

The Assessment Systems Of Finland And Queensland Sqa

The two most important factors explaining the success of the Finnish education system are: education has been a national priority for decades, and the system operates on trust. The Ministry of education is in charge of education policy and overall central funding. The Finnish national board of education, as the operational arm of the Ministry of education, is responsible for overall education provision and educational development, including the curriculum. Budgetary autonomy is established; budget is controlled by the local governments with input from principals. Personnel management is established. Teacher salaries are relatively fixed by civil service rules and municipalities choose their teachers under very stringent criteria. Participation of school councils in school governance is advanced. Parents trust school decisions because the system works very well. School and student assessment is advanced. Standardized student assessment is sample-based but schools evaluate their students continually. School autonomy and accountability are key components to ensure education quality. The transfer of core managerial responsibilities to schools promotes local accountability, helps reflect local priorities, values, and needs, and gives teachers the opportunity to establish a personal commitment to students and their parents. There are five indicators of school autonomy and accountability that can help benchmark an education system's policies that enable school autonomy and accountability: school autonomy in budget planning and approval; school autonomy in personnel management; the participation of the school council in school finance; the assessment of school and student performance; and school accountability to stakeholders. This report focuses specifically on policies in the area of school autonomy and accountability.

Finland has a very sound financial system. Finland is at the forefront of electronic banking and financial sector consolidation. Arrangements for crisis prevention and management need to balance the conflicting goals of minimizing moral hazard and providing adequate safety nets in the financial system. There are some deficiencies as regards compliance with certain of the banking supervision and securities standards. In view of the advanced stage of development of Finland's financial system, supervisory arrangements will need to meet and even exceed international standards.

The first two editions of *Finnish Lessons* described how a small Nordic nation built a school system that provided access to a world-class education for all of its young people. Now available in 30 languages, this Grawemeyer Award-winning book continues to influence education policies and school practices around the globe. In this Third Edition, Pasi Sahlberg updates the story of how Finland sustains its exemplary educational performance, including how it responds to turbulent changes at home and throughout the world. *Finnish Lessons 3.0* includes important new material about: teachers and teacher education; teaching children with special needs; the role of play in high-quality education; Finland's responses to growing inequality, slipping international test scores, and the global pandemic. In the midst of national education reforms and global changes driven by public health crises and economic turbulence, *Finnish Lessons 3.0* encourages teachers, students, and policymakers to think big and bold when they look for new solutions to improving their schools and entire education systems. This edition provides an even deeper dive into the present world of education in Finland in light of the most recent education statistics and international data, including PISA 2018, TIMSS 2016, and TALIS 2018. "Finland's approach to education reform shows we must address student inequality before we can expect student excellence." —The 2013 Grawemeyer Award Committee "The story of Finnish educational success as told in *Finnish Lessons* is remarkable . . . this is an important book and educators need to read it." —Educational Researcher "Provides solid background on the historical context that allowed Finland's education system to transform into a powerhouse." —Education Review

The series entitled "Guide to secondary education in Europe" is developed as part of the project "A secondary education in Europe". The aim of this series is to give the public not only systematic & coherent information on the educational systems & traditions in all signatory states to the European Cultural Convention, but also to outline the essential problems these systems are facing at the present time.

This 2003 edition of OECD's periodic review of Finland's economy examines recent economic developments, policies and prospects and includes special features on the effectiveness of public spending; ageing, pension reform and long-term public finances; and policies to boost potential output growth.

This book explores how curriculum reform is interconnected with policy, practice and society. Curriculum reform is increasingly associated with efforts to better the lives of citizens and provide a competitive edge to national prosperity. Educational policy and practice have been the subject of unprecedented convergence worldwide in the quest for so-called 21st century skills. This book offers a case study of curriculum reform within the Republic of Ireland, focusing on antecedents, processes and outcomes of government efforts to evoke fundamental curriculum realignment at lower secondary level. Set against a backdrop of fluctuating economic fortunes and concerns about academic standards and educational equity, this volume has wider relevance beyond Ireland for any system undertaking education reform at scale.

Teachers' Perspectives on Finnish School Education
Creating Learning Environments
Springer
Science & Business Media

This book addresses the difficult challenges that children with autism present educators. By comprehensively examining the scientific knowledge underlying educational practices, programs and strategies in China and Finland, it provides valuable information for parents, administrators, researchers, and policy makers. This book examines the following fundamental issues related to the education of children with autism:

- How children's specific diagnoses should affect educational assessment and planning
- How we can support the families of children with autism
- Features of effective instructional and comprehensive programs and strategies
- How we can better prepare teachers, school staff, professionals and parents when it comes to educating children with autism
- What policies at the national and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with autism to appropriate education

In a world where there is increasing demand for the performance of health providers to be measured, there is a need for a more strategic vision of the role that performance measurement can play in securing health system improvement. This volume meets this need by presenting the opportunities and challenges associated with performance measurement in a framework that is clear and easy to understand. It examines the various levels at which health system performance is undertaken, the technical instruments and tools available, and the implications using these may have for those charged with the governance of the health system. Technical material is presented in an accessible way and is illustrated with examples from all over the world. Performance Measurement for Health System Improvement is an authoritative and practical guide for policy makers, regulators, patient groups and researchers.

On cover: Environment agriculture and forestry.

Easy-to-implement classroom lessons from the world's premier educational system. Finland shocked the world when its fifteen-year-olds scored highest on the first Programme for International Student Assessment (PISA), a set of tests touted for evaluating critical-thinking skills in math, science, and reading. That was in 2001; but even today, this tiny Nordic nation continues to amaze. How does Finnish education—with short school days, light homework loads, and little standardized testing—produce students who match the PISA scores of high-powered, stressed-out kids in Asia? When Timothy D. Walker started teaching fifth graders at

a Helsinki public school, he began a search for the secrets behind the successes of Finland's schools. Walker wrote about several of those discoveries, and his Atlantic articles on this subject became hot topics of conversation. Here, he gathers all he learned and reveals how any teacher can implement many of Finland's best practices. Remarkably, Finland is prioritizing the joy of learning in its newest core curricula and Walker carefully highlights specific strategies that support joyful K-12 classrooms and integrate seamlessly with educational standards in the United States. From incorporating brain breaks to offering a peaceful learning environment, this book pulls back the curtain on the joyful teaching practices of the world's most lauded school system. His message is simple but profound: these Finland-inspired strategies can be used in the U.S. and other countries. No educator—or parent of a school-aged child—will want to miss out on the message of joy and change conveyed in this book.

Pasi Sahlberg has thoroughly updated his groundbreaking account of how Finland built a world-class education system during the past four decades. In this international bestseller, Sahlberg traces the evolution of Finnish education policies and highlights how they differ from the United States and much of the rest of the world. Featuring substantial additions throughout the text, *Finnish Lessons 2.0* demonstrates how systematically focusing on teacher and leader professionalism, building trust between the society and its schools, and investing in educational equity rather than competition, choice, and other market-based reforms make Finnish schools an international model of success. This second edition details the complexity of meaningful change by examining Finland's educational performance in light of the most recent international assessment data and domestic changes.

A comprehensive OECD review of the Finnish health care system that evaluates financing, service provision, investment, governance, and insurance/payment schemes. The review includes a series of recommendations.

Finnish education has been a focus of global interest since its first PISA success in 2001. After years of superficial celebration, astonishment and educational tourism, the focus has recently shifted to what is possibly the most interesting element of this Finnish success story: that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing, no inspection, no hard evaluation, no detailed national curriculum, no accountability and no hard competition. From a historical and sociological perspective the Finnish case is not merely a linear success story, but is part of a controversial and paradoxical struggle towards Utopia: towards egalitarian schooling. Bringing together a collection of essays by Hannu Simola and his colleagues, this book analyses the key dimensions of schooling in Finland to provide a critical, analytical and uncompromising picture of the Finnish education system. Going beyond the story of success, the book reveals the complexities of educational change, but also identifies opportunities and alternatives for smart political action in complex and trans-national societies. Including a selection of key chapters on Finnish education policy and governance, teacher education and classroom cultures, the book will be of interest to researchers, academics and postgraduate students in comparative education, teacher education, educational policy and educational reform.

Over the past ten years the PISA assessment has risen to strategic prominence in the international education policy discourse. Sponsored, organized and administered by the Organization for Economic Cooperation and Development (OECD), PISA seems well on its way to being institutionalized as the main engine in the global accountability regime. The goal of this book is to problematize this development and PISA as an institution-building force in global education. It scrutinizes the role of PISA in the emerging regime of global educational governance and questions the presumption that the quality of a nation's school system can be evaluated through a standardized assessment that is insensitive to the world's vast cultural and institutional diversity. The book raises the question of whether PISA's dominance in the

global educational discourse runs the risk of engendering an unprecedented process of worldwide educational standardization for the sake of hitching schools more tightly to the bandwagon of economic efficiency, while sacrificing their role to prepare students for independent thinking and civic participation.

This paper discusses key findings of the Financial System Stability Assessment concerning Finland. It reveals that Finland's banking system remains well capitalized and profitable. Although low interest rates have squeezed net interest income, banks have increased income from trading and insurance and reduced cost-income ratios, helping to maintain profitability. Nonperforming loans have remained low and capitalization ratios are well above requirements, though buffers may be exaggerated by the aggressive use of risk weights. The Net Stable Funding Ratio suggests that vulnerabilities from maturity mismatches are limited in aggregate. Nevertheless, previously identified vulnerabilities remain, and some have increased. The review assesses the performance of Finland, including how its commitment to the 2030 Agenda translates into action on the ground and how it can strengthen its partnerships with a view to adopting a whole-of-Finland approach in the face of steep budget cuts.

Publisher Description

From the 23rd to 26th of November 2009 in La Palma island, in the Canaries, the Comparative Education Society in Europe (CESE) organized an international symposium entitled PISA under Examination: Changing Knowledge, Changing Tests, and Changing Schools. During four days seventeen leading scholars of Europe and America presented their contributions to debate the different problematiques of the remarkable phenomenon represented by the OECD Programme for International Student Assessment or PISA. PISA is not merely an educational event. It is also a media circus which involves the public rehearsal for reasons for failure or success; and even, in some cases, public and political and academic explanations about why 'failure' was not really that, and why 'success' was not really that either. At the centre of all these indications, we find the growing influence of international agencies on education and schooling which is decisively contributing to a marketisation of the field of education, in the context of an increasingly multilevel and fragmented arena for educational governance based on the formulation, the regulation and the transnational coordination and convergence of policies, buttressed at the same time by the diffusion of persuasive discursive practice. Organized in four sections entitled The Comparative Challenges of the OCDE PISA Programme, PISA and School Knowledge, The Assessment of PISA, School Effectiveness and the Socio-cultural Dimension, PISA and the Immigrant Student Question, and Extreme Visions of PISA: Germany and Finland, the contributions of this book offers a comprehensive approach of all these challenging and significant issues written from different and distinct research and academic traditions.

Part of a series, with a main volume by Linda Darling-Hammond and Dion Burns: **EMPOWERED EDUCATORS: HOW HIGH-PERFORMING SYSTEMS SHAPE TEACHING QUALITY AROUND THE WORLD**. This work delves into a number of high-performing educational systems, and describes how they create a coherent set of policies designed to ensure quality teaching in all communities. The authors also closely examine how these policies are translated into practice. The series spans systems across three continents and five countries. Upon the occasion of the birth of a new baby in Finland, since the 1930s, the Finnish government has been providing every new mother with a cardboard box filled with clothes, sheets, toys, diapers, and other essential items. The box even includes a small mattress, and the box can actually (and often does for many newborns) serve as a simple crib. The intention of the box is to ensure that all children in Finland have an equal start; but it serves also as a symbol of the centrality of equity and children in Finland. In **EMPOWERED EDUCATORS IN FINLAND**, the authors explore Finland's unique teacher preparation approach and other aspects of the educational system that contribute to the capacity of the country to create a

strong and quality teacher workforce. There are many lessons to learn, as the country is producing strong student results on international tests such as OECD's PISA.

Finland Mineral & Mining Sector Investment and Business Guide - Strategic and Practical Information

The International Conference on Emerging Socio-cultural and Political Issues: India and Europe is organised by Amity Institute of Social Sciences, Amity University, Noida, Uttar Pradesh in collaboration with Jean Monnet Module and Centre for European Studies, Jawaharlal Nehru University on May 24-25, 2021. The aim of the conference is to develop an understanding of the dynamics of social change and Development taking place in European and Indian society. Both India and Europe are taking firm strides towards cooperation and development specially in the post- pandemic era. In this context the conference aims in developing on working new path for structuring and building new vision and ideas for strong partnership between the two. The main objective of the Conference is to deliver new understanding of various issues ranging from society, culture, politics and environment. It shall look into these issues from a different prism in the post pandemic era.

Finland has transformed itself from an agriculture-based economy into one of the leading knowledge-based economies. Aiming to provide valuable lessons for other countries, the book presents key policies, elements, initiatives and decisions behind Finland's transformation into the Knowledge Economy of today.

This monograph describes development of the Finnish system of vocational education and training and discusses its future outlook. Chapter I provides background information on political and administrative structures, population, and the economy and labor force. Chapters II-III describe the education system and its development and the vocational education and training system. A section on its historical development considers reform in the 1970s and 1980s, ammattikorkeakoulu (AMK) institutions (polytechnics), and legislation. A section on initial vocational education and training addresses these topics: sectors of training and fields of study; qualifications; student assessment, counseling, and support systems; and educational institutions and teachers. The section on continuing education and training covers the following: adult education and training; adult vocational qualifications and language proficiency tests; adult education and training opportunities; and financing adult training. A final section looks at special education and training for specific target groups. Chapter IV outlines the administrative and financial framework. Chapter V on qualitative aspects provides information on certification, training of trainers, and guidance. Chapter VI discusses trends and perspectives in these areas: lifelong learning, Information Superhighway, comparability of qualifications, and European dimensions. Appendixes contain the following: a list of abbreviations and acronyms, major organizations involved in vocational training; 11-item bibliography; glossary; and list of available qualifications. (YLB)

Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries. He shows how rather than relying on competition, choice, and external testing of students, education reforms in Finland focus on professionalizing teachers' work, developing instructional leadership in schools, and enhancing trust in teachers and schools. This book details the complexity of educational change and encourages educators and policymakers to develop effective solutions for their own districts and schools.

The Finnish financial sector has weathered during the global crisis. Banks'

capital buffers were sufficient, but liquidity and credit risks required monitoring. The study assessed that there is a need for strong crisis management framework. It is found that an evaluation of Deposit Guarantee Fund (DGF) using Core Principles for Effective Deposit Insurance Systems would support reform efforts. Banking supervision is robust, and follows relevant EU Directives and the Basel Core Principle (BCP) for Effective Banking Supervision closely. The Financial Supervisory Authority (FIN-FSA) has implemented the 2001 Financial Sector Assessment Program (FSAP) recommendations, but challenges remain.

. . . this book is a timely and significant read for anyone with an interest in the operation of the energy sector. Karen Morrow, *International Energy Law & Taxation Review* This is a timely and comparative assessment of initiatives to promote renewable electricity sources (RES-E) in eight European countries. Carried out by the ProSus research programme at the University of Oslo in cooperation with leading research institutions in each country, the book focuses on the promotional schemes used to foster RES-E in Austria, Denmark, Finland, Ireland, the Netherlands, Norway, Spain and Sweden. The book is unique in that it monitors progress on implementing the EU RES-E Directive in relation to the impact of the dominant energy systems in each country. Employing notions of path dependency/path creation, the analysis demonstrates that crucial lessons for promoting RES-E are to be found in the contextual conditions of national and regional settings; conditions that qualify the effects of more general, market-oriented schemes. The conclusions reached are of direct relevance for the ongoing debate as to the most effective policy instruments for achieving sustainable energy and climate policies in Europe. *Promoting Sustainable Electricity in Europe* will be of interest to academics and researchers involved in environmental management, energy studies, technology and sustainable development. Furthermore, it will be of interest to policymakers and bureaucrats both at the EU level and among EU/EEA member states concerned with climate change, renewable energy and sustainable development at large. The book should also be of relevance for business organizations and NGOs concerned with the promotion of sustainable electricity.

This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality, equity and efficiency of school education.

PISA and Global Education Policy: Understanding Finland's Success and Influence provides an in-depth investigation for the reasons behind Finland's success in the Programme for International Student Assessment (PISA). Finland's high performances in every administration of PISA since 2000 have captured worldwide attention. This volume offers a comprehensive exploration into the context of Finland, uncovering its historical, cultural, political, and societal nuances. Furthermore, it delves into the history of Finnish education, providing a strong foundation from which to view the system that produced so much success

in PISA. The book analyses empirical data from Finnish professors of education, ministers of education, head teachers, and teachers for the reasons behind Finland's consistently high outcomes in the survey. It includes viewpoints from OECD officers with direct responsibility for PISA. In addition, it uncovers the impact of Finnish influence on education policy worldwide. Thus, the text presents an analysis of the growing politicisation of international achievement studies such as PISA. The increasingly globalised educational context surrounding PISA calls for an analysis of policy transfer and the already-apparent uncritical policy borrowing of Finnish education policy within the UK context. 'Represents the culmination of an 18-month-long project that aims to be the definitive review of this important topic. Accompanied by a scholarly literature review, some new analysis, and a wealth of evidence and insight... the report is a tour de force; a once-in-a-generation opportunity to take stock.' – Dr Steven Hill, Head of Policy, HEFCE, LSE Impact of Social Sciences Blog 'A must-read if you are interested in having a deeper understanding of research culture, management issues and the range of information we have on this field. It should be disseminated and discussed within institutions, disciplines and other sites of research collaboration.' – Dr Meera Sabaratnam, Lecturer in International Relations at the School of Oriental and African Studies, University of London, LSE Impact of Social Sciences Blog Metrics evoke a mixed reaction from the research community. A commitment to using data and evidence to inform decisions makes many of us sympathetic, even enthusiastic, about the prospect of granular, real-time analysis of our own activities. Yet we only have to look around us at the blunt use of metrics to be reminded of the pitfalls. Metrics hold real power: they are constitutive of values, identities and livelihoods. How to exercise that power to positive ends is the focus of this book. Using extensive evidence-gathering, analysis and consultation, the authors take a thorough look at potential uses and limitations of research metrics and indicators. They explore the use of metrics across different disciplines, assess their potential contribution to the development of research excellence and impact and consider the changing ways in which universities are using quantitative indicators in their management systems. Finally, they consider the negative or unintended effects of metrics on various aspects of research culture. Including an updated introduction from James Wilsdon, the book proposes a framework for responsible metrics and makes a series of targeted recommendations to show how responsible metrics can be applied in research management, by funders, and in the next cycle of the Research Excellence Framework. The metric tide is certainly rising. Unlike King Canute, we have the agency and opportunity – and in this book, a serious body of evidence – to influence how it washes through higher education and research. This superbly researched study offers a chalk-face perspective on the secret of Finland's educational success. Providing an intimate and revealing portrait of the Nordic nation's schools and its teacher training system, it sets out to explain why Finland's students consistently rank top, with low variance and moderate inputs,

among OECD countries across the range of criteria, from reading to mathematics. Alongside the detailed analysis culled from many hours of interviews with teachers and principals and dozens of visits to school throughout the country, the author maps the educational landscape of Finland: the sector's history, culture and development, its guiding principles, methodologies, and learning environments. The result is a cogent assessment of how and why Finland is universally regarded as a high-grade educational exemplar. The volume provides the hundreds of researchers, teaching professionals, and policy makers who visit Finland in search of inspiration with essential background material on the country's magic educational ingredients, which include a highly motivated cohort of well-trained teachers, a recognition of the vital importance of early years education and nurture, functional and inviting learning environments, and a rejection of pedagogical dogma in favour of developing methodologies that produce results at the same time as fostering students' confidence and collegiality. At the same age, Finland's schoolchildren have roughly one less year of formal schooling than most of their international counterparts, do not consider themselves to be overworked, and rank alongside hot-housed Singaporean or South Korean youngsters in international assessments of achievement. They are the educational equivalent of world-beating sports stars who make success appear effortless. This volume lifts the lid on the hard work and careful planning that underpin their achievements.

For the past 17 years, the U.S. National Commission on Mathematics Instruction (USNC/MI) has held workshops with mathematics educators from countries that typically perform well on international assessments and have a history of strong mathematics education programs, such as Japan, China, and South Korea. Finland is among this group. Even though its mathematics education system has some common characteristics with other top-performing nations, such as a great social respect for the teaching profession, it also has unique characteristics. The USNC/MI, a standing committee of the National Academies of Sciences, Engineering, and Medicine, planned a workshop at which U.S. and Finnish mathematics educators could exchange information and ideas about the preparation of new mathematics teachers and the means of providing them with support and professional development throughout their careers. While this is not the first time U.S. and Finnish mathematics educators have discussed educational practices, this workshop focused primarily on teacher development in both nations in the context of mathematics education. This publication summarizes the presentations and discussions from the workshop.

This publication provides a systematic and comprehensive overview of major developments within and across the Organisation for Economic Co-Operation and Development countries in strategic approaches to curriculum planning and the principles governing the organization of learning in schools. The report concludes the initial phase of the Centre for Education Research and Innovation Project on Curriculum Reform and School Effectiveness. The study comprised

national returns from a structured questionnaire, expert colloquia, and a selected literature review. The first three of eight chapters within this book address context, changes in administrative relationships and control, and general curriculum issues and pedagogic developments in the compulsory years of schooling. In chapter 4, the emphasis moves toward what are virtually universal concerns, namely the structure, content, and organization of the core curriculum. Chapters 5 and 6 focus on developments in curriculum and pedagogy that are characteristic of either the primary or the secondary stage of schooling, including those that are transitional between the two. Chapter 7 examines the process of curriculum development and pedagogic reform and the potential dichotomy between professional freedom and tightly drawn evaluation and assessment procedures. The appendixes provide a framework for the preparation of reports on curriculum reform in OECD countries (including questions), as well as a list of responding reports giving country, title, and author. (52 references) (KM)

This Technical Note discusses the findings and recommendations made in the Financial Sector Assessment Program (FSAP) for Finland in the area of banking supervision. The regulatory and supervisory framework for liquidity and funding risk has improved since the last FSAP, but certain vulnerabilities persist and require greater attention. Finnish banks continue to rely extensively on wholesale funding, as noted in the 2010 FSAP. Although supervisory action has managed to mitigate the problem, many banks remain heavily exposed to the risk of a dry-up of unsecured wholesale funding. Also, banks hold covered bonds issued by other banks as part of their liquidity buffer.

With the growth of terrorism, instability in the EU following recession, and the acceleration of support for right-wing political parties in Europe, discussions on the nature of democracy and democratic citizenship have never been more important. Exploring the relationship between democratic values, classroom practices and neo-liberalist ideology in England and in Finland, *Educating for Democracy* argues that it is the role of governments and the education systems they support to create teachers and students who can voice critically appraised judgements to guide their citizenship. With chapters co-written by English and Finnish authors, this book analyses the history and current state of education systems in England and Finland, with reference to other European countries, in order to establish whether they are effective in creating democratically-minded citizens. Recent years have seen decreasing control of educator professionalism as governments have become more concerned about economic growth, and in some cases, survival. The contributors to this volume question whether educators are becoming less effectual as a result, exploring the idea that democracy is a dying concept, and asking whether educators are now simply creating cogs for the neo-liberalistic/capitalist machine. This book will be essential reading for academics and researchers in the fields of teacher education, education studies and comparative education. It will also be of great interest to those concerned with issues surrounding citizenship, democracy and

the role of the government in education.

This book combines several perspectives on the steps the Finnish educational system has taken to provide students with the skills and competences needed for living in today's society and in the future. The ecosystem is used as a metaphor for the educational system. The Finnish system aims to achieve sustainable education by ensuring that the system is simultaneously interconnected and open to transformations. The book describes how a flexible curriculum system is succeeding without the pressures of high-stake testing. It also illustrates how the ongoing curriculum reform of the basic education is working. The book brings together knowledge gained in schools through the cooperation of researchers, teachers, school principals, the public sector, and private companies. The book presents case studies of technology integration aimed at crossing boundaries in formal and informal learning settings, locally and globally. The contributors address 21st-century needs and requirements through learner-driven knowledge creation, collaboration, networking, and digital literacies. It opens new scenarios of how to apply digital storytelling and games connecting fun, motivation, and learning. The strong message is that, through collaboration and networking, we can create an educational ecosystem that supports different learners.

2011 Updated Reprint. Updated Annually. Finland Mining Laws and Regulations Handbook

The Introduction to the Finnish Educational System explores different aspects of learning and teaching in Finland and will give tools and ideas for teachers, student teachers and educators worldwide.

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