

Planning teachers' professional development for global education¹

Margaret Trotta Tuomi*

Institute for Educational Research, Finland

Group consultation was used with educators at different stages of their careers as an innovative research tool in the development of both pre- and in-service teacher training for world citizenship education. The themes identified by the teachers were quite broad, and included the need for more educational philosophy, varied educational methodology and the skills to collaborate with other teachers in order to create a "culture of consultation in schools". Involving teachers in the field was found to be essential in identifying critical areas for training, as well as for appropriate means and implementation. A survey of seminar participants (n = 35) showed new paths for development in the area of collaboration between lower and upper grades.

"If we were doctors instead of teachers, and our post-certification training was similar to what we have now, at least half of our patients would die!" (one teacher's remark)

Introduction

As society changes, so do the needs of teachers, making it difficult to design teacher training curricula which meet teachers' lifelong career needs. Given the speed of change, the ability to adapt to societal transitions is a skill which is critical for teachers. There will always be a need for their continuing education, and teachers should play an essential part in the planning and implementation of their own professional development. In this paper, we discuss a study we conducted, which included interested and experienced classroom teachers, special education teachers and a retired teacher. These individuals were involved in the design and realization of an in-service teacher training program intended to create well-functioning, diversity-positive learning environments.

All Students Benefit

The geographical cul-de-sac in which Finland is located has not lent itself to the flow of human migration found in many parts of the world, thus diminishing its popu-

*Institute for Educational Research, P.O. Box 35, FIN-40351 Jyväskylä, Finland. Email: margaret.tuomi@ktl.jyu.fi

lation's exposure to variations in habits and customs. This peripheral position has left Finland with a relative dearth of diversity compared with the more frequented regions of the world. During the period from 1960 to 1980, the foreign population of Finland remained stable at about 0.3% (Statistics Finland, 2003a) It is not surprising that the training of teachers at the time did not include the skill of creating diversity-positive environments. Now, however, foreign-born school-aged children represent 3%² of their age group in Finland.³ While the actual figure is still comparatively low, this relative jump has presented Finnish society with new challenges, and schools have had to adjust accordingly.

All students benefit from teachers with solid and holistic pedagogical skills. As teachers gain expertise, their knowledge can be adapted for the education of others as well, thereby benefiting all students, not only the foreign-born. The timing of the developments mentioned above may be just right for the new immigrant population, since it coincides with a projected change in the demographic structure of Finland during the next 30 years, when a large percentage of the wage-earning population will reach retirement age (Statistics Finland, 2003b). The Finnish Ministry of Education is now focusing attention and resources on the training of the foreign-born, since every individual will be needed as productive contributors to the workforce (Opetusministeriö, 2003).

Modus Operandi

Consultation, a non-adversarial form of synergic discussion for collective decision-making and problem-solving (Tuomi, 2001/2003) is an instrument for setting goals and discerning the means to achieve them. Teachers from a city in central Finland were invited to participate in "workgroup consultations" to create an appealing and realistic in-service teacher training process which captures teachers' interests and promotes the creation of diversity-positive learning environments. The volunteers involved in the consultations included classroom, special education and subject teachers, a retired special education teacher and, most recently, upper comprehensive-school teachers (grades 7–9), a teacher training planner, as well as education students. This was an "open group" (see Turner, 1987). All who were interested in education were welcome to take part and were free to start or stop participation at any time. This diverse group will be referred to here as the Consulters.

"Consultations" involve sending to Consulters questions on a theme and requesting them to respond in writing. A discussion including the volunteers and the researcher then takes place. Based on both the consultation discussion and the written responses, a list of conclusions in the form of "minutes of the meeting" is drawn up and approved or adjusted by the participants truly to reflect the consensus of the group. The next theme is then chosen in order to go to the next stage of understanding. The process is ongoing, but the themes considered and conclusions reached thus far, how they have been tested, and reflections on the process and plans for the future will be presented here.

If You Knew Then What You Know Now ...

The first set of themes centered on:

1. what skills the Consultants needed to acquire on their own that they had not received during their training;
2. how they envisioned teacher training five to ten years in the future;
3. how their needs and vision of future teacher training compared with the current needs of in-service teachers; and
4. how the learning required to meet these needs should take place.

There was a great deal of input from the participants. The four theme-based discussions led to a consensus that the following nine points needed to be included in both pre-certification and in-service teacher training:

1. stronger skills in observing and making rational decisions in the classroom;
2. more on educational philosophy/conceptions of the human being, so that teachers are able to evaluate various ways of teaching;
3. training in more teaching methods, so that if one technique does not work with students the teacher has access to a variety of ways to present the material;
4. more about major world cultures and the world in general;
5. tailoring the curriculum for varied skills and special situations;
6. the skill of teaching reading and writing to older students, including the differences between teaching Finnish to native and foreign-born students and teaching Finnish as a foreign language to those who are literate in their native language and those who are not;
7. skills in working with language interpreters;
8. more skills in working with parents; and
9. the skill of how to collaborate with other teachers to create a "culture of consultation" at school.

An examination of this list shows that skills which constitute a necessary part of professional teacher development are described in points (1) to (5) and (8). Of these, point (2), requesting more educational philosophy and conceptions of the human being, is clearly the most fundamental.

As with any science, "the science of education needs a philosophical foundation, a credible meta-theory for enabling the holistic and coherent exploration of the phenomenon of education" (Izadi, 2003). The dysfunctionality of perceiving reality as fragmented, rather than holistic, becomes ever more apparent when children with widely diverse customs and practices challenge prevalent practices. The encouragement of fragmented world views, in which we can have "separate but equal" realities, or cultural relativism (Brown, 1991), in which each culture defines its own reality for those who participate in it and where, therefore, there are no common values, leaves teachers unable to cope with culturally diverse classrooms. A holistic approach such as Systems Theory (Bertalanffy, 1986/1998; Laszlo, 1989, 1991, 1994, 1999; Izadi, 2003; Tuomi, 2001/2003) based on the principle of unity in diversity (Tuomi, 2001/2003), provides a solid approach. In this approach, the

world is viewed as one entity, requiring diversity. Every human being is endowed with human dignity, and there are common starting points, such as the concept of justice, from which to proceed. Collaboration on seeking common goals and the means to achieve them requires hard work. However, the process, while difficult, is also worthwhile. Holistic approaches provide concepts such as world citizenship, and include patriotism and reciprocity based on both rights and obligations for oneself and all other people. This holistic approach is commonly referred to as Global Education.⁴

Knowing more about educational philosophy and conceptions of the human being is clearly connected to the first point mentioned above: that of strengthening the skill to observe and make rational decisions in the classroom. Developing a clear understanding of human beings and an educational philosophy helps teachers deal with new and unanticipated situations in school life and to deal, hopefully together with parents, with the “gray areas” which constantly arise. Point two also refers to the need to be self-reflective and to train proactive educators who are able to respond to the constant changes in society.⁵

Increasing teachers’ methodological repertoire, point (3), calls for teachers to return to seeing education as a creative process rather than as a mechanistic activity of uncritically presenting information from a book. Teachers need to find the keys required to unlock the fascinating mysteries that children, unique and diverse in their learning styles, observe around them.

Points (4), (5) and (8) relate to increased knowledge about the world in general, the ability to tailor the curriculum⁶ to the students’ needs, and skills for working with parents. These are essential competencies for teachers, and they benefit all children. Each child in the classroom is diverse, as are its parents. Learning to discuss and collaborate with parents from other cultures enhances teachers’ abilities to work with all parents and children.

There were two topics, the teaching of reading and writing to older students and working with interpreters, which are more specific. Certainly, all teachers are taught how to teach literacy. However, there are differences in teaching reading and writing skills to older students, teaching Finnish as a second language and working with interpreters. Such skills should be included in teacher training.

The point with the greatest potential for promoting significant sustainable development in education is point (9), covering the skills needed to collaborate with other teachers to create a culture of consultation. This shows the willingness of teachers to call for and seek fundamental structural change in their relationships, to be consultative, cooperative and creative.

How Would One Organize Teacher Training?

The Consultants spoke of the great differences between their experiences in practice teaching at the university pre-service training school⁷ and what they experienced when they actually started working: class sizes were larger and the available resources smaller. They felt that they had been taught that there was a certain way to teach. When they could not function in the same manner in their actual place of

work, they felt lost. The Consultants suggested that being given more practical experience in local schools during teacher training could reduce the number of trained teachers changing professions or suffering burnout. An increase in hands-on experience, teaching children of different ages and varying needs, including students from other cultural backgrounds, would be needed. All university training schools, they suggested, should include a reception class for newly arrived foreign students and include the experience of teaching classes with foreign-born students so that all certified teachers would eventually have this expertise. Special education should similarly include expertise in testing and meeting the needs of those from other cultures.

With respect to their vision of teacher training for the future, the Consultants suggested that, in addition to practice teaching at the teacher training school, teacher education should include longer stretches of time spent with a mentor teacher in a local school. If teacher training lasts four years, they suggested students might start in a normal classroom working as a teacher's aide for a week or two. This would give them a realistic context for learning basic teaching skills, the focus of their first two years. In year three, half a year could be spent putting what they had learned in theory into practice by making lesson plans and engaging in practice teaching at the university's teacher training school. After that, the second half of the third year could be spent teaching in the field with a mentor teacher, while completing assignments from the teacher education department based on their work in the classroom. The final year would focus on research, including the students' final thesis, the themes of which would be practical and school-based, involving areas of special interest which the students had noticed while working in schools, and done in communication with their mentor teachers in the local schools.

The Consultants repeatedly stressed that student teachers must realize that not all learning difficulties will be taken care of by special education teachers and that they should be prepared to have children in their classrooms with very diverse skills and learning styles. Teachers should be given more training in special education, including skills to teach students from other cultural backgrounds. The basics of teaching reading and writing to students at all levels should be mastered by all teachers, including the differences in methodology related to teaching Finnish to foreign students and to Finnish students. Experiences working with culturally and otherwise diverse students could help in this process. While the Consultants agreed that cultures cannot be generalized, they requested that teacher training provide students with general knowledge about the major world cultures.

The Consultants wanted more contact with native-language teachers⁸ in school so that information on how the student is progressing in their own mother tongue would provide insight into their difficulties in learning other subjects. Individuals can have learning difficulties in one language yet not in another, but the exchange of this information would certainly be useful in assessing the possible need for special education. The Consultants suggested that native-language teachers should also teach during school hours rather than in the evening, so that they can collaborate more easily with Finnish as a second language and special education teachers and become equal partners in the educational process. To promote this

process, the Consultants suggested that teacher education departments enrol foreign-born student teachers, so that foreign and native student teachers could study side by side and learn about each others' cultures—more contact and collaboration could help.

Teacher training, the Consultants felt, provides far too little information on the role of parents and on working with parents around school issues. The new curriculum obliges the teachers to collaborate with parents in a more significant way than before. The Consultants suggested that there could be role-playing exercises during teacher training on how to approach and work with parents, how to communicate using translators and how to collaborate with parents with diverse cultural perspectives to create educational partnerships.

The establishment of support networks for all teachers, both new and experienced, would be a great help. The field of education is constantly developing, and teachers are encountering new challenges daily. The Consultants spoke of the difficulty in finding reliable expert advice. This was felt not only by teachers in large cities but also by teachers in outlying areas. It is critical that educators have the skill to evaluate information found on the Internet. The Consultants reported that often when a child with new learning needs enters a class, the teacher does not get the necessary training but instead they rely on Internet search engines. Many are unable to evaluate the educational value of the websites that they find, but use whatever the first "hits" of the search engine gives them. The Consultants stressed that a culture of consultation should be developed in schools to enhance collaboration. However, one teacher observed: "Who of us is willing to admit that we need help?"

Since the Consultants added more and more to what student teachers needed to learn during their education, they were asked what they would cut out of teacher training so that one could complete such training in a reasonable length of time. They suggested that courses providing facts, which have become outdated, should be replaced with more teaching methodology. Student teachers should learn that there are many ways to teach, since individual children are different not only in their learning styles and interests, but also in their learning abilities.

Teachers' Skills Development Program

The Consultants' ideas were put into action in a pilot series for in-service training, delivered in September 2003 and evaluated by the participants. The first Teachers' Skills Development Seminar was named "From a Faceless Immigrant to My Own Student". The target group consisted of the staffs of the lower and upper comprehensive schools operating within the Jyväskylä Area City Network.⁹ The training was conducted by experienced teachers from reception classes,¹⁰ special education teachers, Finnish as a second language teachers, classroom teachers, a school nurse, a school principal, a licensed interpreter and foreign-born upper secondary-level students and their parents. The chief education officer of the City of Jyväskylä participated in the panel discussion arranged as part of the seminar.

The seminar was organized as one full-day session followed by four 'theme afternoons', conducted at one-week intervals. The presenting teachers shared their

ideas and expertise in relation to topics such as: What do reception classes for immigrants teach? What do they not teach? What does the law say about the teaching of immigrants? How do you adapt the curriculum to meet the needs of the students? How is teaching Finnish as a second language different from native-language teaching? How do you prepare a class to welcome an immigrant child as an equal member of the classroom? Is special education for immigrant students with learning disabilities different from other kinds of special education? How can you understand the immigrant child's world? How do you work with families?

The presenters brought the participants into their classrooms and shared their own teaching materials, some of which were self-made. There was a feeling among the participants at the seminar that "we are all in this together" and can gain from each others' experience, and networking began. Indeed, there is a great deal of experience in the field that needs to be shared. Currently, the teaching profession is not structured to easily tap into the expertise of practitioners. The seminar provided a forum for this to happen.

Participation of Student Teachers

The pilot seminar series was planned with in-service teacher training in mind. Shortly before the seminar was held, an invitation was also extended to students preparing to become teachers and special education teachers. One special education student wrote of her experiences as follows:

This has been a very interesting seminar. For a student, it has been an excellent opportunity to learn in the field together with practitioners working with immigrants—that kind of knowledge is often the best. Studying at the university often tends to be too scientific. It lacks concreteness and a practical orientation ... When I received an announcement about the seminar over our electronic mailing list, I was immediately and unreservedly interested. (Kauranen, 2003, p.1)

Students were provided with an ideal situation to network and learn from experienced teachers in the field, which perhaps lowered their threshold for discussing problems with others in the future and enabled them to see teachers' work in a more realistic light. According to the same student:

An awareness of culture-bound differences is a very important precondition for a teacher's well-being at work. It was evident from the experiences of the seminar presenters that some things will not work, no matter how much effort the teacher puts in. This is something that must simply be accepted. Teachers must not blame themselves. It became quite clear during the seminar that teaching immigrant pupils and working with immigrant families entails wide-ranging cooperation. (Kauranen, 2003, p. 3)

Receiving this type of information while still in teacher training, and while gaining more experience of normal classroom situations, prepares students to set more realistic goals and can contribute to a reduction in the incidence of burnout. Future seminars will include more students to promote such developments. The need for textbook materials for teacher training became clear. The video recordings of the seminar provided a starting point for a project to supply such materials.

Success of the Pilot Series

All 35 participants were requested to complete an anonymous questionnaire at the beginning and end of each day of the seminar series. As predicted, their interest in attending the training stemmed from practical need. All taught foreign-born students, except one who taught a first-generation¹¹ Russian-speaking child. The education students expressed an interest in teaching immigrant students in the future.

When asked how teacher training had prepared them for their current needs, especially concerning the education of pupils who are foreign-born, all responded that they felt poorly prepared. Two participants, who also acted as trainers, said that they had taken a leave of absence from their work and attended additional training in Finnish as a second language which they had found very helpful. When asked what type of training would be most useful, the most common response, given by one-third of the participants, specified training in Finnish as a second language.

There was a suggestion during the seminar that a website be developed for teachers as a resource for the wide area of the education of immigrant children: as a base for disseminating ideas, information and teaching materials, as well as for the translation of essential school forms and documents, such as diplomas, in a variety of languages. A Finnish-language website with a name that translates as *Teacher Development for Global Education*¹² has now been established as a part of the larger *peda.net* website to serve as a resource centre and a forum for the continued discussion among all interested parties.

It became quite clear during the seminar that much more collaboration is needed between lower and upper comprehensive-school teachers¹³ to provide continuity in education. Both groups of teachers would have much to gain from the partnership. In the seminar, lower comprehensive-school teachers stressed that patience is needed, that children learn and grow with the passage of time. Upper comprehensive-school teachers, however, tended to have no time for patience. They felt pressure to communicate great amounts of content to large groups of students in a short period of time. They had only three years to prepare students before they attended either vocationally or academically oriented upper secondary education. Structurally, upper comprehensive school in Finland does not lend itself to teachers becoming acquainted with individual students easily. With groups changing every hour, there is little opportunity to identify individual strengths and weaknesses. The upper comprehensive school teachers expressed frustration over students' lack of the language skills required to keep up with the content to be communicated. The students were talented but lacked the language skills to demonstrate it.

The next seminar series will be structured to enhance cooperation between upper and lower comprehensive-school teachers with a view to sharing information on how to promote more equitable learning situations and create fair methods of evaluating students with limited language skills. These methods can be as simple as providing a vocabulary list giving the foreign-born students the opportunity to learn the required new words before the lesson starts. The next phase of the training, "From a Faceless Immigrant to My Own Student" and "On to World Citizenship",

planned for October 2004, will place more emphasis on the collaboration of upper and lower comprehensive-school teachers and on career planning. It will be a six-day program catering for both teachers in the field and student teachers, and conducted in cooperation with the Department of Teacher Education at the University of Jyväskylä.

These seminars will be conducted annually after the teachers get to know their students and identify the skills they need. Future seminars could focus on diverse issues found in classrooms, but would most likely not include special classes, such as discipline or behavioral problems, learning disabilities, Asperger's Syndrome or dyslexia.

Has Consultation Been Useful in Planning Teachers' Professional Development?

Teacher consultation has proved to be a successful tool for planning professional development. The Consultants were able to identify teachers' needs and take part in meeting them. The topics identified for both pre-service and in-service training were appropriate responses to the current needs of teachers' professional development in general and skills which were previously seldom needed, owing to the Finnish demographic structure. Finally, the Consultants were able to address schools' contextual need for more collaboration and consultation to promote sustainable development. The seminar series provided an opportunity for teachers to show and share what they had done and receive appropriate feedback for their valuable work, much of which had not been shared before. It made possible the exchange of ideas, networking and the beginning of a culture of consultation among the participants. The teachers were able to make a contribution to the advancement of their profession by passing on their knowledge, not only to other teachers but also to the teachers of the future.

Not enough is known about what types of knowledge teachers in the field actually master and what types they need. According to Kosunen and Mikkola, "There is never too much research-based information about the ways in which teachers in the field plan, implement and assess their work. We need to know more about teachers' practical knowledge" (Kosunen & Mikkola, 2002). More attention to Global Education is also needed from the "scholars of education." According to Izadi:

This concept of *world citizenship* is no longer a mere expression of vague brotherhood; it has become a necessary aspect of learning to live as a competent inhabitant of this planet. The cause of global education—basic education meant for every child in the world—has already enlisted in its service an army of dedicated people from every nation, culture and faith. It deserves the utmost support that the governments of the world can lend it. But it deserves also the full attention of scholars of education. (Izadi, 2003, p. 230)

Most of all, a culture of consultation should be nurtured in schools, among teachers and other school staff and between school staff and parents and students. Teachers need to feel less alone in their tasks, to be networked with other teachers at higher and lower levels of education so as to achieve a contextual vision and find support

from experts in the field. There is much to be done. We are unable to predict what skills will be needed in the future, but teachers involved in consultation have an important role in the process.

Notes

1. Funding for this research was provided by the Academy of Finland (decision 201409).
2. Statistics Finland (2003b). The data cover all 5–19 year olds.
3. Finland is not alone in this trend. According to Johnson, “Population demographics are markedly changing in many of the western European countries that traditionally have considered themselves culturally homogeneous states” (Johnson, 2003, p. 17).
4. Le Roux (2001) notes that there is a problem with terms such as “multicultural education”, while Squelch (1996) calls the term “outdated, offensive and politically incorrect.”. Terms often used synonymously are multiethnic education, multilingual education, intercultural education, cross-cultural education, immigrant education, bilingual education, community education and minority education. Le Roux also addresses the problems of scenarios promoting an approach of separate but equal cultural pluralism, opting for the term “culturally responsive” teaching. I would argue that the issue has little to do with culture but relates, rather, to the innate human dignity of all, the essential necessity of diversity working in unity, and the rights and obligations of world citizenship—therefore the term Global Education. These elements should be found in all classrooms, regardless of the ethnic background of the students or the teacher. For more on this topic and the distinctions between unity, conformity, deviance and diversity, see Tuomi (2001/2003).
5. In the “Human Dignity Project” (see Tuomi, 2001/2003), teacher Irma Korkeaniemi adopted, in addition to her course material, *The Curriculum for Global Education: In Support of School Education for 5–14 Year Olds*, published by the National Spiritual Assembly of the Bahá’ís of Finland (1995), a holistic curriculum with five goals: ethics, knowledge, understanding, vision and skills. According to the teacher, using such a tool gave her teaching a context and a perspective, enabling her to see her work as an educator as part of a child’s lifelong growth process.
6. The definition of what constitutes a curriculum and what is its role in relation to teaching materials is an area ripe for research—see Tuomi (2001/2003, pp. 102–107).
7. Teachers in Finland are trained at universities. Student teachers currently do their practice teaching at lower and upper comprehensive schools, which are part of their university. These schools have greater resources than other schools, since funding comes from the governmental rather than the municipal budget. However, the teachers in our project, unlike the teacher trainers, taught in municipal schools.
8. In Finland, if there are a “sufficient number” of students with a common native language, classes are organized for them to maintain and improve their native-language skills. These classes are usually delivered in the evening, since the children come from various schools throughout the city, thus making it difficult for the Finnish as a second language and native-language teachers to collaborate.
9. The “Jyväskylä Area City Network” is made up of nine municipalities, the total population of which is currently 161,500.
10. This may be arranged for newly arrived immigrant students for up to one school year.
11. The definitions used here are the same as those employed in PISA 2000: “Native students” were born in the country where assessment took place and have at least one parent born there. “First-generation” students were born in the country where they were assessed but have parents who were born in another country. “Non-native” students were born outside the country where the assessment was conducted and have parents who were also born in another country (OECD, 2001, p. 153).

12. Maahanmuuttajalasten opetuksen kehittämisohjelma at [http://www.peda.net/veraja/opetus-
taidot](http://www.peda.net/veraja/opetus-
taidot)
13. Here lower comprehensive school is defined as grades 1–6 and upper comprehensive school as grades 7–9. In many countries, this distinction corresponds to the primary school versus middle school years.

Notes on contributor

Margaret Trotta Tuomi is a Senior Researcher at the National Institute for Educational Research, under a grant from the Academy of Finland. As an educational sociologist, Dr Tuomi focuses on how to train teachers to create just, proactive school environments and provide children with tools, such as consultation, which prevent problems from starting and deal with the problems that do occur, creating a milieu conducive to learning.

References

- Bertalanffy, L. von (1968/1998) *General systems theory: foundations, development, applications* (revised edn) (New York, George Braziller).
- Brown, D. E. (1991) *Human universal* (Philadelphia, Temple University Press).
- Izadi, P. (2003) *In quest of the science of education: from reductionistic discourse to systemic theory* (Acta Universitatis Lapponiensis 53. Rovaniemi, Finland, University of Lapland Press).
- Johnson, L. S. (2003) The diversity imperative: building a culturally responsive school ethos, *Intercultural Education*, 14(1), 17–30.
- Kauranen, T. (2003) *Opetustaitojen kehittämisohjelma: Kasvottomasta maahanmuuttajasta omaksi oppilaaksi* (Teachers' Skills Development Seminar: From a Faceless Immigrant to My Own Student) (University of Jyväskylä, Department of Special Education). Unpublished student assignment.
- Kosunen, T. & Mikkola, A. (2002) Building a science of teaching: how objective and reality meet in Finnish teacher education, *European Journal of Teacher Education*, 25(2/3), 135–150.
- Laszlo, E. (1989) *The inner limits of mankind. Heretical reflections on today's values, culture and politics* (London, One World Publications).
- Laszlo, E. (1991) *The age of bifurcation: understanding the changing world, world futures general evolution studies 3* (Philadelphia, Gordon & Breach).
- Laszlo, E. (1994) *Vision 2020: reordering chaos for global survival* (Philadelphia, Gordon & Breach.)
- Laszlo, E. (1999) *The systems view of the world: a holistic vision of our time* (Cresskill, NJ, Hampton Press).
- Le Roux, J. (2001) Effective schooling is being culturally responsive, *Intercultural Education*, 12(1), 41–50.
- National Spiritual Assembly of the Bahá'ís of Finland. (1995) *Curriculum for global education: in support of school education for 5–14 year olds* (Helsinki, Author). Available online at: <http://www.bahai.fi/glops/glops.eng.html> (accessed 29 June 2004).
- OECD (2001) *Knowledge and skills for life: first results from the OECD programme for international student assessment (PISA) 2000* (Paris, Author).
- Opetusministeriö (2003) *Opetusministeriön maahanmuuttopolitiittiset linjaukset* (Immigration policy guidelines of the Ministry of Education). (Opetusministeriön työryhmämuistioita ja selvityksiä) 2003:7.
- Squelch, J. M. (1996) Education for equality: the challenge to multicultural education, in: E. E. Dekker & M. Lemmer (Eds) *Critical issues in modern education* (Johannesburg, South Africa, Heinemann).
- Statistics Finland (2003a) *Population 2003:5* (Helsinki, Author).

- Statistics Finland (2003b) *Statistical yearbook of Finland 2003*: 98. (Helsinki, Author).
- Statistics Finland (2003c) *Foreigners and international migration 2002, Population 2003*:8. (Helsinki, Author).
- Tuomi, M. T. (2001/2003) *Human dignity in the learning environment: testing a sociological paradigm for a diversity-positive milieu with school starters* (2nd edn), Institute for Educational Research Reports, 10 (Finland, University of Jyväskylä).
- Turner, J. C. (1987) *Rediscovering the social group: a self-categorization theory* (Oxford, Blackwell).