



# World Picture: Finland ITCs compared to European averages

According to the [Global Information and Technology Report](#), here are the TOP 10 Countries as ranked by their overall ICT infrastructure.

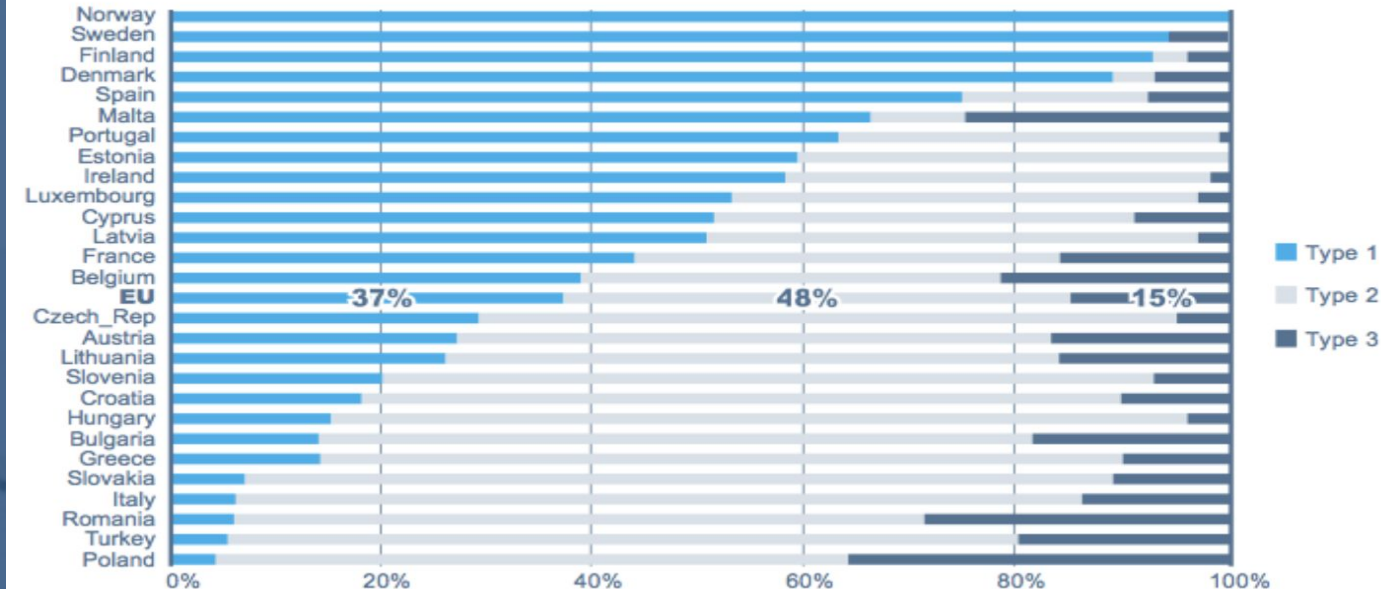
In 2014, Finland ranked 1st and was described as having an “outstanding digital infrastructure.”

The Networked Readiness Index measures how successful 148 economies are at applying Information and Communication Technologies (ICT) to boost competitiveness and wellbeing.



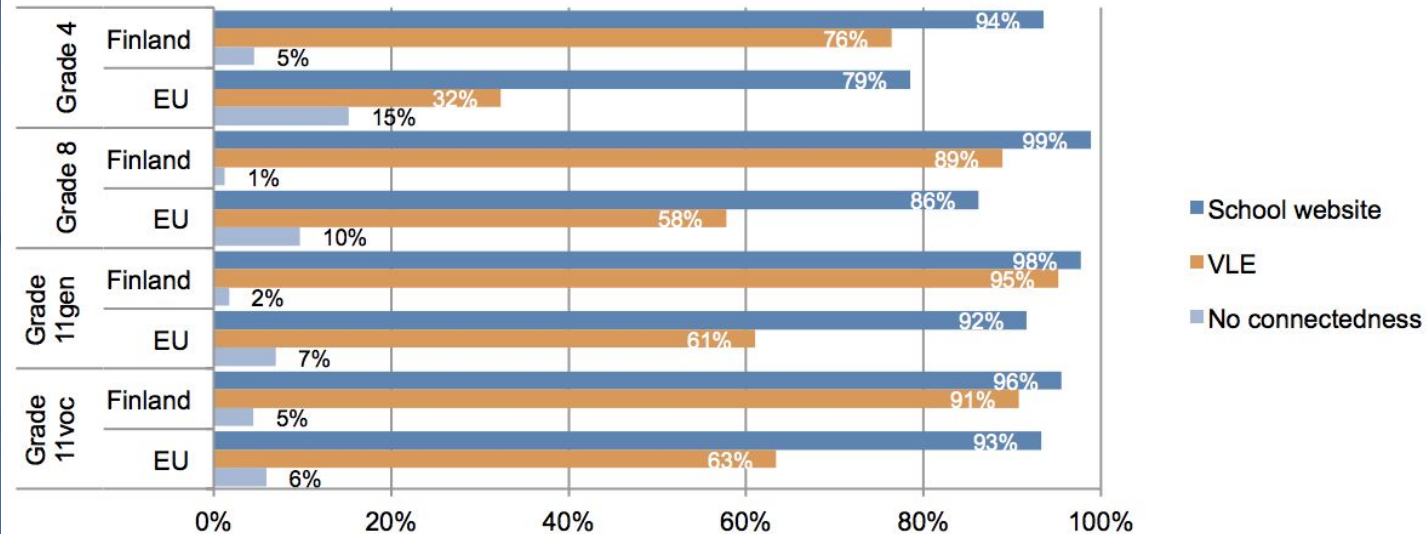
# Theme 1: Finland has one of the most technologically-equipped schooling systems in Europe

Fig. 1.13a: Percentages of students by school type in terms of equipment  
(Grade 4, country and EU level, 2011-12)



## Theme 2: They also are much more connected in terms of websites and virtual learning environments than the EU

**Fig. 2.5: Percentage of students in connected schools - website, virtual learning environment, no connectedness**  
(Finland and EU, 2011-12)





However...

### Theme 3: When it comes to actually using technology for instruction...

Fig. 2.5a: Use of school desktop/laptop for learning purposes at least weekly (Grade 8, country and EU level, 2011-12)

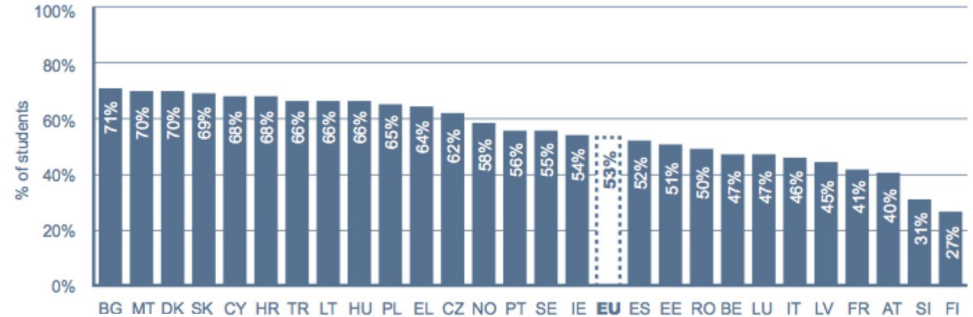
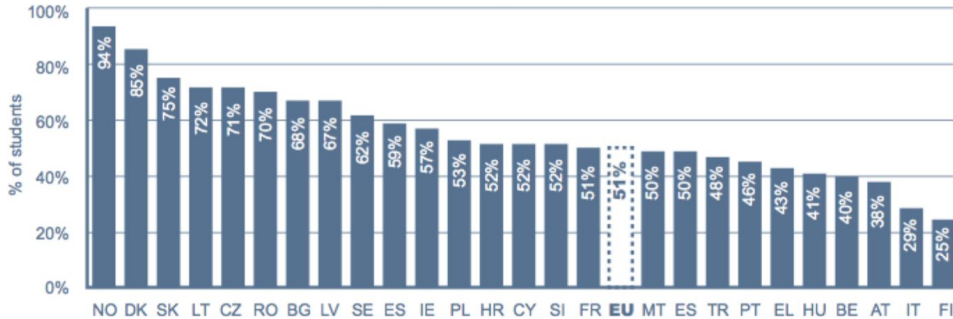


Fig. 2.5c: Use of school desktop/laptop for learning purposes at least weekly (Grade 11 general, country and EU level, 2011-12)

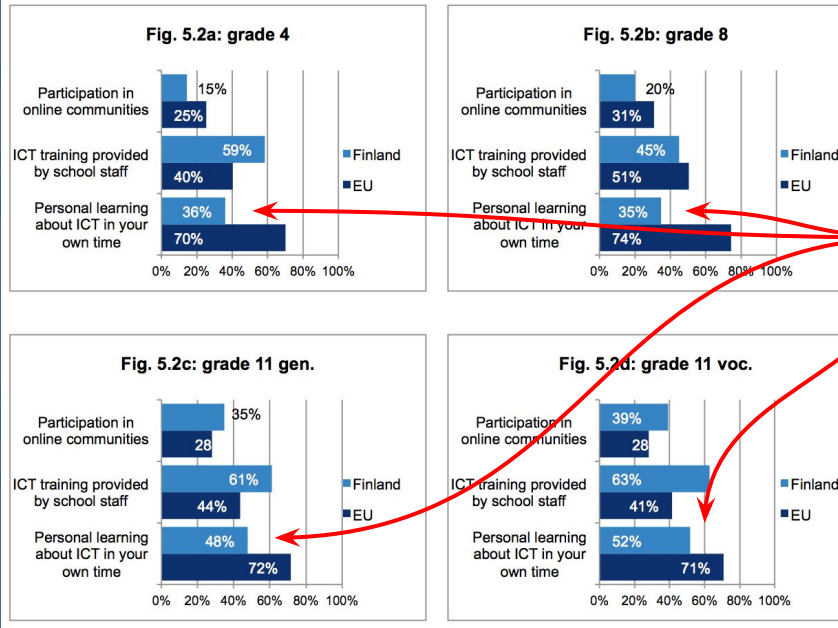


...Finland ranked *dead last* in the EU as recent as 2012.

Generally, this is because teachers in Finland are extremely credentialled and often do not perceive of a need to master and implement ICTs in the classroom.

Fig. 5.2: Means through which teachers have engaged in ICT related professional development during the past two years

(by grade; in % of students; Finland and EU; 2011-12)



Theme 4: At all grades, teachers are dramatically less-likely to seek out “*Personal Learning about ICT*” when compared to the EU average.

With regard to ICTs in education, Finland's primary challenge is a cultural one.

The collective efforts of their Ministry of Education and their professional development programs will be focused on convincing teachers that ITCs are necessary for the future improvement of their education.

With little regulatory oversight (thanks to Finland's autonomous teaching core), this will be a problem that will require significant grass-roots efforts to sustain.





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