania, Mozambique and Zambia. The bulk of the activities is targeted to African countries, but there are cooperation programmes in other continents as well. Education and training constitute an important component in support given to reconstruction in the western Balkans. In Latin America, the focus is on the development of bilingual and multicultural education for the indigenous peoples. Finland supports the development of inclusive special-needs education in South Africa, Zambia and West-Balkan countries. Curriculum reform is supported in Palestine and Nepal.

The education sector represents about eleven per cent of the whole bilateral cooperation budget. In addition, a substantial part of financial support given to NGOs involves the education and training sector.

According to a Government Decision-in-Principle (2001), the primary aim in Finnish development cooperation is to eradicate poverty. The education sector plays an important part in achieving this aim. Input into improving educational opportunities especially at the primary level not only helps to reduce poverty but also promotes equality in the partner countries.

Especially two of the goals set in the UN Millennium Declaration – to ensure that children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education – are also key goals in the EFA process. Finland is one of the Signatories of the Declaration. These aims and the six detailed goals set in the EFA process guide Finnish financing and participation in international development cooperation in the field of education.

The modern concept of partnership entails long-term action and commitment from the partners. Finland will actively support national EFA plans and their implementation in countries where education and training form part of the cooperation



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programme. The point of departure is that national plans are closely linked with the overall development plans and especially with national poverty eradication plans.

Finland has distinguished itself in many countries and organisation in emphasising and supporting inclusive special-needs education. This specialised expertise should be strengthened and developed.

- Finland systematically encourages poverty eradication in its partner countries by supporting relevant education sector development programmes.
- The share of basic education in education sector development cooperation will be further increased.
- For the Millennium Declaration goals to be achieved, the relative share of the education sector should be increased from the present level.
- Finland will continue its active role at different levels of the EFA process and will explore means of accelerating development in partner countries, for example by means of the Fast Track initiative.
- Finland will continue to emphasise equality and equity issues, especially the education for girls and the for the disabled, in the EFA process.

With a view to achieving these aims, measures will be taken to intensify cooperation between the Ministry for Foreign Affairs, the Ministry of Education and the National Board of Education. The expertise and experience of the Ministry and the National Board, other education authorities and other sectors will be utilised in the preparation, follow-up and evaluation of educational projects, especially sectoral programmes. Finnish universities and polytechnics are encouraged to strengthen their education and research in development questions.

Koulutuksen perusoikeuden toteutuminen kaikkialla maailmassa vuoteen 2015 mennessä on Dakarissa vuonna 2000 kokoontuneen Maailman koulutusfoorumin päätavoite. Dakarin toimintaohjelman velvoittamana myös Suomi on laatinut oman Koulutus kaikille -toimintasuunnitelman, joka tarkastelee haastetta sekä kansallisen koulutuspolitiikan että kehitysyhteistyön näkökulmasta. Kansallinen toimintasuunnitelma on valmisteltu Suomen Unesco-toimikunnan, opetusministeriön, ulkoasiainministeriön ja Opetushallituksen yhteistyönä.

Förverkligandet av utbildning som en grundläggande rättighet överallt i världen före slutet av 2015 är det viktigaste målet för Världsförbundet för utbildning som hölls i Dakar år 2000. Som undertecknare av handlingsprogrammet från Dakar har också Finland utarbetat sin nationella Utbildning för alla - handlingsplan. Planen granskar utmaningen med utgångspunkt i både utbildningspolitiken och utvecklingssamarbetet. Handlingsplanen har beretts i samarbete mellan Finlands Unesco-kommission, undervisningsministeriet, utrikesministeriet och Utbildningsstyrelsen.

The main target set by the 2000 World Education Forum in Dakar is to realise basic right to education in the world by 2015. Bound by the Dakar Framework of Action, Finland devised an EFA national plan of action, which looks at the challenge in terms of national education policy and development cooperation. The national plan of action was jointly prepared by the Finnish National Commission for Unesco, the Ministry of Education, the Ministry for Foreign Affairs and the National Board of Education.



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