

Eleven most important changes in the reform of general upper secondary education

- 1 Credits instead of courses**

The scope of the syllabus for young people would be 150 credits (one current course = two credits) and for adults 90 credits. The use of credits would enable a more flexible planning of study periods. Dimensioning studies in the same manner as in higher education would also facilitate the recognition of prior learning.
- 2 Studies across subject boundaries**

The introduction of credits would provide an abundance of possibilities for cooperation between different subjects. General upper secondary schools could provide more extensive study modules crossing subject boundaries more freely than before. This would help students deepen their competence in areas required for example in further studies or working life.
- 3 Closer cooperation with higher education institutions**

Every student would be provided with an opportunity to get acquainted with higher education. General upper secondary schools would become obliged to arrange some studies or other activities in cooperation with higher education institutions, which would give all students an opportunity to familiarise themselves with higher education studies while still in upper secondary education.
- 4 Stronger focus on internationality**

General upper secondary schools should pay more attention to internationality and ensure that every student has an opportunity to gain international experiences during their studies. Students' possibilities to improve skills needed in working life and entrepreneurship would be improved by increasing collaboration with the surrounding society.
- 5 Matriculation examinations could be retaken as many times as a student wishes**

Restrictions on the number of times a matriculation examination may be retaken would be removed. At the moment, a passed examination may be retaken only once. In future, the number would not be restricted.
- 6 Special-needs education and support for students**

Students in general upper secondary education would have the right to receive special-needs education and other support for learning in accordance with their personal needs.
- 7 Personal study plan for every student**

All students would draw up a personal study plan in the beginning of their studies under the guidance of teachers and guidance counsellors. The plan would determine objectives concerning their studies, matriculation examination and further studies. The plan would be updated regularly.
- 8 Competence acquired elsewhere would be recognised**

Practices for identifying and recognising competence acquired elsewhere before and during general upper secondary studies would be improved. All studies completed in another general upper secondary school would be recognised and accredited as such.
- 9 More personal study guidance**

In addition to study guidance taking place in groups, students would, if they so wish, receive more regular, personal study guidance concerning their general upper secondary education and further studies.
- 10 Guidance for former students**

General upper secondary schools would become obliged to provide guidance for their former students. Guidance would in future be provided also for those who have discontinued their studies and for graduates who have been left without a further study place.
- 11 Zero tolerance for bullying**

Education providers' obligation to intervene in bullying would be specified. The new act would explicitly state that students must be protected from all bullying, violence, harassment and racism.