

FINLAND

with the contribution of Arja Virta

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>).

Laws and regulations for initial teacher training

Law on Pedagogical Degrees and Teacher Education 1995

Law on Teacher Qualifications 1998.

Law on Vocational Teacher Education 1996

Law on Vocational Teacher Education 1996

University legislation will be reformed in the near future. There will be one law covering all universities and subject domains as well as teacher education. This law will be submitted to Parliament in the near future.

Structure of the education system

The education system is:

comprehensive until student age of 16 years

selective after student age of 16 years

compulsory full time education up to 16 years of age

school leaving age: 16 years¹

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

	Male	Female	Total
below secondary II [ISCED 2]	38.7%	39.2%	39.0%
secondary II [ISCED 3]	61.3%	60.8%	61.0%
post-secondary, non-tertiary [ISCED 4]	0%	0%	0%
tertiary I [SCED 5A/6]	12.6%	11.4%	12.0%
tertiary II [ISCED 5B]	0.8%	0.4%	0.6%

¹ After that, the majority of students go to upper secondary schools; more than half of them to general upper secondary schools, the others to vocational schools. Only a small minority do not continue after 16.

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils

Pupils in	Male	Female	Total
Lower secondary general education	97 453	93 164	190 617
Upper secondary general ed.	52 866	71 778	124 644
Upper secondary vocational ed.	82 904	83 905	166 809

• Ratio of upper secondary graduates to total population at typical age of graduation

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	85	97	91

Students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	141 091	161 859	302 950

• Students per institution²

Institution/ ISCED	Male	Female	Total
Universities	81 133	92 599	173 732
Colleges of higher education	59 958	69 260	129 218

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	9 338	11 693	21 031
Colleges of higher education	13 629	19 213	32 842

• Students graduating in 2002/03 per institution³

Institution/ ISCED	Male	Female	Total
Universities	6 921	10 872	17 793
Colleges of higher education	8 901	11 561	20 462

² Pedagogical universities or separate teacher training colleges do not exist in Finland. All teacher training for general education is included in university faculties, while teacher education for vocational schools takes place in colleges of higher education. Former teacher training colleges or seminars were incorporated into pedagogical faculties in 1974. There is a form of higher education (lower than university, called *ammattikorkeakoulu* in Finnish). In the following tables, the “colleges of higher education” refer to this level of education.

³ The degrees in the universities: MA level 12 411, BA level: 2 883, postgraduate degrees (= PhD, Licentiate level) 1 863, others 636. Figures 2003.

Number of trainee teachers⁴

• Trainee teachers per institution⁵

	Male	Female	Total
Universities	2 173	7 648	9 785
Colleges of higher education	1 228	1 343	2 571

• New trainee teachers in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	303	1 398	1 701
Teacher training colleges			1 547

• Trainee teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	345	1 610	1 955
Colleges of higher education			na

History students⁶

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	1 554	1 642	2 834

• History students per institution

Institution/ ISCED	Male	Female	Total
Universities	1 554	1 642	2 834

• New history students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	149	186	335

• History students graduating in 2002/03 per institution⁷

Institution/ ISCED	Male	Female	Total
Universities	149	170	319

Trainee history teachers⁸

Data not available.

⁴ Impossible to obtain reliable figures, because the subject teachers' pedagogical studies are usually a minor in their MA degree, and this data is not found in statistics. Universities do not give this information on their websites.

⁵ Information on gender distribution (i.e. for those who choose the teacher education programme, which is included in the MA degree in humanities, or MSc) is not available. Neither universities nor the Ministry provided information about the number of students who took teacher education programmes included in their MA (or MSc) degrees. The university figures include the following groups: trainee teachers for pre-primary, primary, special education, handicraft, home economics, music, study counsellors, BUT not subject teachers for lower secondary or upper secondary.

⁶ Gender distribution information not available from universities.

⁷ Of degrees here MA level (total 241, females 130, males 111), BA level (total 61, female 34, male 27), postgraduate (17, female 6, male 11).

⁸ Data is not available and is difficult to quantify, because teacher studies are embedded in the degree and are usually done during one year. However, students may be registered as trainee teachers for several years, until they take their MA.

- Trainee history teachers in state, non-state (private) and church institutions
Data not available. In Finland all universities are state institutions.

- New trainee history teachers in 2002/03 per institution⁹

Institution/ ISCED	Male	Female	Total
Universities	about 70	about 70	about 140

- Trainee history teachers graduating in 2002/03 per institution
Data not available

Teacher trainers in general and history teacher trainers

Number of teacher trainers¹⁰

	Male	Female	Total
Post-secondary and tertiary education (=ISCED 4, 5 and 6)	510	810	1 320

- Teacher trainers in state, non-state (private) and church institutions¹¹

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	460	735	1 195	-	-	-	-	-	-
Colleges of higher education	49	76	125	-	-	-	-	-	-

- Number of history teacher trainers¹²

	Male	Female	Total
Post-secondary and tertiary education (= ISCED 4, 5 and 6)	25	19	44

- History teacher trainers in state, non-state (private) and church institutions¹³

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	25	19	44	-	-	-	-	-	-

Teachers in general and history teachers

School level	Number of teachers	Number of history teachers
Primary	18 616	No specific history teachers
Lower secondary	18 527	839
Upper secondary general	7 316	521
Upper secondary vocational	12 340	--

⁹ Figures for beginning trainee teachers. There may be annual variations. The author does not have information from all departments in the country. The estimation of males / females is based on data from four departments.

¹⁰ In addition to the staff of teacher training departments in universities, vocational teacher training is included, and also the teachers in university training schools (the latter group are supervisors of teaching practice). These figures are estimated, as it is difficult to know the situation in every institution. There may also be part-time trainers. The teachers in the history departments in the faculties of humanities are not included in these figures.

¹¹ All universities are state institutions.

¹² Teachers of history didactics (lecturers, professors) from university teacher education departments, and history teachers from university training schools are included (not history departments in the faculties of humanities, because there are no special courses for history teachers).

¹³ See footnote 11.

• Number of teachers in school¹⁴

School level	Male	Female
Primary	5 026	13 590
Lower secondary	5 181	13 346
Upper secondary general	2 326	4 990
Upper secondary vocational	5 997	6 343

• Number of history teachers in school

School level	Male	Female
Lower secondary	418	421
Upper secondary general	322	199

• Number of teachers in state and non-state schools¹⁵

School level	State (public) schools	Non-state (private) schools
Primary	18 616	
Lower secondary	18 527	
Upper secondary general	7 316	
Upper secondary vocational	12 340	

• Number of history teachers in state and non-state schools¹⁶

School level	State (public) schools	Non-state (private) schools
Lower secondary	839	
Upper secondary general	521	

Financing

The annual expenditure per history student by universities is €2 405 (total expenditure for a degree).¹⁷ The cost of a history student is lower than the average annual cost of educating a student.

The exact annual cost of a history teacher trainee in € is not available. But compared to the average annual cost of a teacher trainee, the cost of a history teacher trainee is lower.

Feminisation

During the last five years, there has been no increase in female students. In general, the proportion of female students has been higher for decades, both in the upper secondary and university levels. There have been no recent changes in this respect.

There has also been no increase in female trainee teachers in the last five years. Teacher education, on the whole, has been traditionally dominated by female students. There have been no recent changes in this respect either.

Furthermore, there has been no increase in female trainee history teachers. The number of male trainee teachers is larger in this group than in general, but the proportion of females and males has usually been nearly equal. Information is based on personal estimates. There may

¹⁴ Percentages of female teachers in primary 73%, lower secondary 72%, upper secondary 68.2%, upper secondary vocational 51.4%.

¹⁵ See footnote 11.

¹⁶ This data was collected in 1999. It is compatible with newer teacher statistics collected by the Central Statistical Office 2002. The newer statistics, however, give the total number of history teachers for lower and upper secondary level (1 362, which is almost identical with the figure for 1999). There are a few Steiner schools and Christian schools, but information about the number of those teachers was not available. It is likely to be very small.

¹⁷ Estimated according to the costs in humanities. More accurate data not available.

be annual changes in the proportion of males and females, but they are of no long-term consequence.

II. Initial training

A. Training institutions

Institutions involved in ITT¹⁸

Institution	For which school level
Universities	ISCED 0–5
Colleges of higher education	ISCED 3, upper secondary vocational school

Main purposes of institutions

Institution	Purpose
Universities	Education of researchers, experts, professionals (teachers included) within all academic fields, including music, visual arts and drama
Colleges of higher education	Education for vocations (expert level (such as nursing, commerce, technology/lower level)
Teacher training institutes	Do not exist as such ¹⁹

Faculties in charge of ITT at universities²⁰

Institution	Faculties
Universities	Faculties of education responsible for primary and pre-primary education, and also the pedagogical studies for subject-specific teachers. Teachers of home economics and handicrafts are educated in the faculties of education. Teachers of other subjects – such as history – are educated in their respective departments

ITT institutions are required to meet legal standards set by

Universities and colleges of higher education: the state (including government) and the training institutions themselves.

Number of training institutions²¹

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	8 (0)	0 (0)	8 (0)
Colleges of higher education	5 (0)	0 (0)	5 (0)

¹⁸ Colleges of higher education are involved in ITT for vocational education (upper secondary level); some of these teachers, however, do their ITT in universities (e.g. in languages and mathematics.) Teachers for general education (primary, lower and upper secondary, do their ITT in university teacher training departments.)

¹⁹ Teacher education takes place within universities, mainly in faculties of education; with the exception of ITT for vocational schools, which takes place in colleges. The name “teacher training institute” can be used, but these institutes belong either to universities or to vocational colleges of higher education.

²⁰ For ITT for vocational education see footnote 18.

²¹ None of these belong to churches. Eight universities (= in these eight faculties of education) responsible for teacher education. In addition, four of the faculties have two departments for teacher education. These four filial departments are mainly responsible for primary school teacher education, not ITT for history teachers. Thus the number of teacher education departments is 12.

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	8 (0)	0 (0)	8 (0)

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

ISCED 5A as a single subject²²

The structure of ITT is:

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary school ²³	examination/entrance tests ²⁴	written	5	MA	yes ²⁵	none, admission at the end of study
Lower secondary schools	examination, restrictions like “numerus clauses”	written	7	MA	yes, compulsory for history	none, admission at the end of study
Upper secondary general schools	examination, restrictions like “numerus clauses”	written	7	MA	yes, compulsory for history	none, admission at the end of study
(Lower or) upper secondary vocational schools ²⁶				MA		

Length of studies/training

- Form of graduation and allocation of years for ITT of history teachers

ISCED 5A: consecutive and concurrent. The concurrent model is the main structure, but the consecutive model is also available.

²² May change in future because history and social studies were separated formally in the new senior secondary school curricula, and are also understood as separate in secondary school.

²³ Primary school teachers do not normally have long subject studies in history, because they usually teach most subjects in the primary curriculum. Some of them may have a little longer course in history (about 25 ECTS), very few have 60 ECTS.

²⁴ There is free access to take history as a minor subject, but there are examinations/entrance tests to the study programme of primary school education. These are quite restricted and competitive.

²⁵ A diploma thesis is required (MA level), in their major, i.e. educational studies, not in history. However, teacher trainees who have a special interest in history teaching often write their educational thesis about learning or teaching history.

²⁶ History is not a school subject in vocational schools. In Finland, there are no lower secondary vocational schools; all students are in compulsory education (*Grundschule* / lower secondary general) up to 15/16, 9 years.

Standards for ITT

- Professional profile

There is no professional profile for history teachers in Finland. The qualifications of teachers are defined in legislation. For a secondary school/upper secondary school history teacher this means MA degree, teacher education programme and at least 60 ECTS in each subject the teacher is teaching.

There is not set of standards for teachers defined.

- Certification system (qualified teacher status)

There is no process of certification after finishing studies of history teaching (e.g. qualified teacher status).

- Low-qualified history teachers

In Finland there are low-qualified history teachers actively teaching history in school. The number of these teachers is quite low.

Low-qualified (or not formally qualified) teachers work mainly as substitutes for permanent teachers who are on leave due to illness, maternity, other work, etc. Municipalities cannot employ unqualified persons for permanent positions, but may use them for longer periods, for instance to save money (salaries are lower for these jobs). Lack of teachers is no excuse in the case of history, unlike mathematics or related subjects. Trainee history teachers who have not completed their studies in history (for instance the MA thesis) often work as substitute teachers for shorter periods, or part-time.

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Finland.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and from universities and teacher training institutions.

- Coordination of curricula

Curricula of different institutions are not coordinated. Curricula of the same institutions are generally not coordinated, but there is partial coordination of curricula within each university.

Training at universities

- Curriculum

The curriculum for initial training for history teachers:

For a more detailed version of the ITT curricula of Finland see the ITT website (<http://www.itt-history.eu>).

The current curriculum dates from 2004 and will be replaced by a new curriculum in 2005. In some universities a new curriculum is being prepared for 2004-2005. The new curricula will be based on the Bologna regulations (harmonisation of European higher education studies, two-level degree structure, adoption of ECTS) The main tendencies within teacher education are better coordination of the elements of the curriculum – subject studies, pedagogical studies, and professional and practical training.

History teachers (for lower and upper secondary school) normally take MA degree classes in the Faculties of Humanities (300 ECTS). MA level is required for all teachers in general education. These teachers normally major in history, or some of the history subjects in the history department. In the University of Turku, students can choose between three historical subjects (cultural history, general history, or history of Finland) and political history in the Faculty of Social Sciences. In Helsinki University, they can choose between general history, or Finnish and Nordic history.

Main subject studies are divided into basic, intermediate and advanced studies. From the intermediate level onwards, students specialise in their majors. As their minor subject, they normally take social sciences (often specially planned for prospective teachers, consisting of elements of political science, economics, social policy and sociology, and law).

Subject teachers are required to take the subject-specific teacher education programme (60 ECTS). Normally it is included in their MA as a minor subject. It is also possible to take this programme after the degree, for a separate diploma. These studies are organised by the Faculty of Education (and are mainly the responsibility of departments of teacher education). Additionally, the MA degree requirements include language courses (in Finnish/Swedish, and in the second official national language Swedish/Finnish; and in at least one foreign language).

- The aims of ITT for history teachers³¹

During the basic studies students are acquainted with the most important historical research, and obtain a general view of the history of Finland and of the world and the main problems of history; they learn key concepts and come to understand the nature and development of historical research. At the intermediate level they gain a deeper understanding of some domains of national history, and acquire research knowledge and skills. Moreover, they acquire a deeper view of general history, skills for international research cooperation, and independent research skills. At the advanced level they gain knowledge and skills regarding the use of the main methods of historical research and the acquisition of historical knowledge. Students use historical information, solve and analyse problems, and apply historian's skills to independent research.

- The content of initial training for history teachers

The basic structures are quite similar. Typically, all the subject departments seem to concentrate strongly on methodological and theoretical studies at the advanced level. Cultural history studies have the most flexible and liberal curricula, with fairly modern themes. At the basic level, students typically have vast opportunities to choose and specialise.

³¹ The description of the aims of history studies was formulated on the basis of the Helsinki curriculum, but that of Turku has fairly similar ideas (although it does not elaborate the aims as clearly.)

BASIC STUDIES (25 ECTS):

Courses in Helsinki: basics of history (chronological history as a reading course; introduction to historical research); history of ideas, economic and social history.

INTERMEDIATE STUDIES (35 ECTS):

Courses in Helsinki:

General history: historiography, philosophy of history, methodology of history; optional specialisations: history of ideas and culture, international relations, economic and social history, research seminars. Students may choose European history as their specialisation (focusing on Finland and the European integration)

History of Finland and Nordic countries: sources of Finnish history, old handwriting, historical methods, optional studies in some themes of Finnish history; research seminars.

ADVANCED STUDIES (60-90 ECTS):

Courses in Helsinki:

General history: courses specialising in one's research area; research methodology, seminars, thesis.

Finnish and Nordic history: historiography, theory of historical research, methodology, seminars.

• The ratio of courses in history teacher training³²

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
ISCED 5A	50%	8%	8%	6%	27%

These courses are always separated.

• Training of history competencies

The history curriculum is the same for students who want to become teachers as for those who want to become historians/researchers.

It is impossible to express in percentages the chronology and theme-centred structure of the curriculum, as well as the proportion of local, regional, national, European and world history courses, and the proportion of political, social, economic and cultural courses in history courses. Students may choose courses and literature. Some of the courses at the basic and intermediate levels are organised chronologically. There are many thematic courses as well.

– In the history courses, the following approaches are
Important: problem-oriented, multi-perspective, multicultural
Not important: teaching by example
Hardly used: bilingual.³³

³² The percentages are based on the minimum requirements for an MA degree (= 160 study weeks = 300 ECTS). The contents of the history teachers' degree in most cases exceeds this minimum. The category "other": about 25% is of minor subject, social sciences for history teachers. Pedagogy, subject didactics and practical training make 22% of 160 study weeks, although the proportions within this 22% may vary in departments. The overall structure is similar in all institutions.

³³ Estimations of the contributor to this questionnaire, Arja Virta.

– Historical methods used during general courses³⁴

A lot: working in and with archives; some: hermeneutics of history, quantitative analysis, qualitative analysis, working in and with museums; hardly at all: statistics, action research.

• Training of history subject didactics / methodology

The following professional competencies are explicitly emphasised in training: textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management, other (future studies; evaluation and assessment; professional identity and development of history teachers).

Trainee history teachers are trained to implement new historical research in classroom teaching, for example, in texts to be summarised, as support for document-based instruction and in student essays. They are also trained to use research methodology in the classroom by, for example, using evidence in classroom teaching.

– Courses of subject (history) didactics

In Helsinki: Didactics of history and social studies I (acquiring historical knowledge, historical consciousness, reception and use of historical knowledge, social and psychological factors of historical understanding). National curricula, planning, teaching, practical implementation in teaching practice.

Didactics of history and social studies II (legitimation of social education, ethical issues and social prerequisites, social studies and social sciences, key issues in social studies, evaluation). Practical implementation in teaching practice.

Research seminar.

– Theoretical concepts for the training of subject (history) didactics

There is no specific “great” model or theory for history didactics. Some leading theories are cognitive and constructivist notions of learning, and humanistic psychology. Modern theories of teacher development (within history education especially): historical consciousness; history culture; multi-perspectivity of history; active learning; critical thinking; PBL.³⁵

• Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school.

The following techniques are mainly covered in subject didactics courses: planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, interdisciplinary cooperation.

Courses in educational sciences/general didactics/pedagogies:

In Helsinki: the basic studies consist of an introduction to education, educational and social psychology, research methods, interaction, special pedagogy, philosophy of education.

³⁴ There are certainly variations between history departments, due to the orientations of their professors and other teachers.

³⁵ These methods are commonly acknowledged by all history teacher trainers in Finland.

- Practical training during universities studies

Practical training is organised in training schools that belong to the faculties of education as independent departments. They follow the same school curricula as municipal schools, but are supervised by universities, and are thus state schools. The trainee teachers spend only a couple of weeks in municipal schools (ordinary schools).

Practice period consists of about 18-20 ECTS, and varies in different universities.

It normally begins with an orientation, then ordinary teaching practice, and practice in minor subject (for historians, social studies). The aim is for trainees to implement and put into practice the skills studied in subject method courses, consolidate their basic skills as history teachers, gain confidence in front of a classroom, and learn to be responsible, independent teachers. Trainees develop their professional identity as teachers. Content: monitoring lessons, planning and giving lessons, participating in other teaching tasks.

- Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to carry out practical training during university studies. There are no separate teacher training colleges. Practical training is organised by university training schools which belong to the university (faculties of education) as independent institutions, and are under university administration. Thus they are also state schools (unlike a majority of other schools, which are run by municipalities). Only a minor part of practical training is done in municipal schools.

The forms of cooperation: cooperation between two institutions; cooperation between an institution and a single expert.

- Forms of practical training

Training in schools: about ten study weeks³⁶ during a nine-month programme.

- Relationship between theory and practice

As to the question of whether there is a relation between theory and practice, the answer is yes and no. Yes, because this is the very purpose. No, because it is very difficult to succeed in this. Subject didactics courses actually deal with teaching and learning the subject, as well as assessment and some of the problems that student teachers have. In practical training, trainees must observe student learning and the use of various teaching methodologies (They write papers and reports based on the practice). They also implement such methods and teaching plans. Trainee observations and experiences are discussed in the seminars on subject didactics.

Postgraduate initial training (PG-IT) for history teachers

There is no PG-IT for history teachers in Finland.

- Induction

There is no obligatory form of induction for newly employed teachers.

³⁶ One study week corresponds to 40 hours work/week (in the reform it will be about 20 ECTS, which is slightly more than now).

Minority and gender issues, multicultural aspects

- **Minority issues**

Regarding the time given to minority issues during the whole period of studies in history, it is impossible to make estimates. Much depends on the choices that the students make. Courses on minority issues are available in the history departments (for instance, the course in ethnicity, history of ethnic and minority groups, department of history, Turku).

- **Gender issues**

Regarding the time given to minority issues during the whole period of studies in history, it is impossible to make estimates. Much depends on the choices that the students make. Courses on gender issues are available in the history departments (for instance, a course on family history, sexual systems: women's history, can be done using literature studies and essays).

- **Multicultural aspects**

The ITT curriculum is designed to prepare trainee teachers to teach history in the context of a multicultural society. Regarding the time given to minority issues during the whole period of studies in history, it is impossible to make estimates. Much depends on the choices that the students make. Courses on multicultural issues are available in the history departments. In practical training, the trainee history teachers have opportunities to teach in multicultural classes. In the history departments there are optional courses and self-directed studies on the multicultural world, world cultures, cultural studies. In teacher training departments there is a specialisation course in subject didactics, teaching content in a foreign language may be taken as part of the history didactics coursework. There is also a short course (lecture-based) focusing on aspects of multiculturalism and education (teaching in multicultural classes).

Professional competencies

The following professional competencies are explicitly emphasised in training

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Scale of professional training

This is difficult to summarise, and impossible to quantify. Most of these themes are included, not as separate courses but as subjects in several courses.

- Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	100%
Percentage of ITT training laboratories equipped with computers	100%
Institutions/faculties/departments of history equipped with a content management system	yes
Institutions/faculties/departments of history equipped with a learning management system	yes
There is technical support for the use of information technology at the teacher training institutions	yes
There is didactical support for the use of information technology at the teacher training institutions	yes

During the whole period of ITT studies, 5-10% of the time is spent on training for use of new media/ information technology.

Form and content of courses about new media/ information technology: The department of teacher education arranges a course on educational technology (optional, restricted access). All students take a basic course in computer use. In subject didactics and in teacher training courses, they are introduced to the uses of computers in teaching their subject.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for: History courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal and written feedback.

- National evaluation of training courses

There are national evaluations, but not every year for every subject. For instance, there are national evaluations of teacher education at regular intervals.

The organisation overseeing the national evaluation is called *Korkeakoulujen arviointineuvosto* (national board for the evaluation of higher education [under the Ministry of Education]).

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for: History courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal and written feedback.³⁷

³⁷ These may be used alternatively.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical/ institutional qualification	other qualification
ISCED 5A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place:

	academic qualification	didactic qualification	psychological qualification	juridical qualification	other qualification
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula and practical training.

Students elect representatives for the planning groups. In the department of history, they represent history students; in the faculty of education, the group plans curricula for the whole teacher education programme. So the student delegates may come from many subject groups. Students are also represented by their elected delegates in the groups responsible for the criteria and final decisions for recruiting new students, for practical training, and for the evaluation of courses.

International mobility

In Finland there are ITT programmes explicitly designed to foster the international dimension of teacher education. The student mobility of trainee history teachers is primarily organised through the history departments; mobility is more often related to the students' main subject studies, rather than their professional training. This is true of international programmes such as CIMO, SOCRATES, NORDPLUS.

In the training school (practical training), they have the opportunity to teach content in English (IB, middle year programme, English language primary). The training school in Turku has particularly large numbers of immigrant children in the classes. The Department of Teacher Education organises optional courses for teaching content in foreign languages, and for teaching in multicultural environments.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:
Historians, advisory teachers³⁸, psychologists, pedagogues, didacticians.

³⁸ Advisory teachers: refers to the supervisors who are subject teachers in the training school, which belongs to the faculty of education.

– Coordination of these groups

These groups are coordinated, but only partially (for curriculum development).

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups and it will increase (coordinated by the curriculum). Form of cooperation: cooperation between various subject groups who are in teacher education programmes (in the form of thematic work, projects).

• Average percentage of working time devoted by teacher trainers to the training of trainee teachers³⁹

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other
Universities	50%	100%	10%	10%	75%	0%

Structure of personnel in training courses

All training courses are run by one teacher/trainer.

E. Training of teacher trainers

In-service training

There is a possibility of in-service training for teacher trainers at universities. The costs of the in-service training are covered both by the teacher trainers themselves and by the teacher training institutions. The training includes: improvement and training in self-reflection, improvement in competencies in planning and design of courses, training in directing and steering the learning process, training of organisational skills. Form and content of in-service training varies from year to year, according to specific needs.

Specific training

History teacher trainers comprise a very small group within training schools, and particularly in teacher education departments. There is usually no special training for them. They get their training along with other teacher trainers. History teacher trainers often participate in the same courses or seminars as advisory or school teachers in their subject. Some form of education is also arranged within their national peer group.

The training of trainers

• The trainers are trained by specialists in history, education, psychology etc., depending on the specific needs of the subject group.

• Place of training for the trainers

There is internal and external personnel development for:

Historians, advisory teachers, didacticians, pedagogues, psychologists.

Some examples of internal personnel development: training in computer use and research methodology. Some examples of external personnel development: courses on PBL or ICT.

³⁹ Psychologists and pedagogues have all the subject teacher trainees from all subject groups. Didacticians often have other teaching in addition to their own subject and subject didactics, depending on their competence (for instance supervising pedagogical MA or doctoral theses).

- International mobility of history teacher trainers

Trainee history teachers are encouraged to participate in international research or exchange programmes, as are the rest of school and university staff. History teacher trainers are not prepared for international mobility in any special way, other than through language training. Some educational cooperation programmes in which history teacher trainers participate: Socrates, Nordplus (within Nordic countries).

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages from 10-18/19):

- History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	History (years 5–6, age 11–12)
ISCED 2 – lower secondary general school	History (years 7–9, age 13–15)
ISCED 2 – lower secondary vocational school	Does not exist as a school subject
ISCED 3 – upper secondary general	History (16–19)
ISCED 3 – upper secondary vocational school	Not a subject in this curriculum

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	yes	–	–
ISCED 2 – lower secondary general school	yes	–	–
ISCED 2 – lower secondary vocational	_ 40	–	–
ISCED 3 – upper secondary general	yes	–	–
ISCED 3 – upper secondary vocational school	_ 41	–	–

- Number of history lessons

Number of lessons per grade per week, and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
5 (10-11)	3 ⁴² (45 min)				
6 (11-12)					
7 (12-13)		2	–		
8 (13-14)		2 ⁴³	–		
9 (14-15)			–		
10 (15-16)				4 compulsory courses in history	–
11 (16-17)					–

⁴⁰ School form does not exist in Finland.

⁴¹ History is not included in the curriculum for upper secondary vocational schools.

⁴² Minimum: 3 lessons/for these two years together (for instance 1 lesson/year in year 5, 2 lessons/year in year 6).

⁴³ Normally only social studies in year 9

12 (17-18)				(about 32	–
13 (18-19)				lessons) ⁴⁴	–

- History curriculum in school

For a more detailed version of the school curricula of Finland see the ITT website (<http://www.itt-history.eu>).

The National Board of Education has prepared and published the framework for school curricula, and the specified curricula are formulated locally, in every school. The 1994 frameworks were quite broad, and in the latest reform the national curriculum has been written in a noticeably more detailed style. The role of the national framework is also normative and binding for the schools. The new school curricula were published for the comprehensive school (= primary, lower secondary, 7–15 years) in 2004, and for the upper secondary school in 2003.

The history syllabi in compulsory and secondary education emphasise the nature of history as the basis of the school subject, stress that the aims of history as a subject are to create individual, national and European identities, and international understanding, to foster critical thinking, to emphasise seeking out, understanding and using historical knowledge, and to acknowledge the multi-perspectivity of history and key historical concepts such as time, change, continuity and causation

– Aims and content of the subject in primary school

Children are familiarised with their own roots, the nature and acquisition of historical knowledge, and key concepts such as time and change. Teaching should give the pupils opportunities to experience historical empathy and understand the dynamics of history. The syllabus concentrates on some central events and phenomena from prehistory to the French Revolution. National history is presented as part of general history, although some textbooks may have other structures for national and general history.

Central topics (years 5 and 6): e.g. prehistory and the first civilisations, the formation of European civilisations, the Middle Ages, beginnings of modern history, Finland as a part of Sweden, a range of optional themes. The syllabus also defines criteria for a good knowledge of history at the end of year 6 (the main areas of the criteria are acquiring historical knowledge, understanding historical phenomena, and using historical knowledge).

Aims and content of the subject in lower secondary general school⁴⁵

The syllabus for years 7–9 aims at deepening the conception of historical knowledge and strengthening the pupils' historical identity. Pupils learn to collect historical information, use various sources, formulate an opinion, understand interpretations, explain human activity and estimate future alternatives by using knowledge of historical changes.

In the syllabus of years 7–9, year 7 normally focuses on the history of the nineteenth century, and year 8 mainly on the twentieth century. Year 9 normally concentrates on social studies.

⁴⁴ Additional optional courses

⁴⁵ A major reform in the comprehensive school curriculum was the establishment of criteria for assessing student achievement in all subjects. Criteria for year 9 were established in 1999, but now they have also been extended to the end of year 6. A feature specific to history criteria, for both years 6 and 9, is that they focus on the skills of acquiring, understanding and using historical knowledge. The criteria are purely formal, including nothing of the factual contents that students should adopt. The reason for this is to be found in a relativist notion of the significance of historical events. The formal emphasis on the criteria, and also on the goals for history teaching, is influenced by the British tradition in history teaching, as well as Finnish trends in history education.

The history of Finland is integrated into the study of European and world history. A characteristic of the Finnish history syllabus is a strong emphasis on modern history, and on the twentieth century.

Central themes (years 7 to 8): e.g. life in the nineteenth century; nationalism, industrialisation, age of the upheaval in Finland, the breakdown of estate privileges, russification, the World War I and its consequences, independence of Finland, civil war, depression and totalitarianism, World War II, Finland from the 1950s to the present, east-west and north-south polarisation, life in the late twentieth century and the beginning of the twenty-first century, optional themes.

– Aims and content of the subject in upper secondary general school⁴⁶

After the curricular reform in 1994, the senior secondary school is no longer graded in year-classes. The Framework Curriculum for the Senior Secondary School 1994 also brought a new structure to all school subjects, limiting the number of compulsory courses and leaving more options for students to make their own choices. This is also the structure in the latest curriculum (2003).

The goals for senior secondary school history are related to the nature of history. The students learn the main developments in the history of the world and Finland, see the present as the result of historical development and as a starting point for the future, are able to relate their own time and themselves to historical development, and construct their own historical consciousness, acquire and critically apply historical knowledge, and understand its relativity and multi-perspectivity, understand the past through its own and present premises, understand various cultures, develop a world view based on the values of human rights and democracy, and develop their ability to function as active and responsible citizens.

The history syllabus 2003 consists of four compulsory and two optional specialist courses, and schools are allowed, with their own resources and motivation, to arrange more optional courses.

Compulsory courses: Man, society and culture: a longitudinal thematic study of the interdependency of people and nature, from prehistoric times to the present. The main approaches are economic and social history. The course focuses on general history, with examples from Finnish society). European man: a longitudinal study of the main achievements of European science, art and ideas; the Finnish culture as one part of this history. International relations: central issues of international politics and world history, mainly in the twentieth century. International politics are analysed within the framework of economic, ideological and political competition. Key concepts are democracy and dictatorship.

Turning points in Finnish history: the major developments in Finland from the end of the nineteenth century to the present.

Optional specialisation courses: Early history of Finland from prehistory to end of the Swedish regime, before the autonomy of 1809, cultural encounters: analysis of one or more cultures outside of Europe. The focus is on cultural clash, or adjustment and integration of cultures.

– Aims and content of the subject in lower secondary vocational school

⁴⁶ At the end of their secondary school studies, students have to take the final examinations (matriculation examination), which are held twice a year. This examination has a very strong influence on teaching and learning in the secondary school.

Until now history and social studies together have been included in the *realia* subtest with nine other subjects. In 2003 the Ministry of Education decided that the *realia* subtest should be divided into independent subject-specific tests, and this will be implemented for the first time in spring 2006. From this time on, history will also have a final examination of its own.

Does not exist as a school subject.

– Aims and content of the subject in upper secondary vocational school
History is not included in the curriculum

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses⁴⁷

Local history	5 %
Regional history	5 %
National history	30 %
European history	30 %
World history	30 %

Local history is taught mainly in primary and lower secondary school curriculum (topics include main events in national history related to the local level i.e. prehistoric times or Middle Ages in the home region, or how people in that area lived in the seventeenth century or during World War II), visits to museums, small tours by pupils..

Regional history: History of neighbouring countries (Scandinavia, Baltic countries, Russia/Soviet Union).

National history: The primary years study national history from prehistory to the Napoleonic Wars and the end of the Swedish regime. Years 7–8 of compulsory education (= lower secondary): the Russian regime in Finland; formation of independent Finland; Finland and the wars; creation of the welfare state; the present day. In upper secondary: the only compulsory course is a study of the turning points in national history, from the latter half of the nineteenth century (industrialisation, end of the Russian regime, independence, wars, social and political changes up to the present day).

European history: The main developments, organised chronologically up to the present day; in the twentieth century, political history is emphasised; European cultural history, environmental history from a European point of view; political history: Europe is included in the general subject.

World history: America: imperialism, world politics; international politics focusing largely on twentieth century history (including developments in Europe); environmental history which deals with global issues.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses⁴⁸

Political history	40%
Social history	20%
Economic history	15%
Cultural history	25%

Political history: The study of political history is mainly concerned with modern history and does not include much examination of developments before the end of the eighteenth century.

Social and economic history: Lifestyles in different societies (any period), study of which has already begun in primary level classes; industrialisation, emigration; social and environmental history (including economic issues).

⁴⁷ Estimation of the contributor to the study, Arja Virta.

⁴⁸ Estimation of the contributor to the study, Arja Virta.

Cultural history: Emphasised in primary school history courses (ways of living, history of art: ancient, Renaissance, Baroque); Secondary level: national cultural history, mainly nineteenth century (national romanticism), European cultural history (European man),

– The relationship between history and other school subjects

History is very closely related to social studies. They have been part of the same curriculum (this ended recently), and history teachers also teach social studies. History provides a background for understanding society; history courses take a historical perspective on social institutions. The theme of human rights is a focus when dealing with subjects such as slavery, imperialism, the Holocaust, war, dictators, democracy.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Others: Religious studies ⁴⁹	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT

There are important differences between topics studied in ITT and topics which have to be taught in school according to the curricula. The studies for university students of history (prospective teachers included) are not designed to correspond with school curricula. Students may also choose their major from some alternative fields of history (general history; history of Finland; Scandinavian and Finnish history; cultural history). There is another alternative for prospective teachers in the department of history in Turku. The intermediate subject studies resemble the subject areas of upper secondary school courses. This option has not, however, proven very popular.

There have been important changes during the last ten years within the field of history teaching in Finland. In upper secondary schools, the reform of 1994 stipulated that courses were no longer to be organised as year classes; the number of compulsory courses would be limited in every subject. History would include four compulsory courses and some optional classes. In some courses, a thematic structure was adopted instead of a chronological one. The Framework Curriculum of 1994 left it up to schools to create their own curricula. The 2003 curricula included more detailed course descriptions; history and social studies were separated. These changes in history teaching did not directly affect ITT, but curricular trends were discussed. The school curricula are based on the same kind of educational ideas as the pedagogy in teacher education programmes.

⁴⁹ Most students take religious studies, but ethics is the alternative only for those who do not have religious education.

- Future developments

The following changes for history as a subject are expected

Upper secondary general: the separation of history and social studies may influence the practice of teaching; it is also important to note that the structure of the final national examination has been changed.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002, there was a shortage of positions.

- Salaries

In 2002, a full-time secondary school teacher had an above-average income in comparison with all wage-earners.

- Number of history teachers newly employed in 2002

No specific data available on the employment of history teachers.

- Number of unemployed history teachers

No specific data available on the employment of history teachers. In 2000, a total of 552 teachers were unemployed, and of these, 135 were primary teachers. It is well known that history teachers have difficulty getting jobs as historians or history teachers. It is especially difficult to get a permanent job. There may be 60-80 applicants for one upper secondary history teacher position. Well educated history teachers often take other jobs (which are not permanent either) or research projects, etc.

- Future developments

The number of available jobs will increase significantly due to the age distribution of teachers. The retirement of teachers does not, however, improve history teachers' employment situation very much.

- Age distribution

– The average age of history teachers in primary and secondary schools

School/ ISCED	<30	31-40	41-50	50>
Lower secondary	11%	33%	29%	27%
Upper secondary	7%	30%	25%	38%

- Age of employment / retirement

– Age at which history teachers normally get hired in primary and secondary schools: ⁵⁰

School/ ISCED	Female	Male
Lower secondary	25-27	25-27
Upper secondary	27-29	27-29

⁵⁰ Estimation of the contributor to the study, Arja Virta.

– Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	Male
Lower secondary	60	60
Upper secondary	63	63

- Salaries / age

Average salaries of history teachers in euros per level of qualification⁵¹

School/ ISCED	< 30 years	50 > years
Lower secondary	30 575	38 325
Upper secondary	32 200	42 738

- Status of history and history teaching in society

A figure cannot be given, because none is available, and all such figures would probably be inaccurate. The general impression is that medical sciences, technology (engineering and architecture) and natural sciences are the most highly regarded professions, along with juridical sciences. At the bottom there is education. But it is not that simple. For instance, humanities is not a monolithic field. History seems to be more appreciated as a field of study than some others (e.g. archaeology or ethnology). If the status of academic fields is measured against their popularity (= number of students seeking to study in those fields), the picture would be the total opposite. Number of applications per student accepted (ratio of applications to those admitted to academic programmes) was 13 in education, 11 in history, 10 in humanities in general, 7 in natural science, 4 in medical science, 5 in engineering and architecture, 5.7 in law, 7 in social sciences, 3 in dentistry. The most highly sought-after were admissions to theatre and drama (ratio 17) and art (18) programmes.

Reputation of history teaching on a scale from 0 to 10: 8⁵²

Positive: because of the high competence of teachers, the status of history and social studies as subjects has grown in the newest curricula.

Reputation of history on a scale from 0 (worst) to 10 (best): 9

Reasons for the status value: In society in general, history has high status because of interesting research which is efficiently popularised in the media. History culture (= history in films, novels, popular books, etc.) is becoming more popular, as are genealogical interests, and reminiscences about the war. The great narrative of Finnish history (the wars against the Soviet Union, and films and literature about this) is a subject of popular interest. I think that history has a higher status in Finnish society in general than it does in schools. University history departments also have a fairly high status.

⁵¹ This is salary/year. No subject specific figures available, this information is about all the subject teachers in those school forms. Eurydice data for 2002/03

⁵² Estimation of the contributor to the study, Arja Virta.