



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

“Pestalozzi” In-Service Training Programme for Education Professionals

Report on the European Workshop

CoE 1118 – 1122 Finland

RIGHT TO QUALITY EDUCATION IN VOCATIONAL EDUCATION AND TRAINING

**18-22 November 2009, Tampere
Finland**

**OPETUSALAN KOULUTUSKESKUS OPEKO
NATIONAL CENTRE FOR PROFESSIONAL
DEVELOPMENT IN EDUCATION**



Report on the European Workshop CoE 1118 - 1122 Finland

Right to Quality Education in Vocational Education and Training

18 - 22 November 2009, Tampere Finland

Aims and working methods

The aim of the European Workshop "Right to Quality Education in Vocational Education and Training" was to focus on the teachers' roles and competences, with regard to the common concern of the Council of Europe and its member states, to ensure all European children and young people equal rights for learning and quality education, regardless of their economic, ethnic, cultural, gender or linguistic background, and to prevent exclusion and drop-out of their young citizens.

During the workshop the following topics were dealt with:

- The right for education: equality and equity in education
- Diversity of learning paths: inclusive practices, individual learning plans, supportive measures
- Education of minority groups
- Future challenges for the teacher profession

The participants were introduced to the Finnish education system and education policies, as well as to a variety of best practices, considered to be the cornerstones for the quality of the Finnish education system.

The programme was a combination of introductory lessons, participants' presentations and group work, school visits and cultural programme. Co-operative learning was used as the working method throughout the workshop. Participants had been asked to prepare examples from their own school or country, related to the main theme of the workshop. The participants shared their knowledge of innovative solutions in order to make vocational education and training more attractive and how to work with individual learners and their learning needs.

The participant group consisted of 13 Teachers, principals, directors, student counsellors and teacher trainers from different branches of vocational education and training from eight signatory States to the European Cultural Convention (10 delegates) and from the host country (3 delegates).

Programme

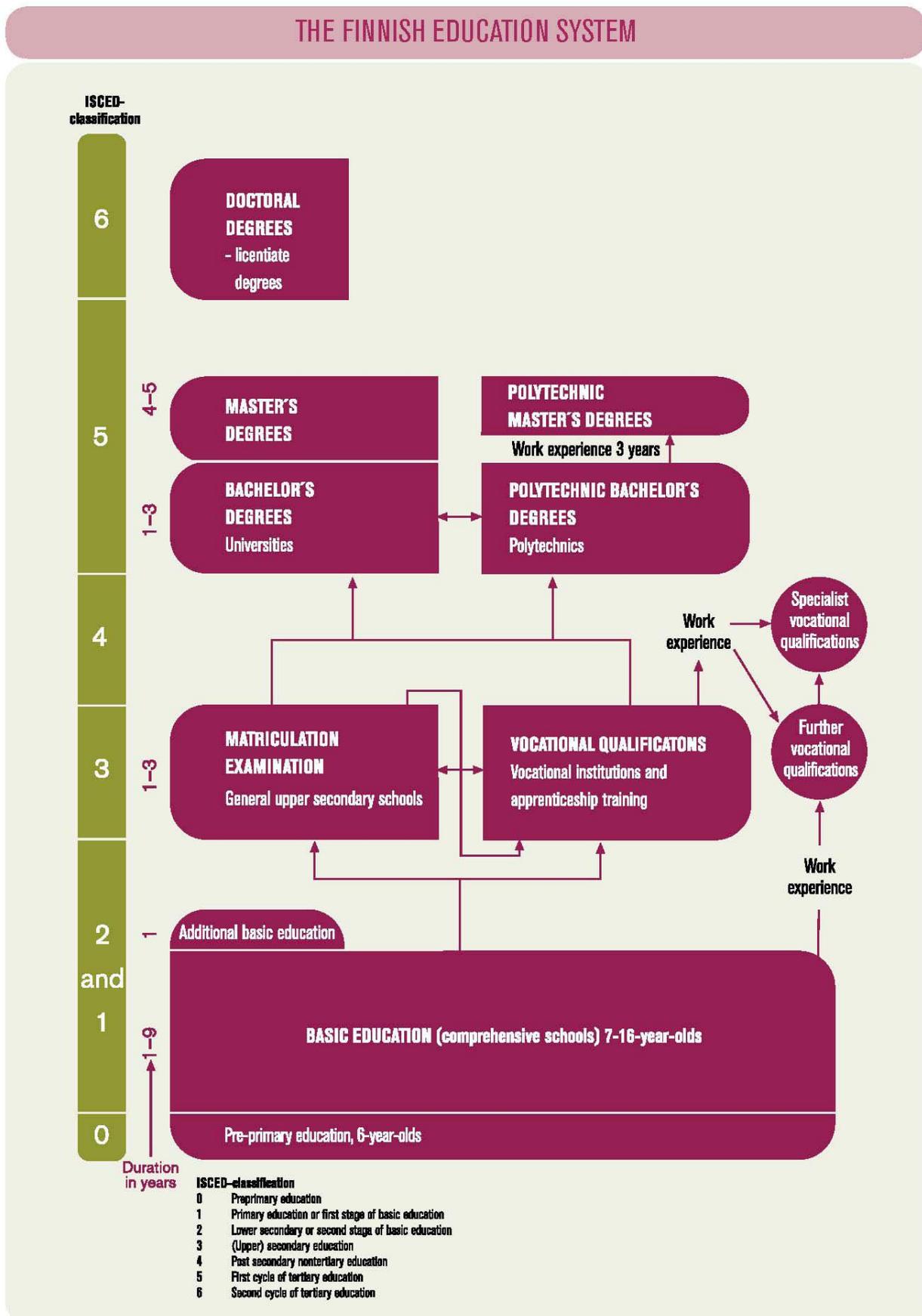
Wednesday, 18th of November

The workshop started with a get-together party at the conference venue Opeko on Wednesday evening, which was the arrival day of the participants. The group members were very enthusiastic and grateful to have been selected as participants to the workshop.

Thursday, 19th of November

The workshop's welcoming speech was held by Mr Matti Pietilä, Counsellor of Education, NLO for the Pestalozzi Programme from the Finnish National Board of Education. He introduced the participants to the main institutions and activities of the Council of Europe and to the organisation of the Pestalozzi programme. The booklets and the teaching materials of the Council of Europe were handed out to the participants.

Mr Pietilä also told about the role and tasks of the National Board of Education in the administration, development and evaluation of education, and described the main features of the Finnish education system



The Finnish National Board of Education (FNBE) is the agency responsible for the development of education and training in Finland, working under the auspices of the Ministry of Education.

It is responsible for developing pre-primary and basic education, morning and afternoon activities for schoolchildren, general upper secondary education, vocational upper secondary education and training, adult education and training, liberal adult education and basic education in the arts. FNBE was established in 1991.

ADMINISTRATION AND FUNDING OF EDUCATION

- ❖ Education is the responsibility of the Ministry of Education
- ❖ The Finnish National Board of Education works with the Ministry of Education to develop educational aims, content and methods for primary, secondary and adult education
- ❖ Local administration is the responsibility of the local authorities (municipalities) which play a prominent role as education providers
- ❖ Most institutions providing basic and upper secondary level education are maintained by local authorities or joint municipal boards
- ❖ In 2004, 98 percent of basic education institutions were publicly funded

FNBE: DEVELOPING EDUCATION

- ❖ draws up National Core Curricula for pre-primary education, basic education, general upper secondary education and upper secondary vocational qualifications and the Requirements of Competence-based Qualifications
- ❖ These documents determine the core objectives, contents and guidelines for teaching. Education providers prepare their own local curricula based on these national documents
- ❖ steers implementation of curricula and explores reform needs. It undertakes various projects to develop education.

FNBE: EVALUATING EDUCATION

- ❖ assesses learning outcomes in different subjects and fields, in particular in basic education and vocational upper secondary education and training
- ❖ contributes to enhancing the performance of education and training and supports providers in development of self-evaluation and quality management.

FNBE: INFORMATION SERVICES

- ❖ produces national and local education statistics and forecast data on educational and labour needs in different fields
- ❖ co-ordinates information networks and services and participates in international exchange of educational information
- ❖ maintains the financing system for the education sector in Finland

FNBE: PROMOTING INTERNATIONALISATION

- ❖ manages international education projects and participates in international co-operation through international organisations
- ❖ allocates grants to schools and other educational institutions for international co-operation and to Finnish-language schools operating abroad
- ❖ also manages educational co-operation with Finland's neighbouring areas and development co-operation relating to education
- ❖ receives visitors who wish to learn about the Finnish education system from all over the world
- ❖

FNBE: SUPPORT SERVICES

- ❖ is responsible for implementation of national joint applications and it provides information on application procedures at all levels of education
- ❖ organises language examinations and is responsible for the recognition of foreign qualifications
- ❖ offers fee-charging training, evaluation and consultancy services and produces textbooks, publications and electronic teaching materials for teachers and educational staff.
- ❖ organises and funds further studies for teachers and other teaching staff

FNBE: ORGANISATION

- ❖ FNBE has five units: General Education, Vocational Education and Training, Information and Evaluation Services, Services for Education Sector and Administration, and Education in Swedish
- ❖ employs about 300 staff

FNBE: FUTURE TASKS

- ❖ Sustainable future of education
- ❖ Supporting education providers
- ❖ Continuous improvement of educational staff's competence and expertise
- ❖ Increasing co-operation with local authorities and schools
- ❖ Follow-up and evaluation data and research catering for development of education
- ❖ Life-long learning
- ❖ Developing future learning
- ❖

VISION: DEVELOPING THE BEST LEARNING IN THE WORLD



The Key Note Speech:

Finland in PISA Studies: reflections and future challenges

Mr Lauri Kurvonen, Counsellor of Education, the Finnish National Board of Education

Mr Kurvonen started his presentation by a detailed information package of vocational education and training provision in Finland.

DIVISION OF STUDENTS AFTER COMPULSORY EDUCATION IN 2006:

School leavers (comprehensive school): 60,000

- **52 % upper secondary general education**
- **40 % upper secondary vocational education**
- **2 % optional 10th year in comprehensive school'**
- **6 % did not continue directly in education**

Proportions of those continuing in general and vocational education have remained unchanged

General Objectives of Vocational Education and Training

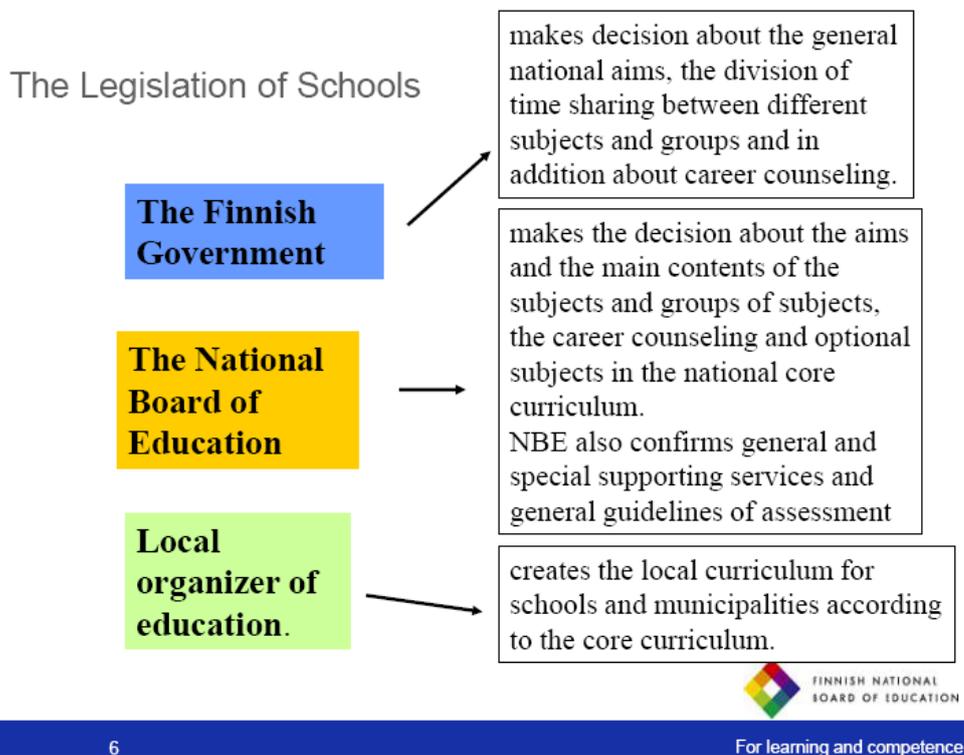
- knowledge and skills necessary for vocational competence and (self-)employment
- support for personal growth and citizenship
- knowledge and skills needed in further studies and in life-long learning

Providers of Vocational Education and Training

- the Finnish tradition of VET is school-centred
- the VET colleges are equipped to enable real hands-on learning of working skills
- the colleges are owned and operated mostly by municipalities or groups of municipalities
- approx. 200 independent, multi-branch providers of VET

VET Financing and Administration

- financing of VET through state and municipal budgets, partly performance-based
- no school fees
- administrative trends during the 1990's
 - decentralization
 - deregulation
 - from inspection to evaluation and feedback
 - merges of small schools



The Curricular System of Vocational Education and Training

- qualification-specific national core curriculum (NBE)
- education provider's curriculum based on the national core curricula
- more detailed, enables adapting to local needs
- student's personal study plans

The National Core Curriculum

- decided by National Board of Education
- drawn up in co-operation with interest groups
- dealt with by training committees (advisory boards)
- legal norm comparable to law
- basis of assessment
-

Sectors and qualifications

- | | |
|--|--|
| 1. Natural Resources
<i>5 Vocational qualifications</i> | 5. Health and Social Services
<i>5 Vocational qualifications</i> |
| 2. Technology and Transport
<i>26 Vocational qualifications</i> | 6. Culture
<i>5 Vocational qualifications</i> |
| 3. Business and Administration
<i>2 Vocational qualifications</i> | 7. Leisure and Physical Education
<i>4 Vocational qualifications</i> |
| 4. Tourism, Catering and Home Economics
<i>5 Vocational qualifications</i> | |

The vocational qualifications

- 53 vocational qualifications, all branches of working life
- broad-based competence for employability in changing situations
- specialisation in one area of the qualification (120 study programmes)
- all qualifications take 3 years (= 120 Finnish credit units) in the school-based system, including at least 20 credits of on-the-job learning
- EU level 3
- gives general eligibility for higher education
- alternative paths: competence-based qualifications and apprenticeship training (mainly adults)

Composition of studies in the vocational qualifications (3 years = 120 credits)

- Vocational studies 90 credits
 - field-specific
 - study-programme specific
 - includes 20 credits (minimum) of
 - on-the-job training
- Core subjects 20 credits
- Free-choice studies 10 credits

Cooperation with the Working life

- colleges and workplaces are more and more cooperating
- on-the-job learning incorporated in school-based studies
- planning of training, assessing and forecasting future needs is done together with the working life
- 33 advisory boards for vocational education and training (NBE)
- the schools have branch-specific advisory committees

On-the-job learning

- all qualifications include on-the-job learning periods of at least 20 credits
- carried out at the workplace
- focused and supervised study, based on the curriculum
- a written contract with the company that must have a sufficiently high volume of production or services, and qualified staff
- student –on-the-job instructor –teacher
- the student is not an employee

Skills Demonstrations

- skills demonstrations will be introduced in all VET
- the students show how well they have achieved the objectives of the vocational studies and the skills required in working life
- planned, implemented and assessed in co-operation with working life
- organized in genuine working environments during the three school years
- essential part of student assessment

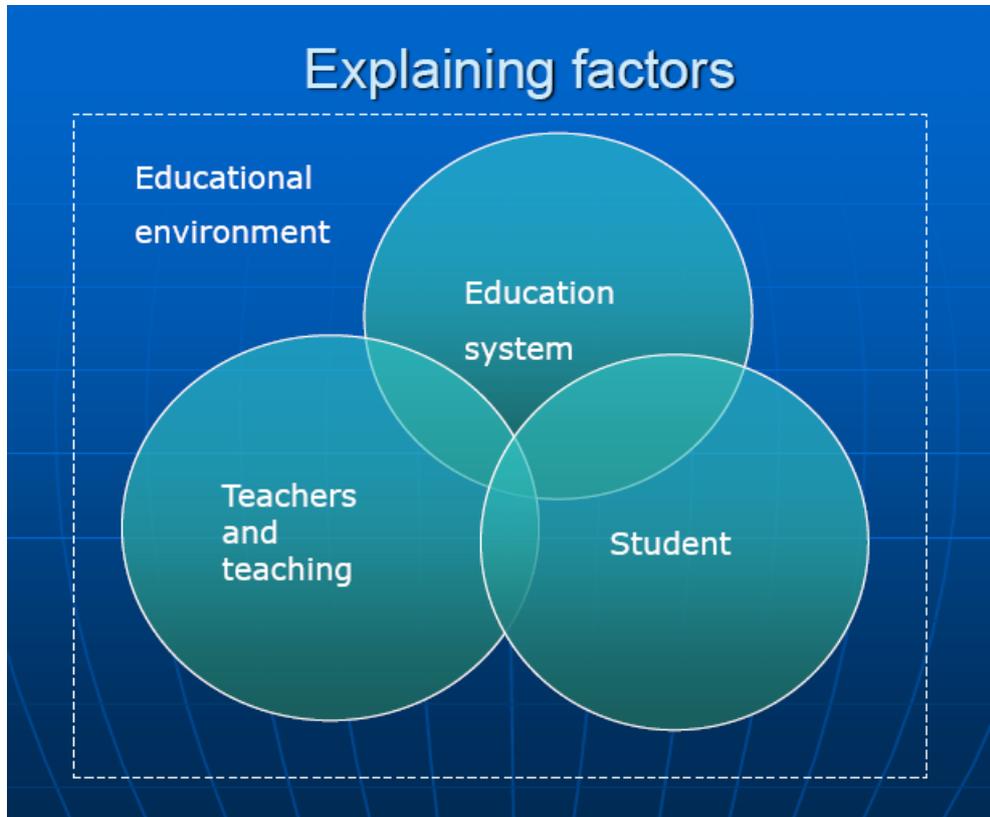
Main Challenges

- Access to education, increasing of participation
- Co-operation between schools and the world of work –increasing on-the-job learning
- Co-operation between vocational and general education
- Opening paths to further studies
- Supporting the weakest students, special education, preventing drop-outs
- Improving the quality and performance of education
- Increasing the prestige and attractiveness of vocational studies

Mr Kurvonen then continued his contribution by showing the OECD PISA (Programme for International Student Assessment) results from years 2003 and 2006, pointing out some outcomes, peculiar to Finland:

- Finns were among the best in all four domains of the PISA 2003 (reading literacy, mathematics, science and problem solving)

- Finns were among the best in all three domains of the PISA 2006 (science, mathematics and reading literacy)
- Results were even distributed
- Influence of socio-economic background among the smallest
- Differences between schools were among the smallest



Grounds for Success...

- Educational system
- Curriculum
- LUMA-programme
- In-service training for teachers
- Materials and publications
- Networks
- National assessment system

The most obvious reasons behind Finland's success were explained, followed by a vivid discussion among the participants.



Friday, 25th of September

Visit to Tampere College, Hepolamminkatu 10

On Friday morning Ms Anna-Maija Siirtonen, International affairs planning specialist and Mr Pekka Pirttiniemi, Special Needs Education Coordinator, hosted a field visit in Tampere College at Hepolamminkatu 10, which is located in the suburban area of the City of Tampere.

Vocational Education and Training (VET) in Tampere Upper Secondary Education = Tampere College (Tampereen ammattiopisto)

Formely separate VET schools

Tampere College (1.8. 2000) =

- Hervanta (Est. 1986), Hepolamminkatu 10/Tampere
- Forestry (Est. 1937), Metsätie 1/Kuru
- Pyynikki (Est. 1912), Santalahdentie 10/Tampere
- Commerce, Sammonkatu 45/Tampere
- Health Care (Est. 1963), Sairaalkatu 6/Tampere
- Pirkankatu 37/Tampere
- Etc. e.g. Ähtäri, Kannus, Ruokolahti and courses elsewhere

Formal and non-formal vocational education and training

Study fields at Tampere College (and current number of students) are:

- Technology (1341) – 14 vocational qualifications
- Transportation and Forestry (461) – 6 vocational qualifications
- Services and Business (1293) - 13 vocational qualifications
- Social and Health care (558) – 8 vocational qualifications
- Immigrant Education (400 - 600)
- Further and Adult Education and Training (4200)

Ms Sari Siren, Special Needs Teacher, then gave a presentation about **supportive measures for special needs students** in vocational education and training.

- 8,7% of students at Tampere College have a SEN status (special needs in perceptive, verbal or behavioural skills, minor development disorder, major development disorder, psychic illness, physical illness, autism, ADHD, Asperger, hearing impaired, visual impaired, other)
- State fund allocation is 1,5 compared to "normal" students
- The college has team teachers and SEN teachers in every study programme to support the students + field specific student counsellors + teacher specialised in reading and writing skills
- The students can get help in "Oppisoppi", a special study corner or workshop

Ms Eija Heurlin, Coordinator of preparatory training for **vocational studies project**

"Ammattistartti", introduced a pilot programme which has started in 43 vocational schools, and which will have its own national curriculum from autumn 2010 onwards. The preparatory training is approximately a one year programme (20 -40 study weeks) meant for young people who have not been able to decide on their future learning career after compulsory education, who need guidance in learning skills or who need to complement compulsory studies. The aim of the preparatory training is to develop student's interaction and team working skills in order to be able to manage at school, at work and in everyday life. The purpose is to make sure that the student will be able to choose the right vocational field responding to his/her skills and abilities (and to prevent dropout later).

After the presentations the group made a tour around the school visiting different study departments, had discussions with students and teachers and enjoyed a lunch prepared by the catering department students.



Visit to Tampere College, Sairaalankatu 6

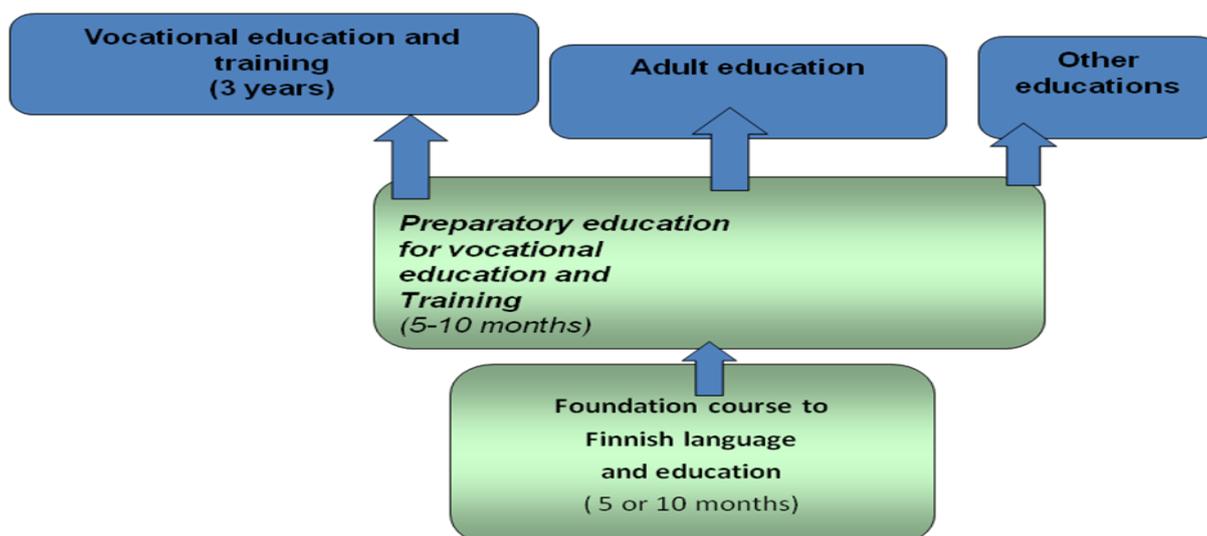
In the afternoon another school of Tampere College at Sairaalankatu 6 was visited. The participants first followed a lesson of physics, given in Finnish language by immigrant teacher, Mr Sakari Ilkka, to a group of adult immigrants who took part in a course financed by the Ministry of Labour. Many of the students had not finished their compulsory education in their home country.

After the lesson a presentation was given by Mr Dimitri Kuzmenok of the different training paths for immigrants, offered by the Tampere College.

Immigrant education/Intercultural education in Tampere College:

- About 180 students in Intercultural Education
 - About 5 % of students
 - Over 22 different mother tongues
1. Preparatory teaching for immigrants intending to enter initial vocational education
 2. Immigrants in vocational qualifications studies
 3. Immigrants in English language vocational qualifications studies
 4. Other education and courses
 - adult immigrants assimilation education
 - pre-preparatory training
 - courses financed by labour administration
 - apprenticeship training
 - vocational courses, projects etc.

Study path in Intercultural Education



Foundation course to Finnish language and education:

- 5 to 10 months long education for recently immigrated young people above the age of compulsory education (16-25 years old)
- Basics in Finnish language
- Guidance for further studies
- Students often continue to preparatory education for vocational education and training
- Non-stop enrollment
- 60 students in Tampere College

Preparatory education for vocational education and training:

- To improve student's language skills, coping skills and learning skills
- To give information about professions and vocational education and training in general
- On-the-job learning or getting to know a college according to the students interests (4-6 weeks at least)
- Flexible system; the students are integrated as soon and as much as possible in to VET colleges
- Enrollment separate from the joint application system
- If included in the student's integration plan, he/she may receive integration support instead of student financial aid
- Personal learning plans and guidance and counseling
- 86 students in Tampere College

Courses financed by labor administration (course for analphabetic young migrants):

- For migrants under 25 years
- For them who have done some school or none
- Using the learning by doing –method and suggestopedagogy
- Starting from Roman alphabets
- Learning to read and write
- Lasts for 10 months
- Students often continue to the foundation course to Finnish language and education
- 15 students in Tampere College

Guidance and career planning course:

- To increase the deeper and value-based knowledge of professions and vocational education and training in Finland
- To improve students' learning skills and life management skills
- Personal learning plans according to students interests
 - On the job learning
 - Further studies in Finnish, Mathematics, Chemistry and English
- Career planning is a continuous process through the whole education

Adult education:

- Finnish language and culture studies as part of integration plan or to reduce marginalisation
- Versatile and practice-oriented courses
 - Courses that emphasise on-the-job learning
 - Courses that aim at apprenticeship contract
 - Workshops for people with special learning needs
- Free of charge for participants
- Separate groups for immigrants in vocational education and training to enable more efficient improvement of language skills
- 30 students in Tampere College (courses)
- ~60 students in the VET (health care, service sector: catering, hair dressing, and technical fields)



At the end of the day the participants enjoyed a sight-seeing tour around the City of Tampere.

Saturday, 26th of September

The last day of the workshop was dedicated to participants' own contributions and sharing knowledge and experiences in the Learning Café.

Participants' presentations

Marlies Reicheneder: Development of a Practice Oriented Curriculum (POC), Development in preprofessional education

Katja Zimmermann: Vocational education in Rhineland-Palatinate

Axel Thurow: Vocational Education and Training in Germany

Mavrogenis Panayiotis: Learning Contract

Glafkos Theophylactou: Cyprus Educational System

The presentations were up-loaded on the Internet

(http://www.peda.net/veraja/opeko/pestalozzi_workshops_2006) and are available to the participants also after the workshop.

Discussions and reflections in the Learning Café

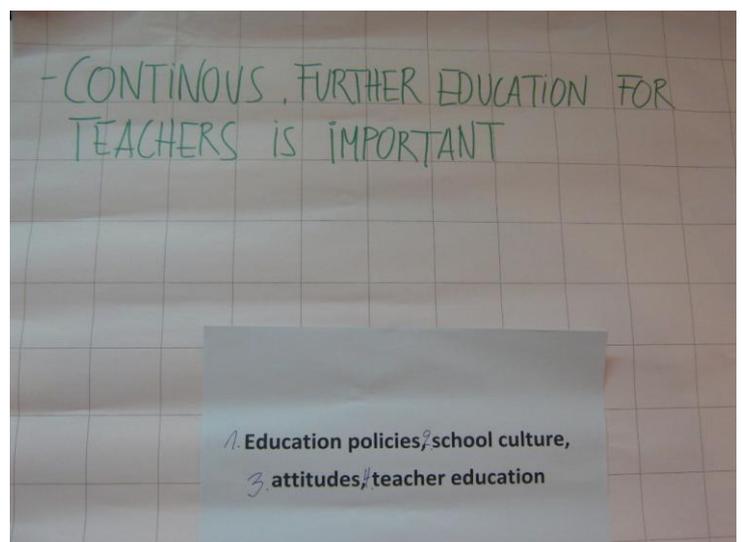
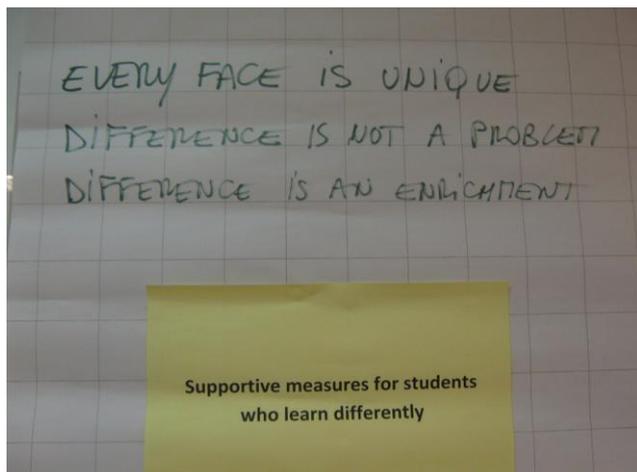
The task was to build a European picture of the challenges in VET and to find out ways to help all students succeed in their studies

The participants formed small groups to discuss the following questions:

- equity and equality:** access to learning and education (gender issues, financial issues, dead ends etc.)
- supportive measures:** good practice, bad practice or no practice (students with learning difficulties, students with special needs, students at risk of exclusion)
- education policies, school culture, attitudes, teacher education:** should something change here as well?



Conclusions from the Learning Café:



After the long working hours of the workshop the group had a relaxing Sauna Evening and a Farewell Party.

Sunday, 22nd November

Departure of participants

Evaluation Report of the Workshop

A. CONTENTS / METHODS			
1. The pre-seminar tasks were			
Number of question respondents: 9 (avg: 3,1)			
(1.1) Of no value		0%	0
(1.2) Valuable		33,3%	3
(1.3) Of considerable value		22,2%	2
(1.4) Of great value		44,4%	4
(1.5) Of exceptional value		0%	0
2. Did the actual benefits from the workshop meet your expectations?			
Number of question respondents: 12 (avg: 3,7)			
(2.1) Not at all		0%	0
(2.2) Partly		8,3%	1
(2.3) Yes		41,7%	5
(2.4) Very much		25%	3
(2.5) Completely		25%	3
3. Did the content of the workshop meet your needs?			
Number of question respondents: 13 (avg: 3,3)			
(3.1) Not at all		0%	0
(3.2) Partly		23,1%	3
(3.3) Yes		23,1%	3
(3.4) Very much		53,8%	7
(3.5) Completely		0%	0
4. Please rate the following aspects of the workshop and add any comments you may wish to make:			

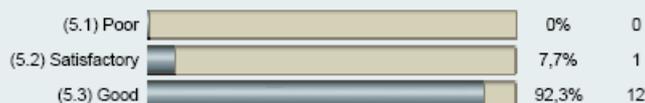
Overall planning

Number of question respondents: 13 (avg: 2,7)



General atmosphere of the workshop (warmth, friendliness etc.)

Number of question respondents: 13 (avg: 2,9)

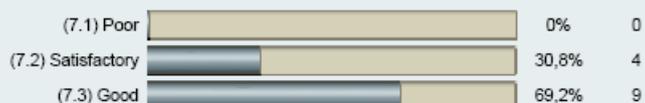


Comments:

1. There was good spirit whole time. (-25236786)
2. I did not understand and appreciate that some of the participants did not take part in all the workshop but left to do other things (-25236791)
3. People are from different countries with different education and cultures and we changed opinion about our education system and othe main things (-25236756)
4. Very interesting people all over Europe with different approches to the issues. Very interesting!! (-25236720)
5. Anne, thank you for giving me the opportunity of participating. I really felt I'm previledged when having to speak English and get to know new people. (-25236752)
6. I miss some more representation about the Finland teachers (only 3 of 10 that were supposed to attend). Also it's more interesting when you have representation from more countries (not 3 from German, 2 from Cyprus...) (-25236762)
7. missing finnish teachers (-25236759)
8. Nice people, interesting topics, international impressions (-25236732)

General quality of lectures

Number of question respondents: 13 (avg: 2,7)



Comments

1. Interesting issues were not discussed enough and some uninteresting stuff took too much time. Like presenting Finland. (-25236786)
2. I would have preferred a lecture on how quality is defined and measured in Finland (-25236791)
3. Lectures were very high level and very talkative (-25236756)
4. could have been more (-25236752)
5. There were too much theoretical, I would have prefered more practical lectures. (-25236762)
6. I would have liked to see , hear and feel more about the real system of education. It was a pity, that we had only 3 finnish teachers in our group. (-25236767)
7. many aspects, few times (-25236759)
8. They were well-built. (-25236732)

General quality of discussions in plenary

Number of question respondents: 13 (avg: 2,9)



General quality of discussions in groups

Number of question respondents: 13 (avg: 3)



Comments

1. Germany teachers were very talkative and I understood a lot of usefull information from them (-25236756)
2. All Participants had a great interesst in bringing things forwards. (-25236720)
3. everybody participated (-25236752)
4. Some good ideas and point of view were exposed (-25236762)
5. exchange of experiences was very interesting (-25236759)
6. We got to know new and interesting facts. (-25236732)

Documents, teaching materials

Number of question respondents: 13 (avg: 2,7)



Comments

1. This material I will use in my job (-25236756)
2. Well struktured and clearly presented. (-25236720)
3. I hope to have the opportunity to read them all in the net (-25236752)
4. I would have preferred also materials on best practises in Finland (-25236759)
5. We can apply them in our homecountry. (-25236732)
6. more teaching materials needed. Like the Finich cariculum in english. (-25236768)

Practical work

Number of question respondents: 12 (avg: 2,8)



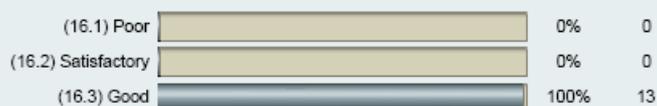
Comments

1. The tour in Tampere College was not too good. Too many empty classrooms and workshops. (-25236786)
2. school visits were very interesting and enriching (-25236791)
3. I improve my speaking skills (-25236756)
4. Interesting and valuable visits in schools and a great spectrum of opinions among the participants. (-25236720)
5. Challenging tried it hope at least satisfactorily (-25236752)
6. very useful the lesson to immigrants we directly participate (-25236759)
7. Creative lessons, creative people. (-25236732)

B. ADMINISTRATIVE ASPECTS - please tick as appropriate and add any comments you may wish to make

1. Accommodation

Number of question respondents: 13 (avg: 3)



2. Social activities

Number of question respondents: 13 (avg: 2,8)



3. Free time

Number of question respondents: 13 (avg: 1,9)



Comments

1. Good guided sightseeing tour with a well educated guide (5 languages) (-25236720)
2. Everything was perfect but I would have been better at another time of the year. (-25236762)
3. Better to choose different month . because of the climate and dark I couldn't appreciate a lot the town and the country (-25236759)
4. It would have been better to have more freetime to see around the city. (-25236732)

C. MISCELLANEA

1. Are there any further comments you would like to make about this workshop?

1. the time was probably too short to cover all the aspects of the topic (-25236791)
2. continue your very good work! (-25236790)
3. Great thanks to OPEKO and Anne Hjulgren and her stuff. Very well structured and organized. Thank you very much (-25236720)
4. You could have cordless microphone passing around from person to person so one could hear what the others are saying (-25236752)
5. I would have preferred to attend the workshop at another time of the year (summer). I would have visited one secondary school also (in order to understand the PISA success). I miss having had the opportunity to interact more with the students. (-25236762)
6. more days and more concentrated in a field (for example immigrants, social needs, best practise for tourism/business/IT vocational courses) (-25236759)
7. All in all, it was excellent. (-25236732)

2. Do you have any suggestions to make for improving the quality of similar workshops in the future?

1. More practical discussions with teachers of the country seminar in held in. (-25236786)
2. It would be nice to meet again after 2 years to see what we manage to change in our country (-25236790)
3. One more day to visit more institutions (-25236720)
4. Change the time of the year (-25236762)
5. It would be nice to have maybe a common platform in the internet to work on further if wanted. (-25236767)
6. good to have teachers from many countries and experiences (-25236759)
7. more doing that talking (-25236768)

List of Participants

Bulgaria	Tosheva-Mazneva Mimi, Ms, Vocational School of Electronics and Electrical Engineering, Plovdiv
Cyprus	Mavrogenis Panayiotis, Mr, Technical School of Paphos
Finland	Theophylactou Glafkos, Mr, Makarios Technical School, Nicosia Autio Kirsi, Lybecker Institute of Crafts and Design, Raahe Iso-Herttua Tuula, Hyria Education, Hyvinkää
Germany	Kiuru Helena, SATAEDU/Unit of Social and Health Care, Harjavalta Reicheneder Marlies, Ms, Elisabeth-Rotten-Schule, Berlin Thurow Axel, Mr, Senatsverwaltung für Bildung, Wissenschaft und Forschung, Berlin Zimmermann Katja, Ms, Berufsbildende Schule 1, Gewerbe und Technik, Mainz
Hungary	Lucza Edit, Szegedi Műszaki és Környezetvédelmi Középiskola és Szaképző Iskola, Szeged
Italy	Cristante Marina Chiara, Ms, Istituto Tecnico Commerciale "Ginanni", Ravenna
Lithuania	Gratkauskiene Asta, Ms, Silute Vocational Training School
Spain	Perez Hernandez Alvaro, Mr, IES Ribera Baja, Barcelona

Workshop Organisers

The Finnish Ministry of Education

The Finnish National Board of Education (FNBE):

Counsellor of Education, NLO for the Pestalozzi Programme, Mr Matti Pietilä

National Centre for Professional Development in Education, Opeko:

International Coordinator, Ms Anne Hjulgren

Opetusalan koulutuskeskus (Opeko)

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